

AN EXAMINATION OF EDUCATORS PERCEPTIONS ON THE  
PROFESSIONAL TEACHING LAW: A QUALITATIVE STUDY

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PROFESSIONAL TEACHING LAW: A QUALITATIVE STUDY**

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**I hereby declare that all information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all material and results that are not original to this work.**

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## **ABSTRACT**

### **AN EXAMINATION OF EDUCATORS PERCEPTIONS ON THE PROFESSIONAL TEACHING LAW: A QUALITATIVE STUDY**

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The purpose of this study is to examine the perceptions of educators about the newly released Professional Teaching Law in Turkey and reveal if the expectations and needs of practitioners are met. For this purpose, a semi-structured interview was conducted with two academics, two master's students, five teachers, two school administrators, and three union representatives. The sample of the study is composed of 14 participants. The participants were selected through purposive participant selection method as the study requires participants to have information on Professional Teaching Law. Therefore, this is basic qualitative research that adopts phenomenology method. This study's data sources are the law itself, and semi-structured interview, which was developed by the researcher and her advisor, and approved by the experts in the field. The qualitative data were analyzed through descriptive and content analysis. The results indicated that Professional Teaching Law is considered as a necessary law for the sake of the teachers, but this current law is perceived as being inadequate to make positive differences teachers, and it failed to meet the expectations of the field members. The law can be updated by involving

teachers in the content preparation and further research can be conducted with different groups of teachers to compare the findings to reveal different ideas on the law.

**Keywords:** teaching law, professional teaching law, career steps

## ÖZ

### ÖĞRETMENLİK MESLEK KANUNU ÜZERİNE EĞİTİMCİ ALGILARININ İNCELENMESİ: BİR NİTEL ÇALIŞMA

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Bu çalışmanın amacı eğitimcilerin son zamanlarda ilan edilen Öğretmenlik Meslek Kanunu'na (ÖMK) yönelik algılarını incelemek ve alandaki insanların beklenti ve ihtiyaçlarının bu kanun ile karşılanıp karşılanmadığını ortaya çıkarmaktır. Bu amaçla yarı-yapılandırılmış görüşme formu iki akademisyen, iki yüksek lisans öğrencisi, beş öğretmen, iki okul yöneticisi, ve üç sendika temsilcisine uygulanmıştır. Bu çalışmanın katılımcı grubu 14 kişiden oluşmaktadır. Çalışmaya dahil edilecek insanların bu kanun hakkında bilgi sahibi olmaları gerektiğinden, amaca yönelik katılımcı seçme yöntemi kullanılmıştır. Bu çalışma fenomenolojik yöntem ile tasarlanan bir nitel çalışmadır. Bu çalışmanın veri kaynakları kanunun kendisi ve araştırmacı ve danışmanı tarafından geliştirilip alandaki uzmanlar tarafından onaylanan yarı-yapılandırılmış görüşmelerdir. Elde edilen nitel veriler betimsel analiz ve içerik analizi ile incelenmiştir. Sonuçlar ÖMK'nin öğretmenlerin iyiliği açısından gerekli olduğunu ama katılımcıların içeriğin eksikliği yüzünden ÖMK'ye karşı pozitif bir algısı olmadığını göstermiştir. Aynı zamanda, bu kanun katılımcıların beklenti ve ihtiyaçlarını da karşılayamamıştır. Kanun, öğretmenlerin içerik belirleme aşamasına dahil edilmesi ile güncellenebilir ve farklı grup



öğretmenler ile çalışmalar yapılarak fikir ve düşüncelerin ortaya çıkarılması ve kıyaslanması sağlanabilir.

**Anahtar Kelimeler:** öğretmenlik kanunu, öğretmenlik meslek kanunu, kariyer basamakları

*To my husband and myself, as birthday gifts.*

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## LIST OF ABBREVIATIONS

AKS	Internship Abolishment Examination
CHP	Republican People's Party
DMK	Civil Servants' Law
EBS	Educational Unity Union
ES	Education and Science Laborers' Union
HEC	Higher Education Council
KPSS	Civil Servant Selection Examination
MoNE	Ministry of National Education
ÖABT	Field Knowledge Evaluation Examination
Öğ-Der	Şuurlu/Conscious Teachers' Union
OSYM	Student Selection and Placement Center
PTL	Professional Teaching Law
TEDMEM	Turkish Educational Non-Governmental Organization
TES	Turkish Educational Union

## CHAPTER 1

### INTRODUCTION

#### 1.1. Background of the Study

Education's importance is defined by Cevizci (2012) as having the strength of affecting the society and shaping the future. In addition to education's importance, the facilitators of education and their role should not be left unmentioned. Teaching profession is defined by Hacıoğlu and Alkan (1997) as a professional one that requires having social, cultural, economic, scientific, and technological approaches regarding educational services as well as special expertise on one's branch including having necessary knowledge and skills thanks to academic work and receiving occupational formation. These can be listed as the expected qualifications of teachers. Çelikten et al. (2005) name the initial duty of teachers as ensuring learning to take place. For the well-being of the upcoming generation and the society, teachers' importance and them being at the subject position of educational system is underlined by Yüksel and Denктаş (2021, p. 172) as "the teacher is the soul of the education and the school". Additionally, Gündüz (2008) found in his study that the training and appointment of teachers as well as their in-service operation influence the quality of education.

Considering the emphasis on the importance of teaching profession and the impact of teachers on the educational system, teaching profession's definition and the tasks of teachers need further notice. Expectedly, to make a definition of teaching profession, the duties of teachers should be mentioned. Eskicumalı (2002) explains the duty of teachers as the endeavor of creating a desired behavioral change of students by conducting educational curricular plans and programs. The roles that are attributed to

teachers are numerous. Providing educational ambiance for students' learning (Başarır et al., 2014), implementing high-quality training (Hoque et al., 2011; Connor et al., 2005; Newmann, et al., 2000; Poekert, 2012; Şişman, 2011) and augmentation of student success (Darling-Hammond, 2000; Hanushek et al., 1998; Muñoz et al., 2011; Nye et al., 2004; Sanders et al., 1997) can be listed as the main roles of the teachers. Moreover, shaping the future of the individuals and the society (Berk, 2014), contributing to the students to realize their potentials (Güven, 2010), transferring the information, skills, attitudes, and values to the younger generation that ensure healthy continuance of socio-cultural life (Şanal & Güçlü, 2005), boosting motivation (Tschannen-Moran et al., 1998), ensuring intellectual development of individuals as well as preparing the younger generation for the future challenges (Hargreaves, 2009), helping individuals develop their skills and characters (Tekişik, 2004) can be listed as the extended roles and tasks that are attributed to the teachers.

The needs of teachers are examined in much research. As teaching is a professional occupation, it needs social placement, its own norms, institutionalized value, and reputation (Fındıklı, 1999). The teachers are marked as the builders of the next generation's success through the educational system and therefore the respect they need are highlighted (Maden et al., 2010). Çelikten et al. (2005) discuss in their study that the dignity and value of teaching profession and the respect of the society towards the teaching profession has decreased in recent years in Turkey because of the questionable policies. Likewise, Külünkoğlu (2017) has recently agreed with previous consensus that the respect for the teaching profession diminishing in years. Gönülaçar (2016) marked in their study that consubstantiality, climate, hierarchy, and wage determine the value given to the teaching profession by society, which affects the reputation of the profession. Consubstantiality is being personally and professionally in harmony with the teaching job to have high levels of reputation perceived by various stakeholders, as well as energy to focus on the job. Likewise, climate boosts the motivation of the teachers and reputation of the profession through social, school, and educational system's ways of function. Hierarchy, on the other

hand, influences the sense of fairness, and malfunction of hierarchy can lead to dissatisfaction and distrust of teachers to the system. As mentioned before by Gönülaçar (2016), wage supplied to the teachers is another determiner of the value given to the teachers in the eyes of society. Varkey GEMS Foundation (2013) has created an index that includes various variables that determine and affect the value of the teaching profession for the society. The index's variables are: Reputation of teaching profession vs other professions, social status of teachers, the encouragement of the parents for youth to become teachers, respect shown to the teachers by their student, the common idea on teacher wages and its being enough or not, the common idea on changes of teachers wages according to student success rates, society's trust in the educational system and in teachers regarding whether the quality of education is provided for the students.

Need of reputation and status of teachers and the teaching profession cannot be ignored as it is quite low in national (Aydın et al., 2015; Özoğlu et al., 2013; Ünsal & Bağçeci, 2016; Ünsal et al., 2017) and international settings (Fwu & Wang, 2002; Hall & Langton, 2006). However, there are individualized needs of teachers as well. As a starter, happiness is one of them. It is related with job satisfaction, efficiency of work, and quality of life (Çetin & Fikirkoça, 2010). Therefore, the sense of happiness is a must for teachers, which can be provided through meeting their needs.

Tobias and Baffert (2010) state in their study that the autonomy is another determiner of the signified respect and obtained status for the occupations. For that matter, we can name another teacher need in general as the need of autonomy. In the Turkish context, teachers are the implementors of nationally agreed and set curriculum in each part of the country even though they are free to use their own teaching techniques in their classes (Özoğlu, 2010). That's why teachers are not autonomous in their in-class teachings in Turkey.

There is a need to summarize the teacher employment in Turkey to have an in-depth understanding of individualized needs of teachers in Turkey. The employment

system of teachers is divided into two as public school and private sector in Turkey just as in most countries. Currently, teachers who received their diplomas from faculty of education or received formation education, can either take the governmental exam KPSS to be employed at public schools, or work in the private sector without an examination process. MoNE has initiated a contracted teacher appointment implementation with 2006/58 Notice (MoNE, 2006). Therefore, in Turkish educational systems, there are tenure public school teachers, contracted public school teachers, and substitute temporary public-school teachers and private school teachers.

The contracted teachers are sent to the regions they may have never been to or never heard of before to serve the country, however they are not given the right of reassignment for at least four years unlike the tenure teachers. In those cases, they stay at those regions even though they are married or married with kids. After three years of service as contracted teachers, they become tenured and possess the right of relocation. The internship period, the required seminars to be taken, and the assessment processes to successfully get rid of the title of “candidate teacher”. For the ones who are appointed as contracted teachers to public schools, there are steps as candidate or intern teacher for a minimum of one and at most two years. Then, they become tenured on their third year, and gain all the rights of civil servants like relocation on their fourth years if they are single. If not, they can ask for family union relocation appointment when they complete their third year of service (MoNE, 2020). Teachers and educational field suffer from numerous problems in Turkey. Teacher circulation because of appointment of novice teachers to the east and less advantaged areas of Turkey is one of the educational problems in Turkey (Taşkaya et al., 2015). Nar (2008) explains the problem of teacher circulation as teachers counting days to complete their obligatory service periods and asking for relocation when they can. Likewise, this can be counted as teachers’ problems as well as the system’s. As it may be a problem for the quality of education’s consistency (Gönülaçar, 2016), Mete (2009) found in their study that contracted teacher application of MoNE has significantly lessened the teacher shortage in the Eastern

and Southeastern Anatolia Regions of Turkey. However, contracted teachers lack rights of the tenured teachers such as career advancements, becoming an administrator, having relocation rights, not receiving travelling expenses etc. (MoNE, 2006). Sevimli and İşcan (2005) mark that job involvement and efficiency of an employee require some conditions to be met such as economic, social, and psychological fulfillment. In that sense, contracted teacher implementation in Turkey and the entailments of this implementation constitute some problems.

Existence of temporary substitute teachers and the regulation on their wages as getting paid only for the hours they teach, and not having job security emerge as another issue of teacher placement in Turkey. Moreover, the existence of temporary substitute teacher employment is criticized as shadowing the need of appointing teachers with KPSS. All these discussions might also be associated with the reputation of the profession in the eyes of varied stakeholders as well as being highly important for the individuals working as teachers in public schools.

In addition to the needs of teachers in public schools, there are needs of private sector teachers which require urgent care too. The reputation of private schools is most spread as requiring too much money to send the kids to private schools (Uygun, 2003). While private schools require a lot of money from parents, they are willing to pay less to their teachers. Private sector teacher employment process is conducted by the private school management. Private sector teachers work under yearly contracts that are approved by the MoNE in Turkey. They suffer from stress while doing their jobs (Karaköse & Kocabaş, 2006). This can be because of working under one year of contracts and therefore having job security issues, and a sense of rivalry to be the best to keep their jobs. Therefore, the individual needs such as job security, decent work hours and wage as well as the reputation of the teaching profession, private sector teachers' demands, and needs should be heard and answered just like the public-school teachers.

Teaching is referred to as requiring intense levels of emotional labor because of involving interaction with students, and those interactions are marked as “long term, repeated, and intense” (Wrobel, 2013, p. 582). Educators have several roles and take care of numerous students in their daily lives and try to respond to their own individual needs as well. As they try to respond to numerous needs each day, teachers desire their needs to be heard and fulfilled to function at their best versions. Teachers are referred to as caregivers (Medina & Luna, 1999). These caregivers need their problems to be cared for to have the will and energy to provide care for their students. There is an extensive literature on teacher burnout and attrition and the consequences of them in both national and international settings (Acheson et al., 2016; Altan, 2021a; Bakhuyts-Roozeboom et al., 2020; Brouskeli et al., 2018; McCallum & Price, 2016; Ersoy-Yılmaz et al., 2014; Zinsser et al., 2019). Teacher’s comfort has therefore been receiving a great attention of scholars such as Hwang et al. (2019), Kidger et al. (2016), McCallum and Price (2016), McCallum et al. (2018) Wu et al. (2020). In accordance with the literature, MoNE (2021) has proposed an item numbered 126: “Teaching profession should be a career oriented one. Their career advancements should make a tangible and meaningful contributions to teachers’ personal rights.”. This item is accepted at the 20<sup>th</sup> Educational Council of MoNE to support professional development of the teachers and teacher comfort along with their advancement in their careers. Accordingly, Professional Teaching Law (PTL) that focuses on regulating career-steps of teachers have been officially announced and put into practice on 14<sup>th</sup> of February 2022. Along with career-step related content, the law also covers teacher qualifications and selection as well as the candidacy process related announcement and cancellation of candidacy exam. PTL, its necessity, and its content have been subject to research and the Vision 2023 has included the necessity of a professional teaching law before PTL was released. Vision 2023 of MoNE covered educational aims such as creating school development model, online platforms to track educational developments at schools, skill-based evaluation system, and exam-free acceptance to schools. In addition to student related aims, there are also human relations related ones such as founding a graduate level “Teaching Profession Expertise Program” by cancelling pedagogical



certificate programs, improving teachers' appointments, working conditions, seniority rank rights, personal benefits, and etc. by preparing a professional teaching law. There are also aims of improving inspection system of schools, guidance and counseling services, special education services, educational technological systems. Vision 2023 also focuses on importance enabling higher standards of pre-school education, language learning, different type of schools such as vocational ones, as well as life-long learning.

MoNE has appreciated the necessity of a professional law on teaching that will arrange principal and teacher appointments, working conditions, career advancement, as well as personal rights at Educational Vision 2023 (MoNE, 2020). Agreeably, it was an urgent need for the teaching profession's reputation as well as for the concerns and needs of the teachers. Considering the current needs of the teachers and the teaching profession, and the announcement of PTL, this study emerged as a research opportunity to analyze the perceptions of practitioners towards PTL's items.

## **1.2. Statement of the Problem**

Considering the governmental and private school teachers' employment processes as well as their problems, working conditions, and needs; there has been a need for a special law on teaching professions for the sake of teaching profession's reputation, job satisfaction and quality and quantity of teachers and teaching (CHP, 2018; EBS, n.d., MoNE, 2018; MoNE, 2021; ÖĞ-DER, 2019; TEDMEM, n.d.). Otherwise, the respect for the occupation of teaching and teaching profession's status can further be damaged because of misconducted or wrong policies as it keeps being worsened in years (Çelikten et al., 2005; TEDMEM, 2014). Consistently, there can be shortage of teachers because of walkouts which can lead to a decrease in the quality of schools (Liu & Onwuegbuzie, 2012). Ingersoll (2001) lists the reasons for walkout and turnover of teachers as the lack of support from administration, disciplinary problems of students, not having a voice in school and education related issues, and low income. Yüksel and Yüksel (2014) state the main walkout reason of employees as

not receiving any respond to their needs and expectations. In that sense, the newly released Professional Teaching Law (PTL) has been desired for years to solve the problems of the teachers. As it is a recent announcement, there is limited literature on the content of the published PTL. Altan and Özmusul (2022) criticize the content of PTL and the missing parts of it in their examination. However, this study aims to investigate whether the PTL meets the expectations and needs of the teachers, and how is it perceived by the practitioners in Turkey, which has not been explored before.

### **1.3. Purpose of the Study**

As this law and what it should include have drawn attention of the educational field for the reputation and professionalism of the teaching job and the needs of the teachers, this study brings insiders' opinions on the content of PTL and the perception of the practitioners on the law. There is no current study on perceptions towards PTL as it has just been released in February 2022.

Therefore, the aim of this study is to obtain the perception, recommendation, and comments of the practitioners on the PTL in Turkey. Finding out the expectations being met or not and gathering the comments of the field members on the final version of PTL's content are the main aims of this study. As there is no other study that examines the perceptions of the practitioners towards this recent law released officially published on 14<sup>th</sup> of February 2022, the main purpose of this study is to analyze the perceptions of the field members on the law, and initiate literature Professional Teaching Law.

### **1.4. Significance of the Study**

As mentioned before, PTL serves as an exponent and a supporter of professionalism of teaching job, teachers' rights, and career opportunities. The need for a professional teaching law was justified with union and political party proposals and research

(CHP, 2018; EBS, n.d.; Karip, 2018; Tuna & Kazdal, 2021; MoNE, 2018; Öğ-Der, 2019). The initiating items of PTL focus on teaching profession's being a professional job requiring specific educational background, having career steps as teacher, expert teacher, head teacher after the candidate teaching period is completed. Those career options were present for a long time. MoNE made changes in the Basic Law no. 1739 of National Education, 43<sup>rd</sup> item that; "Teaching profession is divided into three career steps as teacher, expert teacher, head teacher after the completion of the candidate teaching period" (MoNE, 2014). For that purpose, a regulation on career options of teachers have been prepared, accepted, and promulgated within the same year in 2005. After being official, an examination for earning the title of expert teacher had been administered. Though 106,536 teachers have successfully earned expert teacher title after the evaluations (MoNE, 2006), opposing unions and groups objected to the existence of career regulations and they took the case to the court. Their wishes had been granted and the regulation had been aborted. Since that time, career options of teachers have been in abeyance until the official proposal of PTL to Grand National Assembly of Turkey on 31<sup>st</sup> of December 2021, approval of the law 3<sup>rd</sup> of February 2022, and publishing of it in official journal on 14<sup>th</sup> of February 2022. In that sense, there has been expectations of teachers growing throughout the years, including career options and need for certain rights.

PTL has been an idealized dreamland for the teachers and practitioners as it was looked forward to for years. Teachers have been critical of challenges of being appointed for the first time with KPSS and interview sessions, as well as being appointed as contracted teachers and not having certain rights such as relocation for three years. As mentioned previously, teachers go through a candidate teacher process including seminars, education, papers to be filled each week, evaluation of the school principal, advisor, and inspector, and finally an examination when they are appointed for the first time. Therefore, there has been expectations of candidates and contracted teachers on those matters.

One of the unions in Turkey, Eđitim-Bir-Sen (n.d.), explains the need for a law on teaching profession as the only possible solution to get teaching job recognized as a professional one rather than a governmental personnel or officer, and help teachers have specified professional standards. Accordingly, TEDMEM (n.d.) underlines the purpose of this law as adjusting and determining the rights, responsibilities, duties of the teachers, principals, and inspectors and raising teachers, principals, and inspectors. Eđitim-Bir-Sen (n.d.) also underlines that teacher rights should not only be protected and boosted for the public-school teachers, but also for the private school teachers, therefore, the law is needed for all.

Previous research which made use of qualitative or mixed methods to offer suggestions on the content of PTL, to examine PTL proposals, and to search for thoughts of teachers on career-steps were examined thoroughly (Kaplan & Glcan, 2020; Tuna & Kazdal, 2021; Sađ, 2004; Tařkaya, 2007; Tosun & Sarpkaya, 2014; Ural, 2007). The common point of these studies appeared as having a clearer understanding of teachers' opinions on career options. However, none of them had the chance to examine the final version of the law and the opinions of the field members about it, as the law has just been released. Consequently, to examine PTL and perception towards it, this study is designed as qualitative research. This study enables the readers to get the opinions and perceptions of the field members on the final version of the law in a detailed way. As the items of the law on career options of teachers have not yet been implemented, this study can help make changes and adjustments on the content and evaluation of the exams and seminars for teachers' career-advancement implementation.

There are published proposals on the content of the law before it was released. TEDMEM (n.d.), Eđitim-Bir-Sen (n.d.), CHP (2018), and đ-Der's (2019) proposals on the law had some consensus; teaching is a professional job, a law on teaching profession is a vital need, practice makes most of the training of teachers, teachers should be appointed as tenures, an exam to be appointed as a teacher should be present, career options should be based on objective approaches, working conditions

of teachers in various places should have an effect on the wages, crimes against teachers should be severely punished (Tuna & Kazdal, 2021). With a PTL, teachers want their problems, needs, and voices to be heard and answered to feel valuable, and to commit to the job. Problems and needs of the teachers, especially those of the paid, candidate and contracted teachers are discussed profoundly in social media and amongst field members (Kiraz, 2014; Öğülmüş et al., 2013; Şahin, 2011; Semerci et al., 2012; TEDMEM, 2014). Generation Y which is the current new teachers of our system and the generation Z which is the upcoming teachers and their commitment to teaching job need care and action as Demir (2019) underlines the importance of feeling commitment as it decreases the intent to leave the job in the early years of service. Also, the study of Özyılmaz (2013) marked that teaching occupation has lost its charm within years because of various reasons, and the definition and attributions of the occupation should be reviewed. Otherwise, in international context, the statistics that show that 1/3 of the teachers leave the profession between their third and fifth years of service (OECD, 2014), and these rates may continue to be worsened. Other than walkouts, not responding to the needs of teachers can also lead to alienation of teachers and therefore a decrease of success rates and institutional progress (Yıldız et al., 2013). The alienation and neglect of teachers can also make education, learning and school environment less desirable and boring for the students (Eryılmaz & Burgaz, 2011).

Consequently, PTL has been desired for a long time along with some expectations. Now that it has been released there is a chance to investigate the satisfaction and perception towards it. The perceptions of the practitioners on the newly released PTL have not yet gone through an exploration when this subject appeared as a research need and opportunity. Although there are proposals and speculations on the content of the PTL, the perceptions and opinions of field members on the actual law stay unearthed. That is why this study plays a significant role in grasping the perceptions of related individuals towards the law. This study's contributions to the literature can be further than only supplying detailed information on the perceptions towards PTL. It can also create an opportunity and a map that might help the researchers prepare a

survey on perceptions towards PTL, which can help researchers conduct various quantitative studies on PTL and widen the literature. For those listed purposes, this study aims to find answers to following research questions:

1. What is the perception of practitioners on the recently released Professional Teaching Law?
2. Does Professional Teaching Law meet the expectation and needs of practitioners?

### **1.5. Assumptions**

There are some assumptions regarding the interviews conducted for this study and collected data.

1. The interviewees are assumed to have sincerely responded the questions.
2. The data is assumed to project the reality of the matter.
3. The data collection instrument, semi-structured interview questionnaire, is reliable and validly measures what it aims to evaluate.

### **1.6. Definition of Terms**

Some of the definitions of the related terminology are given below.

**Profession:** It is the general statement of occupations that are not unprofessional and defined by Cambridge (n.d.) as “any type of work that needs special training or a particular skill, often one that is respected because it involves a high level of education”.

**Teacher:** Teacher is someone who has responsibility over education, teaching, and related administrative duties, likewise, teaching job requires special education according to the law no 1739, item no 43, Basic Law of National Education (1973).

UNESCO (1966) as well defines teachers as responsible parties for the education of the pupils.

**Career:** Tortop, Aykaç, Yayman and Özer (2006) explain career as constant and gradual onward movement through gaining experience and skills within years over a job.

**Candidate/Intern Teacher:** They are the appointed teachers who go through a series of seminars, observations, and evaluation for no less than 1, no more than 2 years at public schools according to the Civil Servants Law no 657. Then, they drop the title of “candidate”.

**Substitute/Hourly-Paid Teacher:** They are different from any type of public-school teachers in the senses of not being appointed ones and getting paid per the classes they teach. They are required when there is shortage of teachers, and they are assigned by provincial directorate of national education (Polat, 2014).

**Contracted teacher:** Contracted teachers pass KPSS and interview. Then they are assigned to a school according to their choices and start serving there for at least 4 years. After 3 years of service, they become tenure teachers. These teachers are subjected to the law no 657, item 4/B.

**Tenured Teacher:** Tenured teachers are appointed teachers who went through KPSS, candidate teacher, and contracted teacher phases. These teachers are subjected to the law no 657, item 4/A.

**Master/Expert Teacher:** A teacher who fulfill all the educational and examinational requirements of the PTL to be an expert one, or who received a master’s degree diploma and succeeded at the examination to become an expert teacher.

**Head Teacher:** A teacher who fulfills all the educational and examinational requirements of the PTL to be a head teacher, or who received a doctoral degree diploma and succeeded at the

**Status of Teaching Profession:** ILO and UNESCO (1966) define the status of teaching job as the financial benefits, the working conditions of teachers in comparison to the other occupations, and the placement of the society, and standing of the teachers.



## CHAPTER 2

### LITERATURE REVIEW

This study explores the perceptions of the practitioners towards PTL that is approved and released on February 14, 2022. Before the data collection and the examination of the perceptions towards PTL, there is a need to understand why a special law has been desired by the educators. That's why the literature related to teaching profession's history and its status now, its development in Turkey and international settings, national and international career options of teachers as well as teacher needs, and expectations of a professional law should be studied. To underline once more, a law that entails the needs and rights of the teachers has been the desire of practitioners including academics, teachers, and prospective teacher candidates for years.

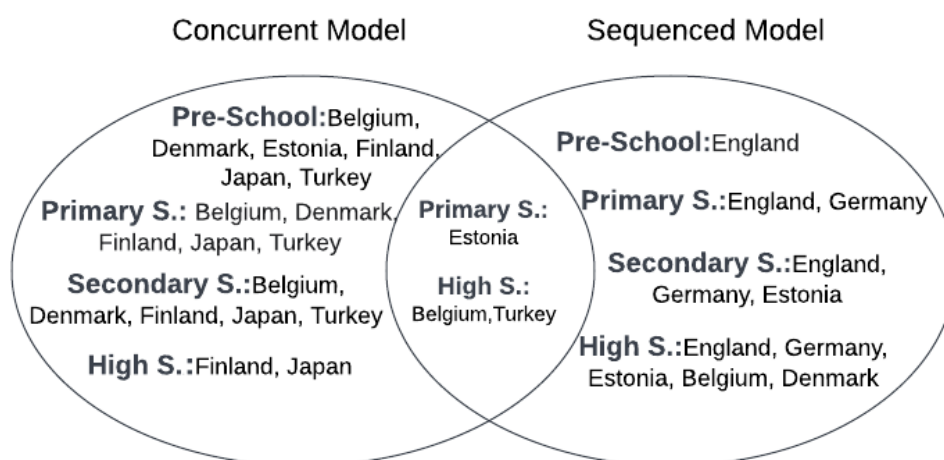
Therefore, this chapter is initiated with the history of teacher education and teaching profession. Then, appointment processes of teachers, their national and international career options, law no 657 as well its content, the occupations that have special laws are mentioned to lead our discussion on why teachers need a special law, and what teachers desire this law to include. The mentioned literature is examined to be able to sophisticatedly analyze the perceptions of the teachers towards recently released PTL and if their expectations are met. The terminology will thoroughly be explained with the help of literature as well.

#### **2.1. Teacher Training and Teaching Profession in International Settings**

As each country has its own government, system, needs, policies, culture and approaches, the educational system and pre-service teacher education vary with a

consensus of the importance of teacher quality (Darling-Hammond & Lieberman, 2013).

There are two steps of teacher training models as concurrent and sequenced models in OECD countries. Concurrent model means taking academic courses and field related courses at the same time while sequenced model means receiving teaching certificate after graduating from any bachelor's program.



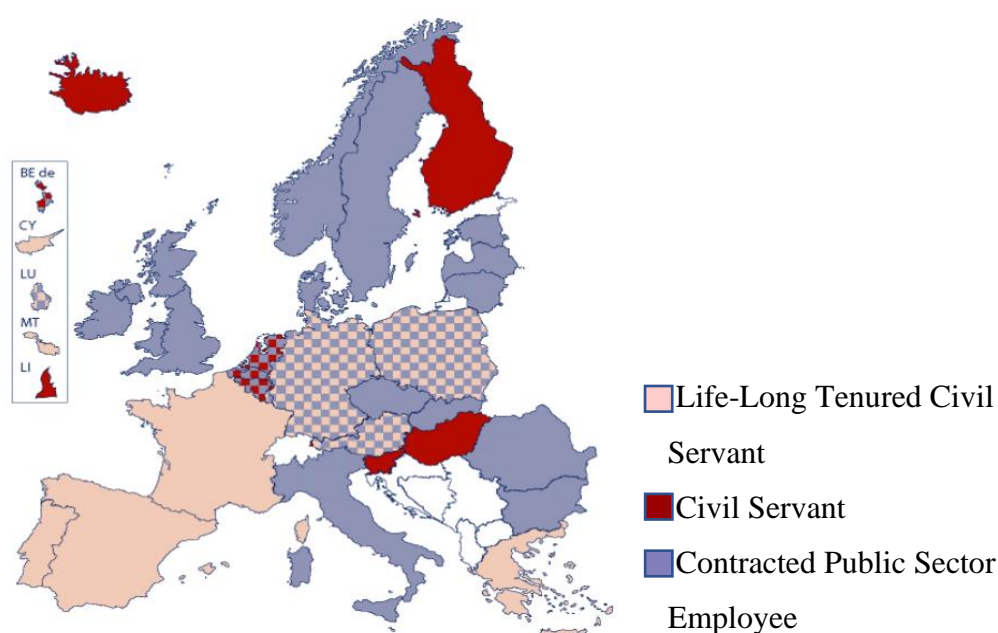
**Figure 1**

*Teacher Training Models in OECD Countries.*

*Note.* This original figure summarizes two types of teacher training models in Europe, developed from findings of Çelik and Bozgeyikli, 2019, “Teacher Training, Employment, and Professional Development Policies in the World and Turkey” .

Taking national centralized exams for student admissions to state universities is a common implementation in most of the OECD countries (OECD, 2019). However, countries vary from one another in terms of period of bachelor’s program according to the branches of teachers. For instance, Finland, Estonia, Germany, and Denmark require three years of training for pre-school teachers while they require postgraduate diplomas for primary, middle, and high school teachers except for Denmark

(Commission/EACEA/Eurydice, 2018). Japan adopts the same system as Turkey by requiring four years of bachelor’s degree for all branches and all levels of teachers. However, Japan lets associate degree graduates teach all K-12 levels with a temporary teaching certificate but those are only valid on the cities certificates are given (Gül, 2016). Belgium requires bachelor’s degree for pre-school, primary, and secondary school teachers, and master’s degree for high school teachers (Commission/EACEA/Eurydice, 2018).



**Figure 2**

*Teacher Employment in Europe in 2002/03.*

*Note.* This figure was produced by Eurydice in 2005, summarizing three types of teacher employment in Europe for primary and secondary schools. From “Key Features of The Education System”, p.199.

Employing teachers divides into two as well according to Eurydice (2005). While teachers are named as civil servants in some European countries, some employ

contracted teachers. For instance, Finland, Germany, Belgium, and Japan appoints teachers as civil servants while there are some exceptions on this in Germany as three provinces appoints teachers as state workers instead of civil servants (Commission/EACEA/Eurydice, 2018). Other countries in Commission/EACEA/Eurydice's (2018) report appoints teachers as contracted ones. Internship period is obligatory in Germany, England, and Japan just like in Tukey. Additionally, advisor teacher system is obligatory in Germany, England, Denmark, and Belgium while it is only suggested instead of being obligatory in Finland and Estonia (Commission/EACEA/Eurydice, 2018).

### **2.1.1 Teachers' Career Advancement in International Settings**

Teachers have career advancement rights in some international settings. However, the ways of earning career titles and names of titles vary according to countries' implementations. USA, Estonia, Spain, Poland, Germany, England, France, Austria, Lithuania, Ethiopia, and Kyrgyzstan are some countries that teachers have career advancement steps.

USA divides teachers as master teacher and mentor teachers and pay them more as well as giving them more responsibilities according to teachers' seniority, attended developmental programs, and their students' success rates (www.tapschools.org, n.d., as cited in Aydın, 2007). Teachers are named as junior teacher, teacher, senior teacher, master teacher in Estonia and there are pre-conditions to apply for career advancement steps as serving for three years and attending in-service trainings (Eurydice, 1999, as cited in Oğuz & Tunca, 2008). Spain, where teachers are required to serve as interns for two years, has a career credit system to get promoted and as credits increase, teachers' monthly wages increase as well (Sarica, 2012). Poland has one year of internship and three years of contracted teacher period before teachers can become tenured. After getting promoted thanks to their success and positive evaluations, teachers can become authorized ones who make 84% more than tenured teachers (Sarica, 2012). Germany has the same internship phase for newly

appointed teachers that requires an examination to become tenured teachers (MoNE, 2006). Germany considers career steps of teachers as being an inspector, then provincial director of national education, and departmental manager at ministry by taking in-service seminars which help them get qualified for career advancement steps (Sağlam, 1999). France has intern teachers who are newly appointed and they become tenured after taking seminars and one or two years of service (Sağlam, 1999).

The study of Forde et al. (2006, as cited in Bayram, 2010) shows that England, on the other hand, has five career steps as newly qualified teacher (intern teacher), classroom teacher, performance threshold, advanced skills teacher, and excellent teacher which require experience, some documents that prove their professional development and demo classes. Likewise, Austria adopts a hierarchical model for educational staff and administrators are superior to teachers. For primary schools, teachers are entitled as teachers, and experienced teachers while for secondary schools, there are teachers and head teachers (MoNE, 2006). Lithuania divides teacher as assistant teacher, teacher, senior teacher, and expert teacher according to in-service seminars and professional development studies (Eurybase, 2004, as cited in Oğuz & Tunca, 2008:168). Ethiopia's teachers are named as new teacher, subordinate teacher, teacher, senior teacher, assistant expert teacher, expert teacher, and head-teacher who receive different wages and different years of experience (Aklog, 2005, as cited in Sarıca, 2012). Kyrgyzstan has three types of teachers as Methodists who only prepare projects and textbooks, branch teacher who are pedagogues, excellent teachers who have been appreciated (MoNE, 2006). Eurydice (2018) reports that Finland, Norway, Belgium, Denmark, Italy, Spain, Netherlands, Switzerland and Portugal adopt horizontal career advancement styles while France, England, Germany, Poland, Slovakia, Slovenia, and Lithuania adopt hierarchical approach to career advancement of teachers.

It is observed that countries have their own styles of career steps. However, Europe has two main career step implementation styles according to their national needs as

horizontal which brings financial gains considering the seniority and performance of teachers and hierarchical which brings financial gains as well as additional responsibilities. Nonetheless, intern teacher implementation is common in most of the countries. Additionally, countries require experience and in-service seminars to grant teachers with career-step advancement titles. The year of service varies according to countries' regulations to get entitled as well as some special requirements and naming career steps.

## **2.2. Teacher Training and Teaching Profession: Now and Then**

Akyüz (2007) explains the aim of Turkish Educational History as discussing the ways of solving the educational problems by taking lesson from the previous experiences, seeking relations among happiness and educational levels of Turkish society as well as searching the system of educating people and what kind of qualities are aimed, and displaying the outputs, adopted, and developed educational ideas and thoughts throughout the known times. Before discussing the current implementations as well as the needs and problems, we should discuss the teaching profession and appointment in earlier in our history to make comparisons and to have a better understanding of the backbone of teaching profession. Teacher education and its' implementation are subject to historical changes as expected. Therefore, there is a need to understand how it was, and how it is now to have a better grasp of teacher training's development. For that reason, pre-republican time of Turkey initiates the background of teacher education and teaching profession.

### **2.2.1. Teacher Training and Teaching Profession in Ottoman Period**

Ottoman Empire had taken the Seljuk and other Islamic countries as examples in their construction of primary schooling, which were named variously such as muallimhane, mektep, darüttalim, darüilm, neighborhood mektep, or elementary-primary infant's (Sıbyan) school (Akyüz, 2007). In that sense, Akyüz (2007) marks that the educational institutions were these mekteps, Madrasa which is Moslem

theological schools, and Enderun Schools which were special for soldier and civil executor raising education in Ottoman Period. Akyüz (2007) notes the construction of the schools, its needs, and teacher wages were taken up with statesmen and foundations in urban areas and with parents and villagers in rural ones in late 18<sup>th</sup> century.

Becoming a certified teacher in Turkish history was based on receiving a diploma from Madrassa till Rüşdiye schools were established and Darümuallimîn were founded in 1847 to meet modern teacher need of Rüşdiye schools. Binbaşıoğlu (2005) underlines the privilege of Madrassa graduates to become teachers of younger students, as they experience teaching before their graduation within the scope of intern programs. Also, Binbaşıoğlu (2005) adds up to this privilege of teacher-to-be students as starting their career with youngest students and having the chance of becoming a higher education teacher in time, as well as receiving money according to the level they teach. After the conquest of Istanbul, more Ottoman Madrasa's for higher education were founded with the conversion of some churches into educational grounds. Akyüz (2007) points out that Fatih Sultan Mehmet brought an understanding of teacher education program aside from the one of Madrassa's specifically for the elementary-primary (Sıbyan) school students. However, Akyüz (2007) reports that this program was not implemented after the passing of the emperor, instead; nearby Imams, graduates of Madrassa's and literate people who learnt reading-writing by themselves were able to become teachers at elementary-primary schools.

Imperial Edict of Gülhane and Board of Education (Maarif Meclisi) is named as the innovative initiator of Ottoman Empire's educational improvement (Akdemir, 2013), as this is the phase of questioning the regression and mis-implementation of the Ottoman Empire. Üstüner (2004) comments in his study that the regression of Ottoman's was reasoned as being due to military deficiency and ended up with opening of military schools (Rüştiye), and naturally schools to provide teachers for the soldiers; Darümuallimin-i Rüşti. It was not realized until the late 1876's that literacy education of the soldiers at military schools was a late action (Akyüz, 2007).

However, Akyüz (2007) adds that making changes in the system of Rüştiye's was thought to receive lots of disapproval and reaction, therefore, another jointing school of elementary-primary (Sıbyan) and military (Rüştiye) schools, called "Rüşdiye" was founded in 1839. This initiation once more required well-raised teachers. Akyüz (2007) commented this need to be fulfilled only by occupational schools, which was Darülmualimin, this first teacher training school, established around the middle of 19<sup>th</sup> century in Istanbul. Karagözoğlu, Arıcı, Bülbül and Çoker (1995) reported the teacher training schools to had reached more than thirty to meet the teacher need until the final periods of Ottoman Empire.

At this point, it is useful to mention the first official teacher problem of this Turkish modern history. As known, the first minister of national education, Abdurrahman Sami Paşa, considered the number of Darülmualimin graduates as not enough to fulfill the teacher need in quantity and quality, therefore he appointed teachers, who did not study at Darülmualimin, to the Rüşdiye's with an examination (Akyüz, 2007). Consequently, objections and petitions of student teachers and teachers reach the grand-vizier, and Akyüz (2007) reports this as the first meaningful and significant event of teaching profession in Turkey. The reaction of the grand-vizier and legalization of teacher appointments outside of Darülmualimin when needed is referred by Binbaşıoğlu (2005, p.106) as "teaching officially regarded as a professional job for the first time in our history".

First Constitutionalist Period brought changes in teacher appointments with the announcement of Basic Law of National Education (Maarif-i Umumiye Nizamnamesi) in 1869 which included educational arrangements regarding curriculum, acceptance to school, female and male education, and teacher wages (Binbaşıoğlu, 2005). The foundation of Darülmualimin-i Aliye with the purpose of raising teachers for the multiplying Sultani's (high school) grounded four years of teacher education, and this school was also named as "higher education for teachers" (Akyüz, 2007, p.248). With the new system of teacher training, the appointment of the teachers was subjected to some changes and regulations. Akyüz (2007) lists the



requirements of appointed-to-be student teachers as being knowledgeable of the grammar, passing a Turkish writing and reading examination, having moral senses, not being younger than 18 and older than 30, and not having mental or physical disorders. In addition to meeting the needs and studying with scholarship for free, there was a requirement to serve as a teacher after graduation, and if this requirement was not met, the scholarship was demanded to be refunded (Akyüz, 2007). At that point, we can observe teacher training and appointment to be taken as a professional one with a system of setting rules and regulations. However, appointing Imams as teachers by certifying them with educational formation became a common act when the teacher need of distant places could not be met by the teacher training schools (Akyüz, 2007). This implementation was regarded as creating the need of teaching to be officially accepted as a profession with conditions of having moral sense and goodwill, not having additional jobs, and being committed to the teachings of their schools (Akyüz, 2007, p.251). To summarize teacher education and appointment within the first constitutionalist period, graduates of Darulamuallimi to serve initially as interns of experienced teachers at Istanbul schools for six months and being appointed either as tenure or contacted (Akyüz, 2007).

Second Constitutionalist Period and multiplying schools needed more teachers, which led to the abolishment of teacher examination for admission to the training schools and training females and males who are over 14 and studying at high schools as teachers “not considering their desires” as Binbaşıoğlu reports (2005, p.123). Akyüz (2007) mentions the failure of professionalizing teaching as a result of appointing various unqualified people as teachers because of not grasping the significance of education. It was even reported that literacy was sought as only requirement of being a teacher in 1910’s as well as veterans of World War I (Akyüz, 2007).

### **2.2.2. Teacher Training and Teaching Profession in Early Turkish Republic**

Teacher education and teaching profession can be divided as early republican time and modern times after the collapse of Ottoman Empire and the foundation of Turkish Republic in 1923. With the establishment of Turkish Republic, Turkey was considered as a developed nation and a member of “Western world” (Çakıroğlu & Çakıroğlu, 1999). Akyüz (2007) underlines the initial educational reform of Turkish Republic as the shutdown of madrassas and the transfer of madrasa students to teacher training schools. The centralization of Turkish educational system is another innovative reform of which was actualized with The Law on Unification of Education in 1924. It led to a radical renewal. With the acceleration of teacher training and appointed teachers and the arrangements of a newly founded republic, teacher wages were agreed to be paid by the government budget instead of special provincial directorate of administration in 1948 (Akyüz, 2007). When it comes to the education of teachers, Çakıroğlu and Çakıroğlu (1999) divide the system into two as primary teacher training schools for urban places, and village teacher training schools for rural ones. We can infer that a need-oriented teacher training program was implemented in those times. At that point, a significant and unique school type which is Village Institutes (Köy Enstitüleri) should be mentioned. Being founded in 1940s, Hasan Ali Yücel and İsmail Hakkı Tonguc idealized a school which teaches with practicum and prepares villager to real-life issues. Gümüsoğlu (2014), defines Tonguc as a humanist, transformational, and communicator leader who tried to shape the system to be so. Village institutes were originally founded to raise the village kids as people with certain skills. Village institutes did not only serve as teacher training schools, but teacher training was also a great part of those schools as well as teaching prospective teachers some other skills that were needed at villages. Akyüz (1981) referred to Atatürk as probably the statesman and republican who grasped the value of teachers and the education best and who tried to explain those to other people. Likewise, the minister of education at that time, Mustafa Necati, showed how valued the teachers were and how sincere he was by sending each teacher letters to communicate directly with them by adding phrases like “dear colleague, my friends,

hugs, kindhearted kisses” as well as asking them about their needs and desires, sending them books (Kaynaradağ, 1991). Though Village Institutes served for 14 years, conflicts and politics led the shutdown of them (Kaya, 1984). The allocated years for teacher training schools are followed as three, and then four years. However, with higher education and educational institutions’ foundation, teaching has officially been regarded as a special education requiring occupation in 1973’s Basic Law of National Education. Akyüz (2007) notes the education institutes to be renamed as professional teacher training schools that requires four years of learning starting with 1978-1979 educational year. Çakıroğlu and Çakıroğlu (1999) regard the milestone of teacher training system as 1981-1982 which transferred the education of teachers to the universities instead of MoNE with the establishment of Higher Education Council (HEC). Akyüz (2007) appreciates this change as he thinks the previous system of teacher education as being prone to political conflicts and misleading, but notes that appointment of teachers has and should still been conducted by the ministry. Some of those teacher training methods before 1982’s university education can be listed as; reserve officer teachers who worked at villages in 1960s, deputy teachers who took courses in 1961, foreign peace corps as English teachers in 1962, 40 days long formation/certificate received teachers who studied another subject at universities in 1970s, teacher training via letters in 1974 within five weeks summer period, accelerated teacher training programs for the dropouts in 1975, soldiers who were teachers before enlistment after 1987, and any graduate of university faculties to be appointed as teachers without certification or examination in 1996 (Akyüz, 2001; Akyüz, 2007; Öztürk, 1996; Özoğlu, 2010). Akyüz (2001) criticizes the toxicity of variety of teacher employment systems as it threatens the professionalism of teaching profession.

### **2.2.3 Teacher Training and Appointment in Turkey: Now**

Last thirty years can be discussed when it comes to recent teacher education in Turkey. To understand teacher education and appointment in recent history of Turkey, this section includes related information. By renaming teacher training high

schools, Anatolian Teacher Training high schools have been founded that require four years of education which includes one year of preparation classes to be a middle school teacher in 1990-1991. The requirements of being a student at those schools were being hardworking and liable to teaching, having a high CGPA (7), speaking and comprehension abilities, self-confidence, moral sense, physical and mental wellness, and not being a foreigner as well as not repeating any previous classes in secondary school (Çubukçu, 1997). The system of those schools was grounded as public free or founded boarding schools which have morning and afternoon classes, and the number of those schools were reported reaching 86 in 2000 while there were only 18 Anatolian teacher training schools when they were founded in 1900 (Eşme, 1999). It is important to note the growing public attention to those schools because of its system, given the importance to foreign languages and its implementation of enabling extra credits for university selection. However, with additional credit right of occupational schools and the additional credit implementation being abolished for the teacher training schools, Anatolian teacher training school have been renamed as Anatolian high schools, Social Sciences high schools, or Science high schools in 2014-2015 educational year (Toptan-Güneş, 2019).

As highlighted before, with HEC's entitlement of teacher education and curriculum, teachers are required to be four years of educational faculty graduates. Teachers can prefer working at private K-12 schools that require no examination to be employed and universities as part-time lecturers. Some teachers prefer to make a living by private lessons without being attached to any institution. Some teachers prefer to be employed at public schools, and for that, they need to meet governmental employment requirements including an examination. That examination used to be called DMS which was for civil servant appointments in 1999, and then its name changed as KPSS in 2002. After taking KPSS exam and getting the branch-based passing grades, the candidates are called for a verbal examination which is called as interview. They are asked to choose one of the un-opened envelopes and answer the common knowledge or field knowledge related questions there in front of a commission. After succeeding at the interviewing, they apply according to their score

for the schools that MoNE list as available. If they get appointed to one of the schools they select, a security and archive check are completed before signing with their schools as contracted teachers. They go to hospitals to get a medical report that they can work anywhere in Turkey. The freshly appointed teachers serve at least for four years at their first schools, but the dates may regionally vary depending on the schools' conditions. Additionally, the first year of their service is called as candidacy/internship period that requires attending some seminars and getting evaluated at the end of that first year. The contracted teachers can immediately ask for relocation for health and security threads or after three years of service for family unity. They become tenured after three years of service and got all the rights tenures have after one more year of service (MoNE, 2017).

Teacher training dates back to early times in our history and it is explained in detail in the following sections. There currently are two types of teacher training practices in Turkey. Our system raises teachers either by educational faculties or by pedagogical formation programs. The curriculum of current educational faculties covers 45-50% field knowledge and skills, 30-35% teaching profession related knowledge and skills, and 15-20% common knowledge in general but HEC states that the rates can vary depending on the branches (YÖK, 2018). The curriculum of bachelor's degree educational faculties has been subject to criticism of scholars. Yılman (2006) notes criticism towards education faculties as having not enough teaching related courses and not being fulfilling for the teacher-to-be students to feel occupational excitement and commitment. According to the study of Dağtekin and Zorluoğlu (2019), the comments of academics on the content of science teacher training bachelor's programs showed that the content of the field knowledge and practicum classes are inadequate, and their study's results are supported by the other studies in the field. However, some lecturer participants of Stebler and Aykaç (2019)'s study stated their positive standing about having more field knowledge related classes and evaluate it as an improvement. Their participants commented on the closely related content of the education faculty classes with MoNE programs and

the new teachers' comfort with the implementations in schools as they are already familiar with them thanks to pre-service education.

Other graduates than education faculties had been granted the chance to become teachers in 1997 and HEC looked for ways to educate those graduates to have pedagogical knowledge and skills. This search led to the emergence of graduate programs without thesis to train those who did not graduate from education faculties but desire to become teachers. The students of branch related programs such as English, Art, PE, special education, etc., received their teaching certificate during their bachelor's degree while faculty of arts and sciences graduates required to finish their graduate programs without thesis that lasted for one and half years (Kavcar, 2002). Ünal (2005) criticizes these implementations as making teachers technicians rather than professionals with critical approaches. Researchers stated that these implementations eliminated the necessary requirements of becoming teachers which also lowered the social status and respectfulness of teaching profession for the prospective teachers as well as making them less eager to become teachers (Özbek et al., 2007). However, HEC cancelled the graduate programs without thesis' validity to become teachers in 2010 and initiated "Pedagogical Formation Certificate Program" which enabled all arts and science faculty graduates to be teachers if they receive teaching certificate starting from 2010-2011 educational year. The latest change in teacher training scope made it possible for all university graduates to become teachers with the formation education offered by HEC that named the formation program as a life-long learning opportunity (Dündar & Karaca, 2013).

Today's Turkey appoints teachers who have graduated from education faculties as well as faculty of arts and sciences who received a pedagogical formation. Yıldırım and Vural (2014) underlined the bewilderment of practitioners and teacher candidates because of changes in the employment of pedagogical formation received arts and sciences graduates. The criticism towards formational programs can be related to the current outgrowth of universities at each city. Akdemir (2013) asks a question regarding the number of graduated education faculty students and those who

have instead received pedagogical formation certificate; “Quality versus quantity?”. Likewise, scholars agree that quality and quantity is a problem not only for teacher education, but also for teacher appointment. Aydın et al. (2014) highlight teacher employment related problems in their study as well as reaching the conclusion that quality and quantity occurs as a dilemma because of appointing teachers of the most needed branches with base and lower points.

When today’s teacher abundance and the yesterday’s teacher shortage and relentless endeavor to recruit teachers are compared, there might be some thoughts of teaching profession’s perceived value. As the number of awaiting graduates grows, another examination in addition to KPSS which is named ÖABT that measures the knowledge of teachers in their fields was required to be taken starting from 2016. In addition to KPSS and ÖABT, interviewing (aka verbal examination) the teacher candidates was introduced in 2016. Within the same year, contracted teacher employment implementation has started, and since then the first-time appointments of teachers are done as contracted ones. DMK (Civil Servant Law) (1965) announced a decision about recruiting contracted teachers only when tenured teachers are not enough to cover teacher need of the country. Before the elimination of temporary staff section (4/c titled servants) from DMK, the government decided to hire temporary contracted teachers in 2005. When the number of contracted teachers reached 70.000 in 2007 (MoNE, 2010), the issue was carried to the court and all teachers who were subjected to 4/c temporary servant title became 4/b contracted ones. While the ones who fulfill the requirements to be tenures were given that right in 2005, the others continued to serve as contracted ones until they became tenured after three years of service in 2010 (MoNE, 2010).

Within the years of 2011-2015, the government did not employ contracted teachers. However, employing contracted teachers put into practice for recruiting teachers for less favored areas in 2016, October with interviewing (verbal examination) in addition to KPSS. Some researchers stated governmental policies to be deciding factors in making compulsory service years of the first-time appointed teachers

(Yıldız & Sobacı, 2013). Now, contracted teacher process lasts for three years, and the first year is spent as a candidate-intern teacher with allocated seminar and responsibilities (MoNE, 2016). An exam called Teacher Candidacy Abolition Exam (AKS) for the intern teachers after one years of service was used to be implemented until its abolishment in 2022 with Professional Teaching Law. Additionally, an educational union, Educational Unity Union, EBS, (2019) published a press release for the abolishment of contracted teacher employment system and listed the reasons. Contracted teachers lack some rights as they are not tenured which causes problems for those teachers. The problems of contracted teachers can be listed as difficulty in explaining their status, not having family union right for years, not being able to make plans for the future because of not being relocated, varied implementations of each provincial directorates of national education even among towns, not earning seniority and rank, receiving less money for additional courses they teach and the payment dates of those courses being unstable, lacking personal rights, not being taken seriously by other staff and even parents, and being afraid of administrative staff for the fear of losing their jobs (Çolak-Ölmez, 2009).

### **2.3. Teaching Profession's Status in Turkey and Internationally**

Hoyle (2001) defines status as occupational prestige that is perceived by the public, respect shown by the others, and status perceived by other occupational groups. Both on national and international grounds, teacher quality is linked to teachers' occupational reputation and status (Barber & Mourshed, 2007; Darling-Hammond & Rothman, 2011; OECD, 2012). Likewise, Güven (2010) defines occupational status as a sign of occupational professionalism. Also, Özoğlu (2010) makes a connection between teaching profession's status and the number of qualified students who desire to be a teacher in the future. As Hockey and James (2003) states, the job selections and consumption preferences are shaped with how significant the status of the individuals within the eyes of public. Additionally, some other researchers stated that financial status, monetary reinforcements, and the importance given to the teaching professions' status cause higher chances of dropouts of teachers who value money



and status (Hargreaves, Cunningham, Hansen, McIntyre, Oliver & Pell, 2007; Warin, Maddock, Pell & Hargreaves, 2006). Recently, Bozbayındır's (2019) study examined the positive and negative factors effecting teaching profession's status according to the teachers. He found the quality of education, work ethics, the constructive and positive comments of students, non-satisfying wages, and personal rights, and damaging social media posts as decisive factors of the job's profession.

A report by OECD (2005) showed that teachers in most of the countries have low job satisfaction levels because of workload, stress, and bad working conditions.

According to Varkey Gems Foundation (2013), which prepared an index with 1000 participants from 21 countries to reveal the ideas of society on teaching profession's status, China is the leading country while Israel is the last one on the status of teaching profession list. The countries participated in are listed as Brazil, China, Czech Republic, Egypt, Finland, France, Germany, Greece, Israel, Italy, Japan, Netherlands, New Zealand, Portugal, Turkey, Singapore, South Korea, Spain, Switzerland, United Kingdom, and America. The results showed that almost all teachers feel trust and positivity in those countries, but teachers in Finland and Brazil lead the trust list, while Israel, South Korea, Egypt, and Japan have the lowest scores (Varkey GEMS Foundation, 2013). Therefore, Finland and Brazil are countries that society values their teachers the most (Varkey GEMS Foundation, 2013). However, as teachers teach at different K-12 levels and have different branches, the index reached different results for primary level teachers' situation as France, China, Turkey, and USA are the countries that primary school teachers are respected and valued more than other countries (Varkey GEMS Foundation, 2013). According to the index, teachers are respected more in China, South Korea, Turkey, Egypt, and Greece than other European and Anglo-Saxon countries.

Monthly wages are considered to be one of the sources that boost the status of professions, however teachers in South Korea, Singapore and Finland are highly respected although they do not receive the highest wages (OECD, 2014b).

Foundations like ILO and UNESCO (2008) listed the factors of occupational status

and reputation of teachers as; teachers' competences, occupational incentives, financial gain, working conditions, and life standards compared to other professions. Symeonidis (2015) approaches these factors on the same page by listing the decisive occupational status factor as teachers' economical and socio-cultural conditions, work and financial conditions, job security, occupational autonomy, occupational development, and advancement chances, and receiving quality educational training. Baskan (2001) names the decisive factors of teaching profession's status as training of the teachers, economical gains, and the system of teacher appointment. Özoğlu (2010) discuss the status and reputation issue on the grounds of government policies on education such as money spared for education, system of teacher appointment, and the well-being of education faculty graduates. Yurdakul et al. (2016) stated the significance of teachers' working conditions and autonomy on their reputation and status. Unfortunately, the status of teaching profession and its reputation have been reported as low and decreasing day by day in Turkey (Aydın et al., 2015; Celep, 2004; Özoğlu et al., 2013; Yurdakul et al., 2016) as well as other developing and developed countries (Özoğlu et al., 2013). The status of the teachers and the teaching profession are globally accepted as being on the same line with the importance given to education itself (Fwu & Wang, 2002). In addition to a comprehensive comment on educational field's need for teaching profession's well-status and reputation for education's sake, OECD (2005) points another individual level problem that is the stress of teachers caused by discrimination, workload, and working conditions.

### **2.3.1. Teachers' Career Advancement in Turkey Before PTL**

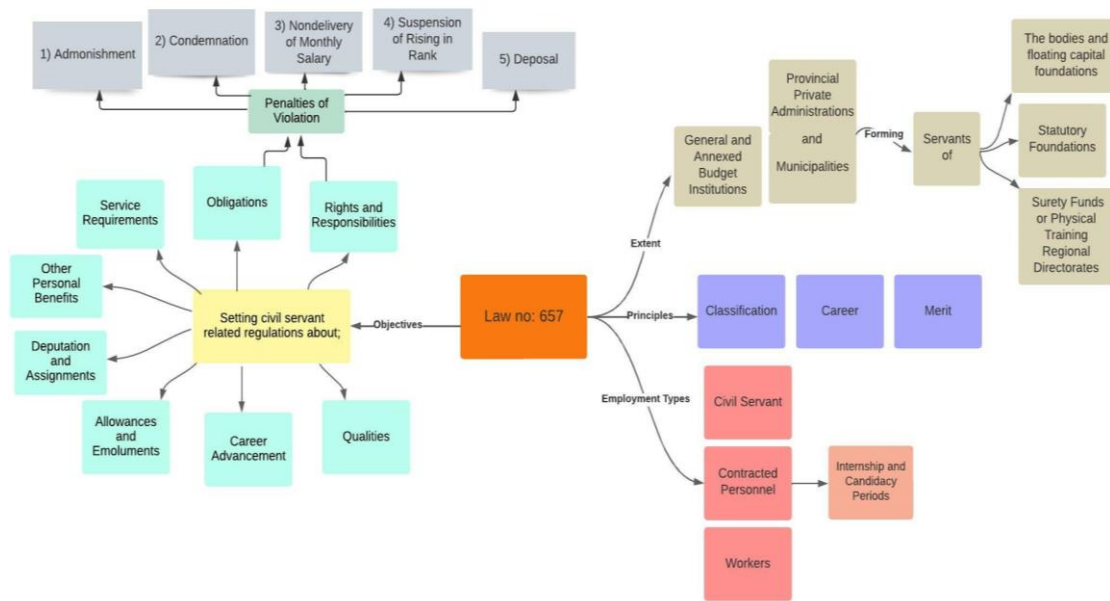
Kavcar and Sezgin (2003) and Taşkaya (2007) state that career development and advancement opportunities to have a significant value for occupational status and reputation of teachers. Yurdakul et al. (2016) agreed and linked teachers' opportunities of occupational development and advancement to their occupational reputation and status. In addition to status and reputation needs, Meyer et al. (1993) and Lee et al. (2000) stated in their studies that career development leads to personal and professional development which lessen walkout intentions and therefore boost

commitment to job. Henceforth, career advancement of teachers is considered as a provider of the teaching profession and teachers' needs and problems which are related to their perceived status as well as their occupational reputation.

In Turkey, being an expert and head-teacher emerged as career advancement steps of teachers in early 2000s. MoNE formed career advancement steps in 2005 with the law no 1736, item 43 by stating that teaching profession has three steps after the internship phase as being a teacher, expert teacher, and head teacher. However, the objections of different stakeholders led the abolishment of this law. Until the re-arrangement of a new professional law in 2022, teachers career advancement was not present. Within the time gap of 17 years, teachers only had the chance to become administrators at schools as vice-principals or principals solely as a secondary or side duty. Hence, being a school administrator is not accepted as a professional occupation or a career step in Turkey. It is commented by Erol (2020) as causing inefficient training for principalship and lack of prominence given to that issue because it is not a valid occupation nor a career step.

#### **2.4. Civil Servant Liability in Turkey; Law no: 657**

The common regulation and rules that Turkish governmental employees obey are listed with the law number 657. This law includes regulations about the definitions of service requirements, deputation and assignments, qualities, career advancement, rights, responsibilities, obligations, allowances, emoluments of the governmental officers, and penalties in detail. See Figure 3 below to examine the main structure and content of the law no 657. As can be inferred from the Figure, this law does more than deciding on the rights of the Civil Servants.



**Figure 3**

*Structure and Content of Law No: 657*

The penalties section is not given in detail in the figure. Although there are consequences of rule breaking, the law also gives the accused servant chance of defense and objection to the verdicts (DMK, 1965). The recent relocation desire of the teachers appeared with the contracted teacher appointment application, which does not allow them to relocate for minimum of three years if married, and four if single according to MoNE (2016). There of course are exceptional cases which allow being assigned to another city such as medical conditions. Unlike expectations, newly released PTL concerned more on career development of teachers, rather than personal rights and monetary amendments. There, we need to move on a further literature and discussion on teacher needs and expectations after brief mention of civil servants who are exempted from this law and have their own special professional laws.

### **2.4.1. Governmental Occupations Exempted From 657**

Some occupations have their own special occupational laws and are exempted from the requirement and entailments of the law 657. Those occupations can be listed as followed:

- a. The members, co-members, and reporters of the constitutional court,
- b. judges and prosecutors,
- c. members of state council exchequer and audit department as well as their prosecutor assistances,
- d. lecturers,
- e. presidential symphony orchestra members,
- f. the craftspeople of presidency janissary band members,
- g. craftspeople and interns of the Turkish state and municipality theatres as well as the opera and ballet choir,
- h. employees of general directorate of sport-toto,
- i. military officers, sergeants, specialist gendarmes, specialized sergeant, and contractual sergeants/soldiers, and lastly, law enforcement agency members

This list and the actual handbook of law no 657 excludes those 8 occupations from this law's regulations and treats them different than regular officers. Therefore, the teachers have been asking for a professional law that will protect their rights, answer to their needs, and announce them as doers of a professional occupation rather than being only government officers who are liable to 657. Educational Vision File published in October (MoNE, 2018) and 11<sup>th</sup> Development Plan prepared in July (2019) listed reasons why teachers want to have a professional law as the need of rearranging working conditions, rights, benefits, duties, and responsibilities as well as making teachers have higher job satisfaction and well-being levels.

## **2.5. Need for a Professional Teaching Law**

As mentioned before in the literature review, MoNE formed career advancement steps in 2005 with the law no 1736, item 43 by stating that teaching profession has three career steps after the internship phase as being a teacher, expert teacher, and head teacher. However, this implementation has not been internalized because of its abolishment after a sole examination of expert teacher title in 2006. The objections of the unions and other stakeholders were discussed at the court, and the abolishment of the implementation has been decided. Turkish Educational Union's (TES) chairman, Talip Geylan, stated that their attitude about professional career steps being depending on examination has not changed since 2005, and this issue has been taken to court once more (TES, 2022). Çakıroğlu (2005) made a remark about the career advancement application of 2005 as being highly necessary for increasing teacher performance. No matter the implementation was abolished, the ones who earned the title of expert teacher at the examination in 2006, kept their earned titles and privileges. The law about career advancement of teachers was still there yet it was not being administered until the recent update and announcement of PTL in 2022.

Altan and Özmuşul (2022) consider teachers' well-being and teaching occupation's professionalism are the main objectives of PTL and according to them, as teachers play a vital role in society, especially for the future, their well-being matters. Demir (2011) states that the sufferings of teachers from burnout and walkouts can be diminished with the help of increasing the perceived respect towards teaching occupation of teachers and the society, raising the quality of the occupation, boosting motivation with personal and professional development, encouraging engagement with educational field related developments, and keeping updated. Our field deserves more respect and better status than now, and this can be achieved thanks to positive change of status of the teaching occupation. Likewise, once more, Özyılmaz (2013) insists on redefining the description of teaching profession to change the status of the

job in the eyes of the society which worsened in time because of several reasons as discussed under the title of Teaching Profession's Status above.

As previously mentioned, this law has been awaited by educators for a long time to legitimize the professionalism of the teaching job, to make teaching a career-oriented occupation and to obtain certain rights such as abolishment of contracted and paid teacher implementation, new assignments of graduated and awaiting teachers, family unity appointments, and monetary improvements (Aynal-Kilimci, 2011; Çelebi, 2015; Şimşek, 2019; Yüksel, 2011; Tuna, 2021). These are listed for the teaching profession to earn its respectfulness and quality back not matter how personally need oriented they may look. For the creation of PTL, there has been proposals by various groups. Kaplan and Gülcan (2020) discussed in their examination of proposals whether having career advancement chances will boost motivation for professional development of teachers or not. In those senses, professional teaching law cannot only be associated with teachers' occupational development and needs, but also entail student success as it is linked to teacher quality (Sullivan & Glanz, 2015). Considering the literature, a PTL is needed to solve the problems of teachers as well as schools, which will improve the status of teaching profession and education's quality. The need for a professional law is considered and discussed for years, and an official law proposal has eventually been made to the National Assembly of Turkey and got accepted. To understand teacher expectations, to make a better comparison with the expectations/proposals and the officially accepted PTL in the following section the proposals that have been suggested by different constituents are reviewed.

## **2.6. PTL Proposals and Suggestions**

A law on the professionalism of the teaching profession has received scholarly attention of the stakeholders as much as it has been desired by the teachers. With the purpose of setting examples on what the law should include, there are published proposals. The proposals can be listed as TEDMEM's, Eğitim-Bir-Sen's (EBS), Şuurlu Teachers Union's (ÖĞ-DER), and Republican People's Political Party's

(CHP). Though the pressure on having a professional teaching law might seem like an opposing force, it actually is present on 2023 Education Vision of the ruling government. Keeping in mind that PTL is the consensus, we need to take a detailed look on the content and desires listed in each of the different constituents' proposals. Tuna and Kazdal (2021) examined the content of professional teaching law proposals and suggestions of different unions and organizations and listed common points of those reports.

### **2.6.1. TEDMEM's Suggestions Text for PTL**

TEDMEM is an independent, non-governmental organization which produces scientific data and presents them to the public. As its non-abbreviated name is Research Centre of Turkish Educational Association, they present educational reports. They have presented a proposal on the valued subject of educational field, a professional law. TEDMEM's proposal is named as "Suggestions Text on Professional Teaching Law". There is a detailed introductory chapter that includes a general evaluation which is titled General Statement. Then, 26 items on the subject have been listed. Additionally, they have sincerely underlined their support for the professionalism of teaching occupation and international channels ILO and UNESCO's advisory reports on EFA (Education for All) as well as the issues related to the status of teaching occupation. TEDMEM's suggestion text does not only focus on the need of a professional law, but also focuses on teacher education, definitions of teachers' responsibilities, duties, and rights. They object to the current application of teacher training program's student recruitments through regular pen and pencil university exams, having additional course fee application for teacher wage system, naming teachers simply civil servants and treating them so. As they mention, there are countries that grant teachers with a special law that will look out for their special rights. Additionally, the frequent changes on law no 657 has been mentioned, and the constant changes have been commented as making it hard to follow for teachers.



TEDMEM's suggestions text's first item aimed to underline the importance of rearranging teachers' duties, responsibilities, rights, teacher education and appointment, personal rights, raising principals and educational inspectors as well as their appointments and personal rights. Their suggestions must have been inspired by the countries' that have professional law for the teachers such as England, Germany, Canada, China, Australia according to Tuna and Kazdal (2021).

Second item focused on teacher rights and responsibilities with ensuring student learning and wellbeing as well as keeping respect for teachers through extra scholastic activities, personal and professional development fostering responsibilities and duties. Item 3, likewise, mentions teacher rights in general and protection laws against slander. Item 4 underline the problem of having too much teacher education university faculties, therefore having too much unemployed teachers which lower the desire of future generations becoming a teacher. They also present criticism for Teaching Certificate Program's misuse. A rather modern and innovative teacher raising programs that include field practice is encouraged. This item goes hand in hand with item 5 which suggests including a versatile model of recruiting teacher candidates for faculties. This model includes measuring one's suitability for the teaching occupation such as having skill, competence, attitude towards people and learning. Item 6 is the voice of contracted and paid teachers. Since contracted teacher recruitment's initiation in 2016, teachers have been sent to priority regions for development for at least 3+1 years (MoNE, 2016). TEDMEM strictly objects this factionalism of teachers with item 6. According to them, teachers who do the same job, cannot be employed with different conditions and status. Therefore, a PTL should abolish that implementation of contracted teaching and actualize the appointments before the educational year starts as tenure. Item 7 criticizes interviewing teacher candidates. Item 8 focuses on internship period and needed support for adaptation period. Items 9, 10, 11, 12 focus on administrator and inspector appointments.

Item 13 of TEDMEM's suggestion concerns a lot of teachers as it is about relocation and transfer of teachers. However, it does not mention family unity of teachers by suggesting a method rather than four years of service when appointed for the first time. Having family unity means having right of relocation to be with one's legal partner without the obligated service phase of the first appointment. Next two items put forward the importance and method of in-service education and its importance in professional development as well as evaluation of teacher performance. Item 16 is highly related to the released PTL as it focuses on graduate studies of teachers. The suggestion includes the importance of receiving a graduate degree not for the sake of a degree but for augmentation of knowledge, skills and being a more effective teacher in class. It reminds that teachers who are conducting their master or doctoral studies should not forget their priority; being fully present for their students. Likewise, next item supports that item with the importance of merit-based evaluation considering proven educational success of teachers in earning the titles of expert teacher and head teacher. The next item, 18, discuss the elimination of additional course fee application and raising the wage of educational staff in less favored regions to boost motivation to work at those schools. Item 19 underlines vacation period of teachers not being any less than six weeks under extreme conditions. Item 20 mentions retirement rights and the importance of retiring teachers before teacher appointment periods. The following item is about ethical and occupational behaviors and how important following them is to make a difference in the status and reputation of teaching job. Item 22 criticizes the disciplinary action towards civil servants who are liable to law no 657, however, not fitting the special requirements for teachers. The item number 23 is another desire of teaching world. It is about penalty increase for crimes towards educational staff to protect them. The last two items underline that the law should immediately be prepared and implemented in no more than five months after its announcement.

To summarize the suggestions of TEDMEM, they made detailed explanations on the duties, responsibilities, and rights of the teachers. They underline the fact that teachers should be recruited from education faculties primarily. Also, being a teacher

requiring more than achieving some tests, and rather having skills, competence, eagerness to learn and teach have been focused. Therefore, a collection of tools that will measure the fit of teaching job physically and emotionally called Teaching Job Proficiency Test has been suggested. TEDMEM surely objects factionalism of teachers and school administrators and therefore demands tenure appointments. Likewise, inspector appointments have been mentioned as requiring tenure appointments. Also, intern teacher adaptation process should be given great prominence according to them. They give details for principal appointments such as serving as a teacher for at least five years at the same grade level, and as a vice-principal for at least two years. Disciplinary actions towards teachers should be re-evaluated and termination should be decided not only by government, but also by the votes of one's own union's executives and colleagues. TEDMEM foresees five years of service or having an in-field master's degree for expert teacher title and expert ones not exceeding 15% of the total number of teachers in a province. Likewise, having 10 years of service as well as fulfilling requirements of expert teacher title for being a head-teacher have been suggested. A contract to abide by the ethical and professional standards of behavior should be signed according to their suggestion for the sake of teaching job's status and reputation. Additionally, to boost motivation to serve in less advantaged regions, monetary reinforcement should be given. Surely being highly important, teachers are suggested to be protected against crimes for the sake of teachers' security and perception of the public of teaching job's importance and value. All in all, Tuna and Kazdal (2021) comment that TEDMEM's suggestions are well-designed and thought as well as being detailed and reasoned.

### **2.6.2. Educational Unity Union's (EBS) PTL Need and Suggestions**

EBS is an educational union which was founded in 1992 for presenting cases for teacher needs and becoming the voice of teachers. Being a teacher union in Turkey, Eđitim-Bir-Sen (n.d.) touched this quite essential need of a special law for educational field issue. Their suggestions start with a title called "Need of a Professional Teaching Law" in a paragraph of explanations format. A professional

law is mentioned as a “tangible indicator” of the vitality of teaching job and teachers for the society and the future. This union made it clear that a law is necessary for the teaching profession’s reputation and all teachers working in private and public schools should be subject to the items of this law for the sake of unity. Along with this statement, they also suggest an adequacy examination for private school teachers, just like KPSS for public school teachers. Private school teachers’ personal rights, however, are suggested to be diversified from the ones of civil servants. EBS envisages that a PTL should include special competences for being a teacher in different levels of education as well as general competences for all teachers. Also, in-service seminars and educations are underlined as necessary for the life-long development of teachers should be a gained right for teachers as well as the responsibility of employers and educational administrators.

EBS’s suggestions mention the need of including teachers as a lead actor in deciding teacher related issues and educational policies. For them, pre- service teacher education faculties’ educational programs’ quality should be reviewed and rearranged to help the candidate teachers have know-how to function in field through practice based educational curriculum. Intern teacher period and the vitality of having an advisor program with quality of program content are given prominence as well. Another issue that EBS’s proposal focused on is the wage of teachers. According to their suggestions, teacher wages should be decided with collective bargaining of unions and employers considering personal, financial, and social rights as well as working conditions. Working at less favored regions and school districts can be, in that sense, encouraged with monetary privileges of teachers working at those areas. Occupational reputation is mentioned as being threatened because of retired teacher wages. For that reason, implementation of supplementary payment is encouraged.

Career advancement and occupational competence is another title of this suggestion. EBS foresees career steps of teachers as intern teacher, teacher, expert teacher, and head-teacher. They underline that there should not be a limit or gradation in the

number of entitled teachers as expert and head teacher. Awards are encouraged to be designed and granted in a way that stimulate further consistent development and competence. Professional development and in-service programs are advised to be proposed to teachers to choose according to individual needs and curiosity. In the same sense, those program and seminars are advised to be created and developed with the help and ideas of teachers, unions, and educational faculties. Another issue that drew the attention of EBS is the disciplinary punishments' being unclear and open to misconception. Therefore, they suggest making clear and exact statements of disciplinary actions with a PTL. In accordance with TEDMEM, EBS also desired the factionalism to reach an end among teachers by making tenure appointments and ensuring job security.

Teachers working in public schools are granted with service credits according to the places they work. The service credits of eastern schools and village schools are higher than the schools in most popular areas. Appointment and relocation rights is the next title of EBS' suggestions. EBS agrees with the current application of relocation of teachers in accordance with their service credits. However, they do not mean the service credits to reach a peak because of the regions that teachers work at, but instead with a multiple sided evaluation of personal endeavor and effort of teachers. Family union is highlighted as well as educational rights, security concerns, and health problems for relocation of teachers. Working hours of teachers should be set as at most 35 hours a week and a balance among in-class, after-class and pre-class hours should be formed according to them.

Colleague and enterer union votes and voices are required to be attained and heard before termination of service of teachers have been underlined just like TEDMEM's suggestions. Ministry of Education is encouraged to make a distinction of termination of service as because of occupational incompetence and disciplinary reasons as well as to give floor for self-defense. EBS did not ignore administrators' needs as well. They require clarification for principal appointment terms including higher education, diploma, certification, experience, service year, and examination as

well as requiring tenure appointment, principalship being an occupation rather than a secondary duty. They, again, insist that private school administrators should be subject to a certification program and competence examination afterwards or having a graduate degree.

Inspection and guidance for the teachers are suggested to be implemented as tangibly as possible. Additionally, peer evaluation for student success, competency, contribution to school development of teachers is suggested to be conducted by EBS to boost self-audit. Ethical and behavioral actions are mentioned as deciding factors for the reputation and status of teaching job, therefore, suggested to be clearly defined by commissions including teachers, union members, and educational administrator representatives.

Teaching profession's reputation being degraded is one of the focus point of EBS. For those reasons, in an age of complaints, EBS makes it clear that any kind of teacher or school complaining should initially be presented to the schools and there should be interaction with the complainers before sending complains to higher authorities. Also, they added that when those complaints are finally forwarded to the authorities, related teacher or school should immediately be informed to let them prepare to defend themselves. In addition to their rights of being a union member, EBS want the new PTL to give chance to the teachers to involve in political actions. In that freedom sided view, EBS also want the teachers to have academic freedom to decide what to teach and how for the benefit of their students as well as having a say in books' contents. The last title of EBS focuses on crimes against teachers by suggesting at least two years of prison sentence for threat and violence not only for public but also for private school teachers.

To summarize, EBS made suggestions like TEDMEM's with some radical differences as well. However, having it in paragraph format instead of items, made it look more like an essay instead of a proposal. Regardless of its format, it focused perfectly on teacher needs without discriminating private school teachers. As public-

school employment requires KPSS examination, EBS insists that private school teachers should take a competency exam to be employed as well. EBS underlined the need of teacher autonomy to make decisions about their students' needs and encouraged confidence in their actions. Likewise, they highly recommended teacher inclusion in law making, books preparation, and curriculum creation. Teacher relocation is highly encouraged in their suggestions with focus on necessities such as family union, health, and security concerns as well as normal teacher appointments to another city with service credits. Those service credit points are recommended not only being about regions of service but as well about self-endeavor and sacrifice with multiple evaluation criteria. Additionally, principalship being a professional tenured job rather than a side duty has been underlined as vital. Likewise, private, and public school principalship are recommended to require a ministry approved certification and examination or having a graduate degree. While they focused on teacher and principal needs, they did not forget highlighting the importance of candidate teacher adaptation and university education with practical field experience. For career advancement, EBS listed steps as candidate teacher, teacher, expert teacher, and head teacher with objective qualification evaluations. Money related privileges are suggested to be arranged according to career advancement, proven professional development, seniority, and degree of responsibility. Unlike TEDMEM, EBS did not cover educational inspector implementations in their suggestions. Vice versa, unlike TEDMEM, EBS has included giving teachers right to involve actively in political actions with PTL. Disciplinary punishments are not examined in detail but required to have specific and clear definitions. However, criminal offenders of educators have been specifically advised to be imprisoned by EBS. For the given statements, EBS' suggestions can be commented as being teacher centered as well as union inclusion required.

### **2.6.3. Şuurlu Teachers' Union's (ÖĞ-DER) Input on PTL**

Being another union for teachers, ÖĞ-DER (2019) published their thoughts on PTL. They included the desired component of a teaching law in their text. ÖĞ-DER's text

appreciates the Educational Vision 2023's content of significant educational and teacher related issues and the vision's endeavor of making those problems a priority to seek for solutions. They have written down their thoughts and suggestions on PTL with bold typed sentences. As a starter, they highlighted the significance of science as a backbone of this law. Communicativeness is another thought of theirs which suggests that the law should be inclusive, and collectively prepared without haste as well as welcoming criticism. With the aim of reminding teacher liabilities' being too much and its outcomes, forming a balance is suggested. ÖĞ-DER states that a PTL should be inclusive by attaching issues related to teacher responsibilities, pre-service teacher education and student selection, employment status, appointment process and terms, the personal rights of administrators and inspectors as well as how to choose them, relocation and transference processes, ethical standards, reward, and disciplinary acts. ÖĞ-DER adds that those teachers should be freer than they are now by having extended rights such as forming a nongovernmental organization or being an active member of one as well as answering only to authorities for their actions. As can be clearly seen, ÖĞ-DER demands freedom and empowerment for teachers by setting them free of their chains with a law that clarifies their duties and responsibilities in a way that is not vague. They do not forget to mention that this law should fit the national roots. By this statement, they emphasized the secondary duty of teachers; principalship and its requirement of being a separate professional job for efficiency. Likewise, according to them and other suggestions on PTL, teachers should not be assigned to duties other than their fields with PTL. One item that is not present in any of other suggestions but in this one is that the new PTL should not be ignorant of the items of already existing laws and should not grant less than which was previously allocated to us.

As teacher appointment is a vital problem in Turkey because of excessive number of educational faculties, growing number of teachers, KPSS examination, not retiring teachers, and paid teacher application, ÖĞ-DER requires a PTL to solve these problems. ÖĞ-DER comments on the employment of teachers issue differently than other unions. Unlike others, ÖĞ-DER recommends employing equal number of



teachers who graduated from faculties of art and science and faculties of theology rather than hiring teachers mostly from educational faculties. ÖĞ-DER highly suggests deciding clear cut details about the employment of teachers with thorough examination of current and future needs with the help of strategic planning. Just like TEDMEM, this union advocates that there should be applied training of pre-service teachers at education faculties, as well as being subjected to valid examinations at their freshman year to decide whether they have what it takes to be a teacher or not. In that sense, teacher-to-be selection is suggested to be initiated in middle school period. As a common thought, this union wants all teachers to be tenured. KPSS is supported, however, interviewing is objected by them. They also object to the current application of termination of service of intern teachers if they fail in completing their internship duties such as examination and paperwork in two years. ÖĞ-DER does not forget principal, and inspector rights either. The requirements of being an administrator as well as duties, rights, appointments of principals are demanded to be clearly defined. Also, another point that differentiates the proposal of this union is that they did not forget mentioning the transition rights of ministerial auditors to become ministerial inspectors, as they faced unjust treatment and forfeiture because of incapable commissions' interviews. Additionally, this union obviously supports giving importance to experience and centralized examination when it comes to becoming an inspector. By setting up a performance system for administrative staff of schools, ÖĞ-DER believes to strengthen the reputation of teaching job.

ÖĞ-DER wishes the ethical concerns to be clearly defined in a comprehensive and freeing way to relieve the teachers of their constant fears about what they practice in their in-class and out-class activities. Likewise, teachers are believed by ÖĞ-DER to be liable to a special law rather than 657, as it is not advanced enough to cover the basis of teacher life. Also, disciplinary actions toward teachers are suggested to be updated. At that point, it is safe to say that this union does not agree with the current application of punishment and reinforcement of teachers and demand tangible mechanisms and criteria to punish or award teachers.

Education of in-service teachers is encouraged with establishment of Teacher Academia by the ministry. ÖĞ-DER does not specify details and sentences of criminal offenders of educational staff, but they suggest penalty increase. By setting an item with desire to determine who the teachers answer to in detail, ÖĞ-DER aims protecting teachers' authority in their classes as well as the reputation of teaching profession. The working hours of teachers is suggested to be determined in accordance with their branches. Also, retired teachers and senior teachers are suggested to be treated with privileges at ceremonies and public places such as airports as VIPs. With these two demands, this union wants to heal the reputation of teaching job, but this might backfire as factionalism among teachers.

As teachers have different versions such as vocational technical education teachers and special education teachers, ÖĞ-DER advises having a comprehensive and practical approach for the vocational teachers and giving certain rights for the risks they face for the special education teachers. Another employment of teachers is to appoint them as Educational Experts to the directorates of national education. This union discusses whether people who have recently graduated from bachelors with zero experience in the field and have been appointed as educational experts being experts indeed or not.

Their proposal reaches an end with touches to travel expense law and its rearrangement, the problems of national sportspeople and solutions of them, and a reformation about the duties and responsibilities of PE teachers thanks to PTL. At the end of their text, they state that professional law should be prepared, and it is needed for the reputation of teaching profession. However, ÖĞ-DER reminds that a law is not a magical tool to raise the reputation of teaching job by itself, it can only boost, strengthen, and protect reputation. However, according to them, teachers build reputation of the job mainly.

#### **2.6.4. Republican People’s Party’s (CHP) PTL Proposal**

As an opposing political party, CHP (2018), named their suggestions on a professional teaching law under the title of “Proposal of PTL”. Yıldırım Kaya, who is a deputy in Ankara, prepared this proposal. He initiates the discussion of PTL by stating teaching job’s reputation and status’ worsening condition. The aim of PTL is explained as covering the shame of not having a special professional law for society’s earliest occupation which will enable them to feel valued and ensure respect for the occupation. Other than social need of PTL, CHP also reasons the need of PTL as it will adjust social and economic rights, employment, and working conditions of teachers. CHP’s proposal is composed of paragraphs and makes comparisons of today’s Turkey and teachers’ place in the past as well as our country versus other countries’ teacher wages in dollar bases. CHP highlights that teachers in Turkey suffer from economical concerns and look for additional wage sources.

In addition to economic problems, this party also includes how teachers in Turkey lack their basic need to be with their families. Family unity, which is the demand of most teachers, is drawn attention and factionalism of teachers as tenure, contracted, and paid ones by paying them different amounts for doing the same job is hardly criticized. CHP calls the situation of teachers in Turkey as “dehumanized”. Although Turkey agreed on the ILO and UNESCO suggestions about keeping the status of teaching profession in 1966, Turkey is criticized as not obeying the advice about the status of teachers. CHP hopes to see differences about this matter with the release of PTL.

After a thorough explanation of the need of a PTL, this party lists items of their proposal of a professional law. With item 1 and 2, they demand public school teachers, private school teachers, administrators, and other educational staff to benefit from this professional law. Item 3 includes definition of practitioners, and item 4 clarifies the duties of MoNE. With item 5, the desired inclusion of PTL initiates. Item 5 explains how teachers should be educated and what qualities they

should have. With item 6, CHP suggested forming a “Teacher Training and Employment Committee (TTEC)” to raise teachers and specifies who should be the members of this committee as well as their duties. Item 7 is related to the lack of planning of the quota of education faculties student admissions and therefore having an excessive number of teacher graduates. Item 8 demands a root change of the educational system of our faculties. They suggest separating the curriculum of teacher education into two as two years of pre-service education at the faculties, and two years of in-service education at Turkish Educational Sciences Academia (TESA) according to the needs of the pre-service teachers.

Item 9 presents where CHP stands for the expert teacher application by stating that teaching profession is an already expertized one as they graduate from related faculties and complete candidate teacher periods successfully. CHP supports advisor teacher application, having in-service education that will enhance teachers’ field knowledge and culture, and having an examination to abolish the internship period of teachers by TESA with their 10<sup>th</sup> item. The next item is related to the previous one as it states appointing teachers as candidates, then having a minimum of one, maximum of two years of internship period. However, they stated that failed candidate teachers should be appointed to a fitting civil servant position at the related ministry instead of dismissal. Item 12 reminds the vitality of appointing teachers with meritocracy and according to their competence to not to let political standings effect the process. Likewise, next two items demand in-service seminars and trainings of teachers to be planned ahead of the educational year and to test the competences of teachers with specifically standardized evaluations prepared by TÖDEM. 15<sup>th</sup> item is not mentioned by any other proposals. It suggests employing technicians and connoisseurs to ask for assistance when needed. Under the title of the basic rights of the teachers, fourteen sections are listed with item 16. They underline teachers’ autonomy in teaching methods, needed respect towards teachers, not to discriminate teachers, freedom of forming unions as well as being a union member and leaving it, to be audited by the signed union when needed as well as the unions’ desire to have a voice when their members are investigated and interrogated. Additionally, CHP

clearly states that principals of the interrogated teachers should not be appointed as interrogators, and the interrogated teachers cannot be left without their wages during the legal process. It is obvious that CHP wants disciplinary action towards teachers to be re-arranged to protect them from more harm. Section H and the following ones are related to the in-school rights of the teachers. They include demands about appointment rights of the teachers in less advantaged areas, not to assigned teachers to temporary duties, not to assign floor duty to the senior teachers, not to make use of teachers' data to keep track of their in-class status, to give teachers voice about what they want to learn at in-service seminars as well as to give them right to discuss their weekly schedules with the school administrators. The following title covers teachers' personal rights with item 17's three sections which state keeping employee's personnel file safe and not sharing it with anyone without teachers' permission.

The economical rights of the teachers are covered with the following item and its sections. This part includes entitling teachers with no less than 50% of the highest civil servant salary, giving teachers twice of their salary on 5<sup>th</sup> of October, and 24<sup>th</sup> of November as well as at the beginning of each educational year, taking 3600 (additional index that raised teachers' retirement bonus from 3000 to 3600 as well as their retirement salaries, a financial improvement for retirement) into account to decide the salary of retired and active teachers, making private school teacher salaries no less than lowest public school teacher salary, giving teachers 50% of discount for educational and cultural ministry publication purchases, granting teachers with seniority for each quarter teachers work, and following the decisions of ILO and UNESCO to protect these rights. After this through explanation of economic needs, item 19 demands regulations about the minimum working hours of teachers of different branches. With items 20, 21, and 22, CHP demands teachers to be paid an additional fee for extra work they do, and indemnity for educational staff working at less favored areas. Items 23-35 cover social rights and aids including giving discount to teachers at ministerial facilities and free transportation, paying the newly appointed teachers 3 times more money to get ready for service, enabling accommodation for them and their kins when needed. The title of educational

administration highlights that there should be a ½ gender quota for administrators. And, till item 35, there are demands about how to train and appoint educational leaders. CHP requires educational leaders to be trained by MoNE Academia, and to be teachers primarily. Under the title of appointment and relocating, items 35-39 cover the need of specifically programmed and announced appointment process, requiring obligatory service for governmentally funded civil servants, the chance of changing branches when needed or wanted with proper in-service education and personnel's permission, not allowing relocation other than health issues, unity of family, and education of children. With items 40-43, CHP proposes founding Turkish Educational Sciences Academia (TESA) where academicians and experts work and making TESA the planner of in-service teacher trainings and graduate studies of teachers. Relatedly, 44<sup>th</sup> item advises enabling personal and professional development of educational staff with national and international educational opportunities. With items 45-49 CHP expands the duties and responsibilities of Teachers' Fund for The Encouragement of Social Cooperation and Solidarity (TFESCS) that cover monetary and personal rights as well as the administrator bodies of the fund. Finally, items 50-55 focus on the announcement and enactment of the PTL to not to be delayed more than 3 months, and elimination of the convergent items of other laws which includes İLKSAN and its asset to be transferred to TFESCS. CHP demands this law to be valid immediately following its announcement and the President to pursue the Law.

In conclusion, CHP's advice text remunerates its' title. It is a thorough and detailed, itemized proposal which covers the core issues of teachers without discrimination and factionalism such as making tenure appointments and equal rights. Private school teachers and public-school teachers are regarded as same by this proposal. CHP's proposal has unique suggestions too. Those suggestions are generally made to raise teaching job's reputation and the quality of teacher education. For instance, CHP advises founding TTEC for pre-service education of teacher candidates and their employment, TESA for in-service training of teachers and TFESCS for personal and social benefits of teachers. Unlike other proposals, CHP offers female

educational staff to be encouraged and hired as administrative staff by setting a gender quota. Again, different from others, CHP wants bonus wages on special days such as Teachers' Day, and at the beginning of their services. CHP's proposal includes several examination suggestions for teachers and administrative staff such as an examination prepared by TESA to end the internship period of teacher candidates after one year of service even though they have already succeeded at KPSS. CHP does not focus too much on disciplinary actions and punishments of teachers other than excluding the served schools' principals from interrogations and including the union delegates of ones' own. Additionally, CHP does not mention penalty increase towards teacher offenders. However, their proposal is innovative, detailed, focused, and consistent with public expectations.

#### **2.6.5. Common Threads of Proposals**

Tuna and Kazdal's (2021) examination on various professional teaching law proposals, which were published by the encouragement of MoNE to shed light on what is expected of a professional teaching law gives, found common threads of proposals. Tuna and Kazdal (2021) lists the common threads of proposals as;

- \*Teaching is a professional occupation.
- \*PTL is a need for the stakeholders and should be enacted.
- \*Occupational standards should be decided.
- \*Teacher candidates are raised by higher education programs.
- \*Practice should have an importance in teacher candidates' education.
- \*Teacher appointments should be tenured.
- \*Teacher candidates should take KPSS to be employed.
- \*Advisor teachers should help candidate teachers during internship period.
- \*School principals and inspectors should have titles and should be tenured.
- \*Teachers who want to be administrators should be trained.
- \*Professional developments of teachers should be supported and funded.
- \*Career steps and advancement should be based on objective criterion.

\*Teachers working at disadvantaged areas should be paid accordingly.

\*Crimes against teachers should be severely punished.

## **2.7. Final Version of Released PTL**

After discussions, proposals, and gatherings, PTL has been proposed to National Assembly of Turkey on 31 December 2021. It was approved on 3<sup>rd</sup> of February 2022. After its legitimization, it was announced via the National Journal on 14<sup>th</sup> of February 2022. However, it was suspended one day after its publication on the National Journal and was open for feedback of the stakeholders for a month as Hürriyet (2022) reports.

The final version of PTL ended up including 3 sections and 12 items. Section 1 includes item 1 and 2 which are about aim and extent of the law. Item 1 states purpose of this law as to arrange the career advancement steps of teachers, as well as their appointments and professional development. Item 2 states that this law applies to teachers who are responsible for the education system.

The 2<sup>nd</sup> section includes item 3 which is a teaching profession related one, item 4 which is about the qualification of teachers and how to choose them, item 5 which regulates the implementation of candidate-intern teacher system, and lastly item 6 which focuses on teachers' career advancement. Item 3 has four articles. The first states that teaching is a special and professional occupation that requires following ethical rules as well as national education's aims and principles. The second one indicates that working conditions of teachers are arranged to reach educational quality for aims to be actualized. The third one regards how pre-service teacher education is regulated as having world knowledge, special field education, pedagogical formation, or professional occupational knowledge. The last article of item 3 lists the career advancement steps of teachers as candidate-intern teacher, teacher, expert teacher, and head teacher. Item 4 has two articles. The first one states that MoNE is responsible for setting the qualifications to be required in pre-service



teacher education. And the second one agrees that teachers are recruited from faculties of education in universities and equivalent abroad HE graduates.

Item 5 includes 6 articles about candidate-intern teachers. Article 1 lists general conditions as receiving necessary education, passing security and archive clearance, and succeeding in KPSS. Article 2 states that candidates serve as candidates for no less than one, and no more than two years and they cannot be relocated other than obligatory cases. With article 3, and exam called AKS, which was conducted on candidate teachers to succeed and finish their candidacy period reaches an end because this article states that candidates are subject to a candidacy program, and they are evaluated by a candidacy evaluation commission at the end. Article 4 lists the cases that candidates to be dismissed and to be banned to become civil servant for three years. Those cases include forgery of documents and realization of not having a necessary requirement for appointment, losing a necessary requirement during the candidacy period, receiving a non-delivery of monthly salary or suspension of rising in rank penalties during their candidacy period, not attending the seminar programs without excuse, and failing at the evaluation of the commission at the end of their candidacy. The 5<sup>th</sup> article reminds that if the candidate teacher receives the pre-mentioned penalty but he or she has successfully completed the candidacy process at another 657 liable governmental organization, he/she are appointed to a suiting organization. The last article (6) of this item names Candidate Teacher Training Program and Candidacy Evaluation Commission to be organized and regulated by the guideline.

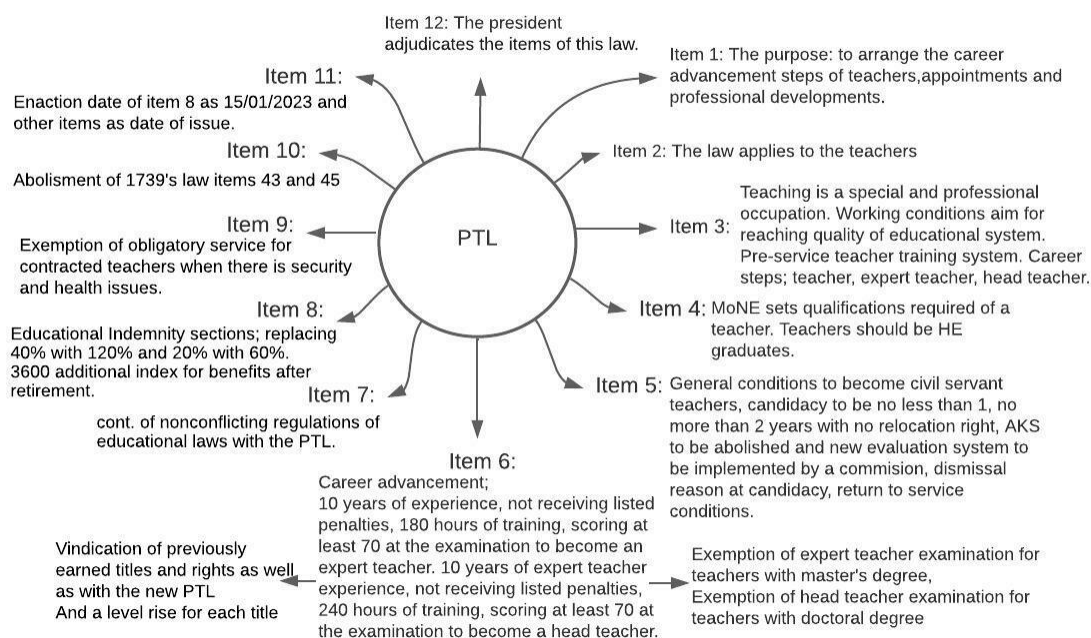
Item 6 brings the career advancement steps alive for the teachers. It includes 8 articles. The first article states that teachers who serve at least for 10 years including their candidacy period, complete Expert Teacher Education Program of 180 hours, conduct the minimum of requirements for being an expert teacher within their professional development, have not received a discipline penalty of suspension in rank, and who pass the expert teacher examination with 70 or more points to become expert teachers. The second article arranges the requirements to become a head

teacher as serving as an expert teacher for at least 10 years, not having a suspension in rank penalty, receiving 240 hours of training, completing the tasks they were responsible for as expert teachers, and passing the head teacher examination with 70 or more points to become head teachers. The third article exempts the teachers who have master's degree from expert teacher examination, and the ones with doctoral degree from head teacher examination. Article 4 indicates that the years spent as contracted teachers and as educational administrative staff to be included in the teachers' term of service. Article 5 ensures the teachers who earn the title of expert and head teachers to keep their titles even if they switch to another branch, even if the branch they have is abolished or its names changes. Article 6 announces granting expert and head teachers with a seniority rank rise. As the ones with suspension in rank penalty cannot apply for earning those titles, article 7 enables them to apply for them once their penalties are erased from their personal files. The last article states that the arrangement of teacher career advancement procedure and principles to be organized and regulated by the guideline.

The last, 3<sup>rd</sup> section which is identified as several and final verdicts, includes item 7, 8, 9, and 10 as legal clauses. Also, one provisional item is given as information sources for the teachers who already have expert or head teacher titles, and items 11 and 12 give general information. With item 7, the implementation of non-conflicting regulations of 5/1/1961's law no 222 Primary Education and Training Law, law no 657, 14/6/1973's law no 1739 (Basic Law of National Education) along with other laws were decided to be kept. 8<sup>th</sup> item's first article makes changes in the Educational Indemnity sections of law no 657's 152<sup>nd</sup> item which grants financial gains. In addition to that, the second article of item 8<sup>th</sup> brings the 3600 regulation which is about the financial expectation after retirement. Item 9 provided an exemption of obligatory service for contracted teachers in cases of security of life, and health service needs. The following item 10 announces abolishment of law no 1739 of Basic Law of National Education's 43<sup>rd</sup> and 45<sup>th</sup> items. Item 43 was about the bachelor's pre-service education of teachers to include common knowledge, field training, and pedagogical formation while item 45 was about MoNE's right of deciding on the qualification of teachers and selecting teachings with guideline. The

provisional item ensures teachers who are experts or head teachers to benefit from this current law. Item 11 states that this law's 8<sup>th</sup> item will be enacted starting from 15/1/2023, and the other items are valid with the public announcement. The last item remarks that the president adjudicates the items of this law.

Following the public announcement of the law, on 12<sup>th</sup> of May 2022, Career Steps and Candidate Teacher Regulations have been published. After this publication, examination and chronology of the process have been announced by MoNE.



**Figure 4**

*A Summary on the Content of Professional Teaching Law*

According to the announcement, the applications for the programs should be done among 01-10<sup>th</sup> of June 2022. The expert teacher training program was decided to be held among 18<sup>th</sup> of July and 5<sup>th</sup> of September while head teacher program to be held among 18<sup>th</sup> of July and 19<sup>th</sup> of September 2022. Those trainings are announced to be held online. The examination date is the 19<sup>th</sup> of November, and the results will be

announced on 12<sup>th</sup> of December 2022. According to the plan, the teachers who are successful will receive their expert teacher certificates on 4<sup>th</sup> of January, and head teacher certificates on 15<sup>th</sup> of January 2023.

### **2.7.1. Criticism Towards PTL**

Professional Teaching Law is currently announced on 14<sup>th</sup> February 2022 by National Journal. Although career-steps were announced previously in 2005 and got cancelled afterwards, this new law brought career advancement steps as well as some other arrangements along. As the announcement of PTL is such a current one, there is limited scholar studies about it.

Canatan-Doğan (2022) prepared a project as a partial fulfillment of her non-thesis master's degree program named as Teacher and Administrator Ideas on PTL. Her findings showed that PTL need a revision as it is considered as inadequate by teachers and administrators. Her participants suggested a revision as PTL is only perceived positive in terms of granting extra money to title holders, therefore, it requires teacher and educational staff consultation. The teacher participants in Canatan-Doğan's (2022) study stated having negative approach to career steps because of being discriminating while administrator participants stated having negative approach to career steps as an examination is obligated. Likewise, teachers in her study evaluated career steps as unnecessary and wrong while administrators thought it just needs rearrangement. Teachers demanded inspections to ensure career steps to be better while administrators stated that it should answer financial and professional needs to solve those problems and only require experience. Financial arrangements are perceived as inadequate by her participants. Status of teaching profession is commented by teachers as badly influenced by PTL while administrators think it will not affect the status of teaching profession and teacher motivation. All in all, teachers have a negative approach to arrangements of PTL while administrators have a constructivist approach to remove or add certain conditions to make PTL a better one for educational field's benefits. However, PTL

is commented as considered by educational field as being discriminative and therefore negative (Canatan-Doğan, 2022).

Altan and Özmusul (2022) has written a review named as Teacher Well-Being in the Future of Turkey: Missing Part of the Teaching Professional Law. Their review was focused on teacher well-being and how PTL excluded practitioners in law-making and content decision process which led inadequacy of content, not meeting needs, and being discriminating as there is no detailed information about responsibilities of expert and head teachers. The writers also state their criticism on why private school teachers are not mentioned in this law, and why there is nothing about their working conditions. They think experience should have not been the only decisive factor for one's expertise and status of teaching profession will probably be badly affected from this factionalism. They advocate a need of PTL and appreciate lawmakers' initiations but criticize the law's content as failing to meet expectations and needs, being shallow and inadequate as well as being solely finance and service year based. All in all, Altan and Özmusul (2022) demand a revision of its missing parts by taking the critics into account and by involving practitioners in the process by asking for their opinions as this law concerns teachers in person.

The literature about current PTL is limited to these two academic sources. However, there are lots of social media campaigns about cancelling career step examinations. Teachers' tweets go viral and become topic trends on Twitter time-to-time the get their voices heard by the MoNE to cancel examination for career advancement steps. In addition to teachers, union executives, and academics share their criticism about existence of career steps as well as existence of an examination to earn the titles through social media.

## CHAPTER 3

### METHOD

The method section includes the design of the study, description of the setting, participants, data collection instruments, data collection procedure, data analysis, trustworthiness and describing the researcher's role.

#### 3.1. Design of the Study

Human studies have been the principal attraction of the science for the time being. Their lives, qualities, thoughts, perspectives, perceptions, relations, approaches, and many more have been tried to be discovered, and yet the discoveries have not and cannot reach an end. Humans encounter ongoing changes and situations in social and work-life. Therefore, the studies on human behavior and action will enhance relentlessly. As interaction is an inevitable part of modern human life, humans automatically become social beings. Merriam and Grenier (2019) advocate a holistic approach in endeavor of explaining complicated human reactions to socio-dynamic issues as well as the mindset of individuals. Science does not necessarily need numerical verification to be valid. In fact, Creswell (2002) state that a sole approach or positivist approach cannot achieve its goal of explaining a phenomenon by itself, and moreover, it misleads the scientists. Instead, he suggests perspectivism which explains a phenomenon from different angles or parts.

All considered, this study is designed as qualitative research. There are reasons for having it as a qualitative one instead of a quantitative one. Qualitative studies are explained as helping a thorough understanding of the investigated phenomenon as they work with participants individually and make it possible for the researchers to come up with interpretations of experiences when the researcher makes presence in

the participants' natural settings (Merriam & Grenier, 2019). Creswell's (2007; 2013) studies justify the use of qualitative methods to have a better understanding of social and human related matters. As this study aims to examine the perceptions and expectations of practitioners on the Professional Teaching Law, using qualitative method that adopts phenomenological design suits our purposes because the common ideas of participants are asked about a new phenomenon which is PTL in this study (Creswell, 2013).

Additionally, Creswell's (2013) identifications about qualitative study to have maximum variation participant selection method to conduct interviews and analysis with figures, tables, and interpretations are followed by including fourteen participants to achieve maximum variation, having open-ended semi-structured interview questions to get in-depth comments (see Appendix B), and transcribing the data to analyze them. I created the themes that represent my understanding of data with the help of codes that emerged from transcriptions.

### **3.1.1. A Qualitative Research Design: Phenomenology**

Conducting qualitative research at its finest has required having a better understanding of it. Social sciences make use of qualitative data collection method as well as the quantitative methods. Understanding the perceptions of individuals on subjects require a deep and detailed study as psychology plays a role in their perceptions. Merriam and Grenier (2019) advocate the use of qualitative method in explaining specific time and context related experiences and understandings of individuals. Yıldırım and Şimşek (2008) define qualitative research as a method that makes use of data collection instruments such as observations, interview, and document analyses as well as explaining phenomenon in a holistic and realistic way in their natural settings with a qualitative process. As can be inferred, qualitative studies enable interpretation of the understanding and perception of people towards a phenomenon or issue. Additionally, Moustakas (1994) states that human experience

and understanding it are possible through qualitative phenomenological design as it reveals detailed explanation on reasons of a behavior.

Patton (2002) states that phenomenology is focused on people and how they make meaning of a phenomenon through their experiences. This study follows phenomenological design as it tries to make meaning of a new phenomenon, PTL which effect people in the field. This current study aims unveiling the understanding of practitioners by seeing the law, its content, and implications through the eyes of the people who are the actual subjects. Merriam (2009, p. 26) describes the usage area of phenomenological research as “it is well suited for studying affective, emotional, and often intense human experiences”. This design holds assumption that there is a common essence as there is a shared experience of participants (Patton, 2002). In that sense, phenomenology design suits our purpose to uncover and interpret the shared experience, perception, and expectations of practitioners. This study aims to help readers understand the essence of participants’ understanding towards PTL.

### **3.2. Research Questions**

Professional Teaching Law was officially announced on 14<sup>th</sup> February 2022. Therefore, a scholarly examination on law related ideas of practitioners has emerged as a research opportunity. As the purpose of this study is to investigate and examine the perceptions and expectations of practitioners on newly released PTL, the following research questions have been tried to be answered:

1. What is the perception of practitioners on recently released Professional Teaching Law?
2. Does Professional Teaching Law meet the expectation and needs of the practitioners?



### 3.3. Study Context

This study is not particular to a school, an organization, or a city. Therefore, this study's participants are not from specific schools, or organizations. It rather is about searching for perceptions and expectations of a phenomenon in educational field society. Hycner (1985) and Moustakas (1994) stated the importance of a social context as it is the actual representation of the context of analyzed data and emergent themes. The participants were contacted to share their perceptions and expectations on newly released PTL that includes items for the sake of teachers and teaching profession in Turkey. Therefore, the setting of this study can be named as teachers' and teaching profession's problems in Turkey as well as the items of PTL.

According to Şahin (2021), there were 586.680 employed teachers in 2002-2003 educational year while the number reached 1.171.897 in 2021-2022 educational year, and these numbers represents both public and private school teachers. Teacher employment in Turkey divides majorly into two as public-school employment by taking KPSS, civil servant examination, and as private school employment that does not require examination.

According to MoNE's statistics, teacher unemployment has been growing within years. For example, 173.428 teachers took KPSS in 2005, 20.777 of them got appointed and applied teacher and appointed teacher numbers kept accelerating until 2016 when 311.756 teachers took the exam and 49.015 of them got appointed. Although the number of appointments is low considering the applied teacher numbers, the appointed teacher numbers decreased significantly after 2016. In that, 265.646 teachers applied for the exam, and only 21.494 of them got appointed in 2017, and applied teacher numbers reached 416.485 in 2018, when only 20.199 teachers are appointed. As to say, the number of applied teachers keep growing, while the appointment rates keep decreasing (ÖSYM, 2005-2021). In addition to the growing number of graduated teachers who are waiting for employment, there are problems of teachers who get appointed as well as private school teachers. This study

focuses on public school teacher related professional teaching law, therefore the problems of public-school teachers in Turkey needed to be mentioned to grasp the context of this study. Also, there is another discussion of educational field which is implementation of hourly-paid substitute teacher temporary employment in Turkey. The problems of teachers who get appointed after KPSS process does not necessarily end. They are appointed as contracted teachers since 2016, and do not own the rights of tenured teachers for four years such as relocation right. Therefore, there are objections to contracted teacher implementation by practitioners as scholars show evidence of the implementation's outcomes. The study of Güngör and Saltürk (2021) that examined teacher related news in Turkey reveals some hints about teachers' problems as well. The results showed that the most frequent topics are violence with %18, accidents, and injuries with %12, and appointment related topics with %10, etc. (Güngör & Saltürk, 2021).

Teachers' career was limited in Turkey before PTL. They could serve as vice-principals or principals at schools which is considered as a side-duty, not a profession. Also, they could become educational inspectors after gaining experience in teaching and taking related examinations. However, the officially accepted PTL that consists of twelve items brought some new arrangements such as cancellation of candidacy abolishment examination, and announcement of career-advancement steps for teachers, the benefits of titled teachers as well as requirements to be entitled. With PTL, teachers are granted with expert and head teacher titles if they meet the necessary requirements such as serving for at least ten years, attending trainings, and passing the exam with minimum of 70/100 to become expert teacher and to be granted with monthly additional money and serving as an expert teachers for at least ten years, attending trainings, and passing the exam with minimum of 70/100 to become head teacher and to be granted with monthly additional money. However, PTL stated that teachers with master's degrees are exempted from expert teacher examination and teachers with doctoral degree are exempted from head teacher examination regardless of their field of studies. Moreover, with PTL teachers are promised to earn 3600 additional indices after 1/1/2023 that ensure extra money

when teachers are retired. To conclude, teachers' needs are subject to much research as mentioned throughout this study, and PTL was expected to be a problem solver for practitioners.

For the purposes of filling the gap in the literature and exploring a new phenomenon related ideas and perceptions of practitioners, an interview protocol was constructed with the help of the literature. The interview form consisting of eight principal questions is approved by the experts in the field. The interview sessions were held in person as a prior choice, however there were times that holding online sessions were required because of personal and location related reasons. The participants were informed that their voices will be recorded for data analysis purposes by ensuring their anonymity as no information about their identities were asked or shared during the sessions.

### **3.4. Participants**

This study required its participants to be practitioners in education and be knowledgeable of the PTL. The researchers included various participants from educational field to have a diverse population and to achieve maximum variation rather than including members of one group. As this study is about a field of education related issue, the participant selection gave prominence to participants' being stakeholders who are affected from the PTL and who should have voice on PTL's items. Sandelowski (1995) stated that maximum variation design is widely used for purposive participant selection. All considered, purposive participant selection method to achieve maximum variation and snowball sampling to reach other potential participants are used to choose all fourteen participants of this study. Snowball sampling is a kind of a network in sense of asking one's participants to recruit other potential participants to contribute the study (Creswell & Miller, 2000).

For participant selection, the potential participants who live close to the researcher and who are knowledgeable of PTL were asked for their participation. Their

suggestions on who to include in this study widen the participant circle. I included two academics, two master's students, three educational union representatives, two school administrators, and five teachers to achieve maximum variation through purposive and snowball sampling designs. Consequently, 14 participants who are members of educational field and knowledgeable of the PTL were gotten in touch and asked for their participations which makes the participant selection method of this study is a purposive one. Their consent is asked, and demographic information forms were collected, and interview sessions were recorded to analyze the data.

The participants were asked for their demographic information according to their titles. That is to say, they were asked some questions that are same and different according to their positions such as being a master's student or a schoolteacher. All of the teachers in this study are public-school teachers. Of all of the teacher participants including administrators, there are four Turkish Educational Union, two Education and Science Laborers' Union and one Educational Unity Union members. One of the administrators, and one of the teachers have master's degrees in educational field. The union representatives are all males with bachelor's degree. Two of the teachers and one of the union representatives have experience in administrative positions. The master's students are teachers who currently are not employed. The academics have no experience in K-12 level and in administrating. All of the participants who are employed are working at public institutions. There are six female and eight male participants in total. Participants names are determined as P1, P2,...P14 for anonymity. Table 3.4 shows the participant codes, their genders, and related demographic information. Detailed participant related information is given in the results chapter.

**Table 3. 4***Demographics of the Participants*

<b>Code</b>	<b>Gender</b>	<b>Title</b>	<b>Marital Status</b>	<b>Further Education</b>	<b>Teac. experience</b>	<b>Adm. Experience</b>	<b>Union</b>
<b>P1</b>	Female	Master' Student	Single	Master's	6 years	-	-
<b>P2</b>	Female	Teacher	Single	-	6 years	-	TES
<b>P3</b>	Male	Teacher	Married	-	12 years	1 year (vice-principal)	TES
<b>P4</b>	Male	Union Representative (12 years)	Married	-	25 years	-	TES
<b>P5</b>	Male	Union Representative (5 years)	Married	-	21 years	-	Eğitim-İş
<b>P6</b>	Male	Union Representative (3 years)	Married	-	27 years	21 years (principal)	ES
<b>P7</b>	Female	Master's Student	Single	Master's	1 year	-	-
<b>P8</b>	Male	Administrator	Married	Master's	14 years	8 years (principal)	TES
<b>P9</b>	Male	Administrator	Single	Master's dropout	17 years	5 years (vice-principal)	ES
<b>P10</b>	Female	Prof. Dr	Single	Master's, PhD	18 years (universities)	-	-
<b>P11</b>	Male	Prof. Dr	Married	Master's, PhD	40 years (universities)	-	-

**Table 3.4** (cont'd)

<b>P12</b>	Male	Teacher	Married	Master's	31 years	-	ES
<b>P13</b>	Female	Teacher	Single	-	5 years	-	TES
<b>P14</b>	Female	Teacher	Single	-	17 years	5 years (vice- principal)	EBS

### **3.5. Data Sources**

Merriam and Grenier (2019) mark that a sole data collection instrument jeopardize the validity of the study. Our study examines educators' perceptions and expectations on PTL and includes various participants to increase the validity of this current study. Triangulation of the data is used in this study to increase the trustworthiness and validity of it by having participants with different titles and analyzing the PTL itself. Examination of the ideas, approaches, and perceptions of specific people on this specific subject require a detailed understanding. Balushi's (2018) suggestion on using semi-structured interviews to reveal the experiences and ideas of participants in a detailed and in-depth way motivated this study's data collection tools. A semi-structured interview form is created by the researcher with two experts and advisor feedback after a literature review. When the theoretical frameworks of studies that examined the evaluations of teachers towards career-steps examination in 2005, it draws attention that the master's and doctoral degree thesis on the career-step implementation were designed as quantitative studies that made use of researcher-made surveys (Aydın, 2007; Ural, 2007; Urfalı, 2008; Turan, 2007), although there are mixed method (Taşkaya, 2007) and qualitative studies (Artan, 2007; Kazoğlu, 2014; Kurt, 2007). This study's interview questions are formed by reviewing the previous studies about career-steps implementation in 2005. The data is analyzed by the researcher and each step of this study is explained under the related titles.

As highlighted before, a qualitative data collection instrument which is interviewing is used for data collection in this study. The main data collection instruments for the

qualitative method are interview, observation, and documents to reach the main data (Moustakas, 1994). In that sense, one of the data collection instruments of this study is the semi-structured interview instrument to explore the perceptions and expectations of practitioners on the PTL and the other one is Professional Teaching Law.

### **3.5.1. Interview Protocol**

Interviewing is a common data collection instrument in qualitative studies. The suggestions of Yıldırım and Şimşek (2008) and Creswell (2013) on forming the interview questions have been taken into consideration in the preparation phase. Yıldırım and Şimşek (2008) suggested the interview questions to be easily understandable, focused, open-ended, avoiding inducement, multidimensional, including alternative and drilling questions as well as diversity of questions, organizing the questions with rational approach, and finally reaching the final version of the developed questions as well as holding the session in person (Creswell, 2013). Also, Yıldırım and Şimşek (2008) previously underlined the commonly used method of qualitative data collection as face-to-face interviewing. Additionally, interviews are divided into three as structured, semi-structured and unstructured.

While developing the interview protocol, the problems related to the career-step system which were discussed and determined in 2011 within the context of national teacher workshop that was about new career-steps prepared by Ministry of National Education were examined, and an interview protocol was idealized. With a literature examination on previous career-step related studies conducted after 2005, and studies about the need of a professional teaching law, the questions were shaped and became ready for expert review. Two experts who are educational sciences academics advised removal of some questions and adding some other questions that are non-leading and clearer. Also, questions were divided into categories with expert advice. The follow-up questions were added to get detailed answers from the participants.

Thanks to their valuable knowledge, advice, and feedback the questions reached its final version. The final version of the interview questions was revised once more to make sure they are non-leading. In the end, a semi-structured interview consisting of 8 main and 9 sub-questions developed by the researcher was used for this study. The question preparation phase was guided by the related literature and the suggestions of the scientists on how to prepare qualitative interview questions.

To have detailed information on the content of the interview questions I will mention it shortly. The interview includes three main titles. The first title (A) includes questions for the participants to comment on the inclusion of the PTL. Part A is divided into three subtitles as (a) the questions about the inclusion of the law which has 2 main and 3 sub-questions. The following subtitle (b) includes questions on the professional development dimension of PTL with 1 main and 1 sub-question. And the third subtitle (c) asked 1 main question about the career-planning dimension and its possible outcomes. Part B included 3 main and 5 sub-questions on career-planning which aimed to grasp the approaches of the participants on the new arrangement of being an expert teacher and head teacher and their entitlement processes. The last Part, (C), asked for further questions, or comments of the participants, therefore has 1 main question.

Finally, the interview form consisting of 8 principal and 9 additional questions (See Appendix B) was sent to Human Subjects Ethics Committee in METU to check for ethical considerations. The Committee agreed that the research does not include any violation, deception, or ethical problem so that it can be conducted (See Appendix A).

After the permission from the Ethics Committee was received, the researcher got in touch with possible and suitable candidates and asked for their participation. 14 participants who agreed to participate were interviewed by the researcher. The interview sessions started to be held after their consent and confirmation that they are knowledgeable of the subject, as Merriam and Grenier (2019) explain the logic of



purposive participant selection so. The general characteristics and information about the participants were obtained through demographic forms which were designed separately for each group of participants. All the participants were required to be members of educational field, and knowledgeable of the newly released PTL. Due to location and time related problems, some of the interviews were conducted online through web program Zoom. The researcher voice-recorded the interviews with the participants' consent. At the end of each interview, the participants were encouraged to add comments or ask any questions they had in mind. The shortest interview was 8 minutes, and the longest interview was 32 minutes.

### **3.6. Data Collection Procedure**

The study's interview questions have been tried to be conducted in face-to-face sessions at places that both the participants and the researcher felt comfortable. There were times that face-to-face interviewing was not possible due to location and time challenges. In those cases, online meetings were held with the participants by following Bolderston's (2012) suggestion to be present on agreed time as the participants are sparing their personal times for this. To have a better understanding of how practitioners perceive PTL and what they are expecting, questions regarding the items of the law are asked to the participants.

The collection of the data and the path to follow have already been formed before the actual data collection time had arrived. After the final version of the interview questions were formed, the necessary permissions were granted by the METU Ethics Committee. The participant selection method of this study is purposive, therefore possible participants were listed, the researchers narrowed down the list, and people were asked for their participation. To achieve maximum variation, we collected data from different groups of practitioners. Unity-in-diversity has been the desire of the researcher; therefore, all the participants are members of the educational field and knowledgeable of the PTL, however they are from different groups such as academicians, master students, doctoral students, teachers, union executives.

Richness of data emerges as a great need of scientific research. Therefore, final participant list was formed carefully. For the economic reasons of time and money, academic participants were gotten in touch through social channels. They are invited to the study via e-mail, some agreed some did not reply. The fitting teachers, administrator-teachers, educational field master students, executive union members were asked to participate in person thanks to snowball method as well. Some replied as having time related troubles, some agreed with assurance that they will stay anonymous. Eventually 14 participants who fit the requisites became our volunteered purposive sampled participants.

The data collection should not be rushed. However, with exquisite planning, as time was an undeniable limitation of this study, the data was collected in a month. The first interview was held on 24<sup>th</sup> of April, and the last was on 30<sup>th</sup> of June. As I have stated before, interviews were conducted according to the availability and location of participants. While 8 sessions were hold in person, 6 of them was conducted through online meetings. The interview session dates, and time were decided in accordance with participants' availability. Before starting the sessions, participants filled the consent form which let them know the details of this study in a written way. Then, they send it back to me by e-mail or give them in person. The interviews took place with an encouraging and a positive attitude. Thanks to the audio recording that all participants granted their permission for, the interview sessions were transcribed.

Finally, data collection reached an end on 30<sup>th</sup> June 2022. A total of 14 interviews lasted 236 minutes. Their transcriptions took 65 pages.

### **3.7. Trustworthiness**

Yıldırım and Şimşek (2008) define validity as taking the necessary measures to reach valid and correct information and reliability as forming the study as specific and detailed as possible to enable other researchers to evaluate and study the subject further. Although being completely different than quantitative ones, qualitative

studies have their ways of ensuring credibility, authenticity, transferability, confirmability. Brantlinger et al. (2005, p. 200-201) and Creswell (2020, p. 252-256) proposed measurement methods for validity and reliability of qualitative studies as triangulation, negative and inconsistent case analysis, reflectivity of the researcher, controlling the participants datum's integrity, collective work and including additional researchers for analysis (peer check), having an external auditor, giving direct quotations, spending adequate time in the field of research and data (a.k.a prolonged engagement), thick data collection, in-depth data description, keeping the data safe for re-examination, transparent reportage. All these measurements seem necessary because of the bias risk of the qualitative data researcher in data collection, analysis, and interpretation (Fraenkel & Wallen, 2009).

This study burdens the need of trustworthiness as well. The external validity was assured by purposive participant selection and thick description, although reflexive journal could have also been kept. As external validity was ensured, the researcher focused on internal validity next. For this aim, triangulation of the data was given prominence for validity (credibility) purposes. Triangulation is defined as collecting more than one type of data or having multiple theories, data collection sources, or researchers to ensure comparison and credibility. Our study ensured validity of the data via collection of data. The participants of this study are from four different groups of educational fields, which enabled capturing enlarged and different perspectives on the research question and aim which was needed for triangulation of data. Additionally, PTL's items are examined in detail for triangulation purposes.

Additionally, to erase the risk of bias, an additional data coder who is knowledge of the study and field was involved in this study. Her opinion and revision were asked on themes and codes. As peer check was completed, the codes and themes reached their final versions and discussion of the results was started written accordingly.

With measurements, the external and internal validity of this study have been ensured. For the final concern, which is duplication of the results, we face a natural

burden which is human factor. For that reason, the recordings gotten through the interviews are kept safe for further researchers to re-examine and for reliability of this study.

### **3.8. Data Coding and Data Analysis Procedures**

Data analysis of qualitative study requires initial focus on organizing the data to be analyzed according to Creswell (2013). Instead of running statistics, in interviewing method, the researcher transcribes the recordings, organizes them, tries to connect them, comes up with codes, themes, and finally interprets them. Maxwell and Miller (2008) underline that qualitative study analysis require detection of similarities and differences to set up categories and groups to make comparisons of the gathered data. Also, this kind of analytical strategy is named as categorizing strategy. It seeks for relationship of similarity as Maxwell and Miller (2008) mark, coding is a commonly used strategy in qualitative data analysis. However, our study is not based on similarity-based relationship, but on contiguity-based relation. At that point, juxtaposition that seeks real connection of things matters. That is why, this study used interviewing as data collection tool to analyze the data which was gathered. Maxwell (1996) named this contiguity-based relationship analysis as contextualizing strategies (a.k.a connecting strategies). It should be noted that making use of connecting strategies does not hinder using narrative structuring, classification, and coding in data analysis.

Merriam and Grenier (2019) underline the multiple tasking required nature of qualitative data analysis as it happens at the same time with data collection. That quality of qualitative study requires the researcher to have an active and alert role in each step of the research. The steps of the data analysis of Moustakas (1994) share different labels but similar meanings with Creswell's (2013) *epoche* (putting comments in parenthesis), to reflect opinion or experience of the researcher, and *horizontalization* (thematic grouping) that is formed thanks to codes are the basic of his understanding of qualitative data analysis procedures.

The participants are observed to be comfortable with the questions and eager to be a part of this study. They gave detailed explanations about what they think about questions. I observed that they did not have problems with voice-recording as long as they stay anonymous and no one is in the room except for me and the participant. That's why, I believe a qualitative researcher should be present to collect his/her data whether it is online or face-to-face.

In those senses, need for personal attainment to data collection, simultaneous collection, and analysis, transcription and examination of the data personally were given great prominence in this study as well. With literature's light, the data collection, organization of the gathered data, and reaching codes thanks to the themes are steps of having final analysis of this study's data (Creswell, 2013). After data collection, the comments and thoughts of the participants are compared with one another, and solid inferences are made by the researcher. The organization of the data is followed by reading the interviews and forming horizons constituted thanks to the codes. Then, the codes helped the researcher form themes and the researcher supported these themes with direct quotations of the interviews which are also known as textural descriptive. Themes have emerged and been matched with research questions. At the end, nine themes and fourteen categories have emerged.

### **3.9. Researcher's Role**

While one devotes herself/himself into conducting a qualitative study there must be patience and persistence. Qualitative studies are mentioned as being inclined to be biased by the community of researchers, however it does not result from its non-numerical nature. I believe the reason behind the risk of being biased is that the qualitative data researcher interacts with too much personal data and need to reflect on each one of them without making the readers hear his/her own ideas manipulating the participants'. In that sense, I can define being a qualitative researcher as being on one's tiptoe at all steps of the study including deciding on the questions of the interview, participant selection, analyzing the data, and coming up with results.

Acceptance leads to readiness, and I knew what was expecting me through this wavy journey. However, I believe reading lots of qualitative studies, consulting my professors, and therefore knowing the biased nature of qualitative study prepared my mind to be aware of this risk of juggling the reality of data with my own ideas and assumptions.

As I am a contracted teacher, who is married and apart from her spouse because of current contracted teacher implementation, I had my own expectations about teacher employment and rights with PTL. Also, as I am an educational field member, and a graduate student, I interact with numerous field members and listen to their ideas which lead me have various perspectives on educational field related issues like PTL. Road seemed clearer within time that I spared myself to get ready for this journey. I decided on a few rules considering the literature and advises. First, I will not choose the participants that I share too much space and intimacy with. Additionally, I will not comment on the thoughts of the participants during their interviews, and I will not analyze the data in haste. I know where I stand for this law on teaching profession, and what matters here is not what I think, because I am not a participant of this study. While analyzing data, I kept reading the transcripts of participants and took notes on what they said without adding my personal comments to what they might have meant. To avoid my possible biases, I took specific notes about participants' answers. At one point, after countless times of reading the transcripts and going over my notes, I realized that I value the comments of my participants too much to intervene. Moreover, as humans are not coded robots, in case of avoidance and biased standing, I received help from fellow researchers to re-analyze my data to make comparisons with mine and I finally reached the results of my study.

## CHAPTER 4

### RESULTS

This study aims to explore the perception of practitioners in education towards the newly released professional teaching law. This study seeks the comments of field members through an interview form to have a better understanding of their perceptions towards PTL. Therefore, a qualitative framework was decided to be used to design this study. Storey (2007) makes an explanation of qualitative research design as including non-statistical data's compilation and examination of them thanks to a psychological lens which enable thick description and reasonings of what people think and how they perceive the universe as well as how they experience cases. Yıldırım and Şimşek (2008) mark in their book that the core of qualitative study is description of the data and creating themes accordingly. The results chapter require utmost attention of the researchers as the participants try to reason a phenomenon, the researcher as well tries to understand participants' perceptions (Smith, 2004). Therefore, this chapter includes descriptive analysis of the 14 participants and the content analyses. The content analysis will include data gathered through interviews.

#### 4.1. Descriptive Analysis of the Interviews

##### *Interview with the first participant.*

The first interviewee is a master's degree student in an Educational Planning and Administration program. She is 29 years old, and single. She is not currently employed but she is a former teacher who has experiences in different school grades for six years. Her last experience was at a public school as an hourly-paid teacher.

She is not a member of any educational union. This interview took place at her university's canteen and lasted 12 minutes. This interview was conducted on 24<sup>th</sup> of April 2022. She said she is not too knowledgeable about the PTL in school contexts, and she hoped to be helpful for this study.

As she is a researcher and former public school hourly-paid teacher, she was not holding her thoughts to herself by being honest and direct. She stated the need of a professional law as to protect teachers' rights and personal benefits. She, however, desired PTL to include a new arrangement of working hours for the ones with special conditions such as having a disadvantaged kid. She thinks of the PTL to be superficial and not meeting the expectations of field members. According to her, the status of teaching job can be healed thanks to further education of teachers. She reckons the possibility of receiving different wages to lead jealousy and negativity among teachers, but not possibly causing any parental desires. She stated not having heard of teachers' career steps and witnessing any expert teachers before, and possibility of this law's making the titles to be used more actively. She finds the requirements to become expert and head teachers as fair and proper by stating experience, training, and examination's necessity. According to her, the trainings should be practice and case study based and should include field and branch-based improvements and boost communication skills. She stands with the idea that experts, such as well-known retired teachers should contribute the content of the trainings, and rather younger generation to evaluate the examination to eliminate generational diversities. As a master's student and teacher, she approves master's graduates' exemption of expert teacher examination and doctoral graduates' head teacher examination. However, she underlines her concerns of higher education's quality loss because of some universities endeavor to meet the teachers' rising demand in receiving diplomas.



### *Interview with the second participant.*

The second interviewee is a teacher at a public school. She is 32 years old, and single. She has been working as a teacher for six years at the same public high school. She does not have any administrative experience at schools. She is a bachelor's degree teacher and a member of Turkish Educational Union (TES). She is knowledgeable of PTL. This interview took place at the school she works and lasted 7.30 minutes on 10<sup>th</sup> of May 2022.

She shared her ideas about the questions I asked with self-certainty and with short but direct sentences. She agrees the PTL to be required for teachers to be differentiated from regular civil servants. She presents her frustration of PTL as it does not include obligatory service release and abolishment of contracted teacher implementation. Therefore, and more, she thinks the PTL to not to fully meet the expectations of the teachers just like the first interviewee. She objectively stated that the status of teaching profession can be raised in accordance with the trainings' content. Inasmuch as, she does not like the teachers to be classified, she thinks teachers to be professionally developed with the trainings and well-planned content of these trainings. She foresees this law and wage-based differences to lead to tension in the school climate, and among teachers as well as parents' possible demand of teacher selection according to their titles. Just like the first interviewee, she stated not having heard of teachers' career steps and witnessing any expert teachers before. However, she thinks this can change with the consistency of continuity of this law. She states not favoring written examination and rather preferring applied ones, and preferring trainings to include class-based needs of teachers. She wants the evaluation of failure and success to be done by an objective commission instead of individuals. Lastly, she has a positive attitude towards exemption of degree-received teachers from examination but also adds the possibility of receiving diplomas from some private institutions without proper education.

### *The interview with the third participant.*

The third participant is a teacher at a public school. He is 36 years old and married. He has been working as a public-school teacher in total of twelve years. He is a high school teacher for two years and has administrative experience for one year. He received no further education than his bachelor's degree. He is a member of TES union, and knowledgeable of PTL. This interview took place at the school where he works and lasted 16 minutes on 12<sup>th</sup> of May 2022.

He stated his opinions with ease and comfort. He preferred his voice recording and transcript to be shared with him after the session. He stated his general opinion about PTL as being an awaited one for teachers to protect them from accusations and raise the respect towards them if it is implemented objectively. According to him, this law is needed for teachers' personal rights' determination and self-realization. He talked about the emotional side of teaching profession and the importance of raising teacher candidates with consideration of emotional labor side of being a teacher, and the importance of mentioning these with an ideal PTL. He stated that PTL does not meet the expectations of the teachers. He adds that PTL can be useful in raising teachers' status only if it is applied objectively, but for him, professional development is not possible through career step trainings. He rejects existence of career steps as they are discriminating, therefore spoiling school climate and hurting relations of teachers. He thinks that parents will demand head-teachers to teach their students, let alone experts. He states the expert teacher title to not being used actively, and it can be actively used only on paper with this law. He evaluates the requirements of career steps as easily accomplishable. He believes that the content of trainings should provide child development information, socio-culturally, artistically, and nationally boosting information, technological innovations instead of paper-pencil based. According to him, the evaluation of the trainings should also be in accordance with what he listed for the training content and should be done by objective commissions. He is neutral about exemption of examination for teachers with graduate degrees, he thinks it should depend on what they studied and if their studies lead to occupational

contributions. He worries about the quality of higher education degree and diplomas with growing demand for master's and doctoral degrees of teachers.

*The interview with the fourth participant.*

The fourth participant is a teacher at a public school and an executive regional representative of TES union in his province. He is 48 years old and married. He has been working as a public-school teacher in total of twenty-five years. He is a primary school teacher for twelve years at his current school and has been a regional representative for twelve years. He has no administrative experience at schools. He received no further education than his bachelor's degree. He is quite knowledgeable of PTL. This interview took place at a stationery that he owns and lasted 10 minutes on 12<sup>th</sup> of May 2022.

He happily accepted the interviewing offer and expressed his gratitude for the researcher as this is such an important issue that needs attention. He has a negative attitude towards the content of PTL and examination for earning career titles. He evaluated PTL as inadequate and unsatisfactory. Although being opposed to the content of this PLT, he stated that a PTL was necessary for clarity of teacher responsibilities and rights and should have included solutions for current problems of teachers and violence against teachers instead of creating further examination for teachers. Therefore, he directly expressed his belief that PTL has not met the expectations, it cannot help the status of teaching profession to get better and cannot guarantee teachers' professional development. He also underlined receiving different wages and working with different titles will cause discrimination among teachers, especially for hourly paid teachers. He does not favor examination, but if there is an exam, he wants OSYM to conduct it instead of MoNE because of trust issues. He has negative attitude towards teachers with further education degrees to be exempted of exam and demands diplomas to be accepted as of the publication date of this law. He criticizes private universities for distributing non-deserved diplomas.

### *The interview with the fifth participant.*

The fifth participant is a teacher at a public school and an executive regional representative of Educational Labor Union (Eğitim-İş) in his province. He is 42 years old and married. He has been working as a public-school teacher in total of twenty-one years. He is a primary school teacher for eleven years at his current school and has been a regional representative for five years. He has no administrative experience at schools. He received no further education than his bachelor's degree. He is highly knowledgeable of PTL. This interview took place at the school where he works and lasted 17 minutes on 16<sup>th</sup> of May 2022.

He was comfortable with speaking his mind and questions. He kindly asked me to send him a copy of this study when it's done. He has negative standing for the PTL's content. He thinks PTL to be needed and awaited to raise awareness about teachers' importance but evaluates this content of PTL as wrong. He rather desired PTL to solve teachers' problems such as transportation to distant villages. The status of teaching profession and the professional development cannot be positively affected according to him. He states earning different wages and having different titles will have a negative and degrading effect in the workplace and for the teacher relations. He marks parent demands are expected for choosing teachers to teach their kids. He agrees that expert teacher title was inactive at schools, and he clearly states that the titles could have been useful and active if this PTL was arranged with the teachers. He believes that titles should have been earned with year of service instead of examination. He thinks the content of trainings should be in-class related abilities and pedagogical skills as he personally witnessed some teachers who could not connect with students even though they are highly educated. He demands the experts and academics to prepare the trainings in a useful non-robotic way by asking teachers about what they desire to be included. He wishes OSYM to conduct the examination as well. He has negative standing for the examination exemption of teachers with graduate degrees by stating that the quality of education and dishonesty are some

concerns. According to him, higher education will make use of demand of teachers for diploma by making money.

### *The interview with the sixth participant.*

The sixth interviewee is a teacher at a public school and an executive regional representative of Education and Science Laborer's Union (Eğitim-Sen) in his province. He is 50 years old and married. He has been working as a public-school teacher in total of twenty-seven years. He is a principal for twenty-one years and has been a regional representative of his union for three years. He does not teach students currently, but he has six years of teaching experience. He received no further education than his bachelor's degree. He is interested in the PTL studies and comments. This interview took place at the school where he works and lasted 20 minutes on 16<sup>th</sup> of May 2022.

He had questions about recording the interview but when he read the voluntary participation form and anonymity he was content. In general, he had negative standing for PTL's items. Therefore, he evaluated PTL as a long-time awaited one, but a failed attempt. He thinks a professional law was needed as teaching is a professional occupation and made extensive comparisons with other occupations with professional laws. He would have liked to see teaching profession as independent of 657 civil servants' law which included awards, punishment, and socio-economically supported one. He stated that PTL does not meet the expectations. For the status of teaching profession, he believes this law will make it even worse and lead to reduced performance and motivation of teachers. He criticized waiting seventeen years for a law after its abolishment in 2005, and it being a discriminating one about monetary privileges which will adversely affect workplace, teacher relations as well as causing parents' teacher selection demand. He believes colleagues should receive same wages as they are responsible for same work. He makes connection with the past and now by stating that those titles were inactive, and they will be so in the future. He thinks titles should have been automatically granted for teachers without those requirements after seven and fifteen years of service. He preferred not to talk about

the content of the training or the examination to not to conflict with himself as he does not favor the requirements. He does not like the exemption of examination item of this law for teachers with advanced degrees as he has witnessed colleagues who ignored their initial duties for the sake of finishing their studies. Also, he thinks higher education will marketize the demand for diplomas. He also adds that the universities should accept the ones who truly wants to develop themselves instead of accepting the ones who meet requirements.

*The interview with the seventh participant.*

The seventh interviewee was the first one who demanded to hold the session online for personal reasons. She is a master's degree student in an Educational Planning and Administration program. She is 25 years old, and single. She is not currently employed because of health problems but she is a former teacher who has experiences at a private primary school for a year. She is not a member of any educational union. This interview was held on Zoom and lasted 11 minutes. This interview was conducted on 21<sup>st</sup> of May 2022. She stated that PTL is a matter that has drawn her scholar attention.

She was direct and precise in her answers. She was comfortable with holding the session online and voice-recording. She highlighted the existence of PTL as beneficial but extremely depending on how it is implemented. According to her, PTL was needed to protect teacher rights, abolish contracted and hourly-paid teacher hiring implementation, and to re-arrange obligatory service conditions as some other professional jobs have their own laws. That's why, she thinks PTL has not met the expectations, and it will probably harm the status of profession because of discrimination but it can also be helpful for the professional development of teacher as teachers will ape the ones with titles. She evaluated PTL's career step conditions as having negative and degrading effect on workplace, and probably leading to ego-wars among teachers. According to her, parents will demand titled teachers to teach their kids out of ignorance. She stated that the titles were not actively used in the

past, and its active usage depends on the implementation of the law and content of the training as well as the trainers. She thinks the experience condition for career steps is well-considered and the trainings should not be video recorded, it should be active and universal. She has concerns about validity and reliability. She stated the exams should cover the same content of the trainings. For the evaluation of the exams, she prefers experts who have doctoral degrees and educational scientists to step in. Once more, she does not like the exemption of degree received teachers from examination for validity concerns. She thinks everyone receives different quality of education and learn different things. She says higher education's quality to fall because of frauds who will buy diplomas and get their thesis written.

*The interview with the eighth participant.*

The eighth interviewee is a teacher at a public school and a principal. He is 38 years old and married. He has been working as a public-school teacher in total of fourteen years. He serves as a principal for eighth years and a member of TES union. He has master's degree in Educational Administration and Supervision. He knows about the content of PTL and adopts a scholarly approach in criticizing it. This interview took place at the school where he works and lasted 13 minutes on 23<sup>rd</sup> of May 2022.

He cancelled this interview the first time we scheduled it when he learned about voice-recording. Then, he called me and asked for verbal assurance that he will remain anonymous. He had question marks about safety of his position as he has negative standing about PTL and policies. He evaluated the content of PTL as wrong by stating that teaching is a professional job and does not require further assurance for its professionalism by examinations. He thinks PTL was needed for teachers to develop themselves to adopt themselves to today's conditions and technology. According to him, PTL should have included monetary improvement, family unity, and obligatory service rearrangement. He believes that PTL failed to meet expectations. He thinks PTL will not heal the status of teaching profession, in contrast, it will lead teaching profession to be a less respected one. He adds that

professional development is an internally driven phenomenon, and this law will not assure it. He believes PTL will lead to a degrading and discriminating work environment even in the eyes of villagers. He thinks colleague relations will depend on the perspective of teachers, but some will lead to negative relations. However, he does not presume any parent intervention because of PTL. He says that titles were not actively used, but this law will change that. He does not like examination requirement, however he prefers exams to interviewing. He thinks experience should be the only condition for being an expert and head teacher. For the trainings, he wishes there were branch-based subjects instead of legislation and MoNE's field experts should decide on those subjects. He approves the exemption item for degree owners as they received further education and developed themselves professionally, but he foresees that higher education will be harmed and face marketization.

#### ***The interview with the ninth participant.***

The ninth interviewee is a teacher at a public school and a vice-principal. He is 44 years old and single. He has been working as a public-school teacher in total of seventeen years. He serves as a vice-principal for five years and a member of Educational and Science Laborers' Union (Eğitim-Sen, ES). He left his master studies because of personal reasons. He is knowledgeable of PTL. This interview was held online through Zoom because of location issue and lasted 21 minutes on 26<sup>th</sup> of May 2022.

He was comfortable and eager to be helpful. He evaluated PTL's content as inadequate as it is too short and does not include anything but career steps. He is the only participant who stated that career steps should not exist. However, he thinks PTL was needed to clearly define pre-service teacher education qualifications, internship phase, professional development, responsibilities, and personal benefits. Therefore, he says that PTL has not met the expectations, and will lead to deterioration of teaching profession's status because of being discriminating by bringing wage differences as well as having no effect on teachers' professional development. According to him, working environment will be affected negatively



because of the wage difference issue as well. He expects collegial relations to be spoiled as there will be ranks which will cause competition and parental demands raising for titled teachers. He talked about his experiences and stated that the titles were inactive, and they will stay so now as well because of everyone's responsibility being the same. He rejects the existence of career steps and therefore the forced trainings, and examination but he prefers the exam to be about branches of teachers and professional development boosting if there must be an examination. In addition, he strictly wishes the evaluations to be done by expert university staff. According to him, if the master and doctoral studies were completed in one's field, the exemption item makes sense. However, he worries about marketization of universities that grant diplomas that are paid for.

***The interview with the tenth participant.***

The tenth interviewee is an educational faculty professor at a university for 18 years. She is 54 years old and single. She has never worked on K-12 level and has no administrative experience. This interview was hold online through Zoom because of location issue and lasted 32 minutes on 11<sup>h</sup> of June 2022.

She was eager to be part of this study but she stated she should have thoroughly read more about PTL before the interview. Her answers were vague at certain times, especially about the content of PTL related questions, therefore, I redirected the conversation couple of times. She evaluated the PTL as a nice and positive step. However, she criticized it as it is proposed as an innovative one, but it is not because career-steps are not new to the literature. She talked about the importance of appointing education faculty graduates as teachers and how hourly-paid teachers suffer from financial issue. She thinks a professional law is needed to ensure discipline and order as well as for the respect shown for a profession. She stated how disturbed she is by a PTL that does not include anything about the teacher educators and education faculties. She has merit-based worries about career steps. She thinks experience should have been the pre-condition for steps but exam should not be a

must. She preferred not to comment on any effect of titles for collegial relations and working environment as she is a lecturer, not a teacher. However, she expects a negative effect of it on parent demands. She has no idea about titles being affectively used in the past, but she thinks this law cannot make them be used more actively. She favors workshops and case studies instead of exams and believes individualized tests cannot measure expertise. She stands positive for the exemption of further degree owners from examinations. However, she refused to comment on this item's possible effect on higher education.

### *The interview with the eleventh participant.*

The eleventh interviewee is an educational faculty professor at a university for 40 years. He is 67 years old and married. He has never worked on K-12 level and has no administrative experience. He is knowledgeable of PTL. This interview was conducted in person and lasted 30 minutes on 13<sup>th</sup> of June 2022.

He happily accepted the interview invitation with one condition that was to have it in person. This was the longest of all interviews because he answered the questions in detail. He stated that he was flattered to be invited as a participant but interviewing teachers instead of academics is a better idea to see if PTL met the expectations. He evaluated PTL as an awaited, a needed but a questionable one in terms of meeting teacher expectations. He thinks PTL was needed to specify teaching profession's requirements, responsibilities, and clear definition of those. He wished to see clear definition of certificate of equivalence for abroad schools and the educators of teacher-to-be students as well as the reason behind asking for ten years and twenty years of experience for expert and head-teacher entitlements. He does not believe that PTL met teacher expectations as teachers were not involved in the decision-making process. He finds PTL as having a change of being motivating for teachers to develop themselves professionally but has question marks about its content and promises as well. He thinks career steps as a tool of creating hierarchy at schools and causing competition as well as causing parental demands for teacher selection. He

clearly states believing inactive use of titles in the past and ineffective use of titles from now on. He has question marks about the career steps requirements. He evaluates 240 hours of training as not planned wisely by not considering personal lives of teachers. He expects training including solutions or guides for teachers' in-school problems by asking teachers about what they would like to be covered. He thinks ill of the examination and states the need of grating teachers with titles by experience as expertise cannot be measured by exams. Additionally, he thinks MoNE should not conduct the exams for sure, and OSYM should step in. For the exemption item of degree owner teachers, he thinks it should depend on the field they completed their studies. He states his worries about quality of higher education with rising demand and possible flexibility of acceptance conditions.

*The interview with the twelfth participant.*

The twelfth interviewee is a teacher at a public high school. He is 53 years old and married. He has been working as a public-school teacher in total of thirty-one years. He worked as a regional executor of Educational-Union for twenty-one years and had to quit. He has no experience as a school administrator. He has master's degree on ELT. He is an active member of Educational-Union and he has been attending gatherings on PTL criticism. This interview was held online because of location problem and lasted 23 minutes on 25<sup>th</sup> of June 2022.

He was in a frustrated and angered mood about the content of PTL and quite specific in his answers for interview questions. He evaluated PTL as inadequate as it does not seek solutions to educational fields and educators' problems. He thinks a PTL was needed, and it should have included solutions for problems of teachers, teacher employment, status and reputational problems, and rearrangement for teacher-to-be education, tenured appointment, social benefits, and retirement. Therefore, PTL has not met teacher expectations for him. He talked about the past anecdotes about interviewing and its negative consequences and questioned why 3600 additional indices for teachers to be implemented starting from 1/1/2023. He thinks PTL will

accelerate wizenning of profession's status and reputation and will have no effect on teachers' professional development. He commented on having differently titled teachers as leading to paralyzed collegial relation and working environment by causing disruption with financial privileges. He thinks it will also lead to parental demands to choose entitled teachers for their kids. He is sure that titles were ineffectively used in the past and it will be so now because of not attributing any additional responsibilities for expert and head teachers. He evaluates career step requirements as unacceptable as it is just a governmental policy to change the structure of teaching profession. He would have preferred trainings to be decided by asking teachers to include what teachers need such as in-class drama, technology usage. He wants examination to be cancelled and he has doubts about MoNE's ability to conduct these exams. He stands negatively for examination exemption of degree owner teachers as he thinks that diplomas will create hierarchy at that point. He believes this exemption to lead to further corruption in higher education's system by possible marketization.

*The interview with the thirteenth participant.*

The thirteenth interviewee is a teacher at a public high school. She is 27 years old and single. She has been working as a contracted public-school teacher for three years. She has 5 years of teaching experience. She has no experience as a school administrator. She has not received master's or doctoral degrees. She is a member of TES, and she is interested in PTL and comments about it. This interview was held online because of health issues and lasted 11 minutes on 25<sup>th</sup> of June 2022.

She has a positive attitude towards PTL as teachers needed career advancement and their appointment rights to be rearranged. For her, PTL was needed as teachers make up the largest community of civil servants and they raise generations. She would have preferred PTL to include abolishment of hourly-paid teacher and contracted teacher employment, and wage rearrangements to create a more positive attitude of public. Therefore, she thinks PTL failed to meet expectations. However, it can heal

the status of the profession as teachers will prove their skills and knowledge and as government protects them by actions such as cancellation of teacher complaint line. She also thinks PTL will help professional development as well as the status of profession. She believes various entitlements will cause grouping in working environment and less care for non-entitled ones among colleagues. PTL will lead teacher selection demand of parents according to her. She stated that titles were inactive in the past but this law will make them used be actively with the implementation of PTL. She evaluates career step requirements as positive for experience and training conditions but not the examination. She states that if an examination is a must, there can be case studies about teachers' challenges and other expert teachers can evaluate the expertise levels of candidates. She stands positively for the exemption item. Unlike other participants, she stands positively for its effect in higher education in the sense of creating a connection between MoNE and higher education.

*The interview with the fourteenth participant.*

The last and the fourteenth interviewee is a teacher at a public high school. She is 42 years old and single. She has been working as a public-school teacher for seventeen years. She has 5 years of administrative experience. She has not received master's or doctoral degrees, but she has three bachelor's degrees. She was a member of Educational Unity Union (Eğitim-Bir-Sen), but she has recently quitted. She has researcher interest for teacher related current subjects, therefore she was the only participant who asked to be part of this study without an invitation. This interview was held online because of summer break and lasted 13 minutes on 30<sup>th</sup> of June 2022.

As she has personal interest for such a current issue, she was eager to answer the questions in a direct and simple way. She evaluated the overall PTL as positive and needed for teacher rights. She finds the content of it as ideal but wished it to be clearer. However, she thinks teachers are not satisfied with it as it has not met their

expectations because teachers expected abolishment of contracted employment and family union rearrangement. According to her, PTL will not advance teaching profession's status as it keeps worsening each day. Similarly, she expects professional development to not to be affected by this law as examination cannot guarantee expertise. She expects negative effect of having varied titles to the working environment as it is discriminating and negative effect for collegial relations because of wage differences. She thinks parental demands will occur to select teachers with entitlements. She thinks that expert teacher title was not used actively in the past and this law cannot change it as exam is not a determiner of expertise, experience is. Accordingly, she states the need of experience as well-thought for career step requirements, but training and examination as not needed. She thinks the content of trainings should not be about legislation, and instead about communication and classroom management. Additionally, she states preferring applied examination and evaluation of teachers by legislation makers. She finds exemption item as wrong and expects marketization of diplomas and universities.

#### **4.2. Content Analysis of the Interviews**

This section includes the scrutinization of qualitative data. As this study seeks answer to two research question, this section consists of two parts. The first research question is about the perception of practitioners on newly released PTL and the second one is about PTL's meeting the expectation and needs of practitioners or not. The first part is focused on the themes that emerged related to PTL perception of field members while the second part is focused on the themes that emerged related to meeting the expectations and needs of teachers.

Five themes have emerged for the first research question as Problems of Teachers, Perception on Existence of PTL, Professionalism Effect of PTL, Career-Planning Effect of PTL, and Degree Based Effect. Under Professionalism Effect of PTL theme, two categories emerged: Status Effect, Developmental Effect. Under Career Planning Effect of PTL theme, four categories emerged: Title and Finance's Negative Effect

on Workplace, Title and Finance’s Negative Effect on Relations, Title Effect on Parents, PTL’s Effect on Title Usage. Under Degree Based Effect theme, two categories emerged: Exam Exemption, Higher-Education Effect.

Four themes emerged for the second research question as Ideal Content, Answering Needs, Overall Thoughts Towards PTL, and Career-Step Requirement Evaluation. For Ideal Content theme, three categories emerged as Personalized Expectations on Content, Clarity of Terms and Regulations, and Rearrangement of Employment. For the Career-Step Requirement Evaluation theme, four categories emerged: Content and Structure of Training, Content and Structure of Exams, and Content Determination and Evaluation.

**Table 4. 2**

*Emergent Themes and Categories of the Study*

Themes	Categories
Problems of Teachers	
Perception on Existence of PTL	
Professionalism Effect of PTL	Status effect
	Developmental effect
Career Planning Effect of PTL	Title and finance’s negative effect on
workplace	
	Title and finance’s negative effect on
relations	
	Title effect on parents
	PTL’s effect on title usage
Degree Based Effect	Exam exemption
	Higher education effect
Ideal Content	Personalized expectations on content
	Clarity of terms and regulations
	Rearrangement of employment
Answering Needs	
Overall Thoughts Towards Requirements	
Career-step Requirement Expectations	Content and structure of training
	Content and Structure of exams
	Content determination and evaluation

To move on the results in an organized way, themes, their categories, and codes are explained under related titles for each research question. Participants are referred as

P1, P2,...,P14 for their anonymity. The transcripts are translated into English to analyze them in this study.

#### **4.2.1. Findings for the First Research Question**

The first research question of this study aimed to reveal the perceptions of practitioners towards Professional Teaching Law. To elaborate on this question, the codes and categories led to emergence of following themes; Problems of Teachers, Perception on existence of PTL, Professionalism effect of PTL, Career Planning effect of PTL, and Degree Based Effect of PTL. The categories of themes and the codes that created the categories will be mentioned under related titles.

##### **4.2.1.1. Problems of Teachers**

The first theme of the study is the Problems of Teachers as participants commented on some problems of educational field and teachers when they were asked about their initial perception towards PTL. Some participants shared their comments, *“Teachers’ job satisfaction, ongoing social pressure and violence against teachers and several problems of teachers are not covered by PTL, so it frustrated teachers”* (P6).

Likewise some stated, *“Teachers are facing struggles with students and parents at schools currently, we thought PTL could have solve this problem”* (P3), and, *“Lots of teachers who graduate from educational faculties are not able to get appointed. While there are these types of problems announcing such a law does not make me have a positive approach towards it”* (P10).

Just like P10, P13 talked about having contracted and hourly-paid teacher implementation when she was asked about her general evaluation of PTL.

P13: There are problems in teacher appointments such as contracted teachers, just like me, and hourly-paid ones, and tenured ones. Believe me, getting appointed is extremely hard now and there should have been a rearrangement about that as teachers make the most of the civil servants’ community.



**Table 4.2.1.1**

*Codes That Emerged Under “Problems of Teachers” Theme*

Codes	Participants
Student-parent problems	P3
Violence and social pressure	P4, P6
Appointment and employment	P2, P10, P12, P13
Teachers’ need and rights in general	P1, P2, P4, P6, P7, P11, P12, P13

#### **4.2.1.2. Perceptions on Existence of PTL**

The second theme of the study for the first research question is the Perception on existence of PTL. Participants of this study were asked to evaluate the content of PTL in general to let the researcher grasp their initial perception towards the law’s content. The participants talked about their general ideas about PTL and perception emerged as a category after coding each participant’s interviews. The participants referred to positive, negative, or neutral perceptions towards law’s content by sharing their general ideas. Some stated that they hope for its adequacy with correct implementation. The participants stated their positive approaches, *“As we serve at a governmental school, we deserve to get promoted, titles, and rise in rank just like the other governmental workers. I think positive of PTL”* (P13), and *“For me, teachers’ career steps to be decided by a law is a positive improvement. Legislation will eliminate the possibility of some different events to take place, therefore I think positive of PTL”* (P14).

As some teacher participants think positive of PTL, P10 and P11 who are academics approached its adequacy with question marks. P10 stated it as being a positive one but not being a today’s creation and a new thing. She stated her shock about MoNE’s presenting it as their original innovation. There are some participants who have neutral approach for its content.

P3: Actually, us educators have been awaiting the arrival of PTL for years. We have been waiting for a professional law and a steady use of it that will prevent teachers’ being in a difficult situation in presence of parents and

students. We are hoping for a sincere implementation of it objectively for teachers' benefit without political or governmental subdue.

P7: As a teacher and as a person surrounded by teachers, I can say that the existence of this law is nice even it is perfunctory. But, of course, it depends on its content. I mean, it is for our benefit to have this law for teachers and teachers' status depending on how it is implemented.

Although P3 and P7 state their hope for correct implementation to be adequate, some participants have negative perception for the existence of this law as it is not adequate enough, *"I don't think that this law answered the needs of most of the teachers as it is very limited. As far as I know it has four main items that cannot satisfy teachers"* (P4).

P9: The total of items on PTL are three or five. This is not a professional teaching law; it can only be a minor change. No other occupation has such a law as short as ours that only include career steps or how to evaluate candidate teachers. Therefore, I don't think of this as a law.

**Table 4.2.1.2**

*Codes That Emerged Under "Perceptions on Existence of PTL" Category*

Codes	Participants
Positive	P1, P2, P13, P14
Negative/Inadequate	P4, P5, P6, P8, P9, P12
Neutral	P3, P7, P10, P11

#### **4.2.1.3. Professionalism Effect of PTL**

This theme is the third theme of first research question about perception of practitioners towards PTL that emerged after categorization of codes. This theme includes two categories: Status Effect and Developmental Effect. Participants were asked to evaluate the effect of PTL on status of teaching profession which emerged as the first category of this theme: Status Effect, and the effect of PTL on

professional development of teachers which emerged as the second category which is developmental effect.

#### **4.2.1.3.1. Status Effect**

There are various thoughts of participants considering the effect of PTL on the status of teaching profession in the eyes of public. Three of the participants expect it to have a positive effect on status, three of them believe it to be depending on implementation, and eight of them believe it to be harming for the status of teaching profession. P11 stated her positive feelings for PTL's effect on status of teaching profession, "*I have to say that it might be an attractive thing to motivate teachers to become head-teachers to improve teaching profession*". Also, there were following comments by some other participants.

P13: I want to mention the existence of a teacher complaint line, and cancellation of it by our previous minister of education, Ziya Selçuk. This was a huge step for status. And PTL which was brought afterwards took another step to protect status of the profession, help teachers raise in rank with better ease, and to keep their titles better as teachers have been exposed to lots of injustice even there are clear evidence our teachers cannot justify themselves. I hope this law to be effective.

Second, third, and tenth participants think that the implementation of the law is the deciding factor for its influence on status of teaching profession by stating, "*I mentioned before, it is nice to have a law special to teaching profession but I think this issue solely depends on the content. I mean the content, the training to be received will decide the status of profession*" (P2), and "*As I stated earlier, if this law is implemented without subduing government, a political ideology, a detrimental policy and internalized by our teachers, it will be a nice thing for teachers*" (P3).

Most of the participants expect PTL to have a harming effect on teaching profession's status. P4, P5, P6, P7, P8, P9, P12, P14 stated expecting it to have a negative effect on status. Some of them stated it to be ineffective when they start

talking about this topic, but they added to their comments afterwards or towards the end that they expect a worsening of the status with PTL and negative consequences. P12 stated his negative perception towards PTL's effect on teaching profession's status, "*Okay. For the status of the teaching profession, I am sure that this law will lead a vital decay. It looks like it will specifically worsen the status of teaching profession and lead to a kind of rotting*".

P7: Status may even be affected adversely as it looks like discriminating teachers. I mean it actually creates more layers such as normal teacher, expert teacher, and head teacher. It separates people in status therefore I don't expect a positive effect on status.

P9: For protecting professional status and improving it I don't think that it can help. On the contrary, it belittles the job teachers do by discriminating them by separating them as hourly-paid, contracted, tenured, expert, head-teacher. This, to be frank, forget about protecting the status of teaching profession, will put it in a worse condition as well as the peace at workplaces.

As most of the participants stated expecting negative consequences for the status of teaching profession after the announcement and implementation of PTL, it draws attention that academic participants did not make negative statements about its possible effect on status. When the overall comments are evaluated, all the union representative participants and teachers with administrative duties stated expecting negative consequences. Teacher participants P1 and P13 who have positive attitude towards the adequacy of PTL expects positive effect of PTL on status of teaching profession as well. While six participants stated expecting positive effect or stated that it depends on the implementation, only two of them were males. Therefore, out of eight males, six of them made a negative comment and out of six females, only two of them made negative comments.

**Table 4.2.1.3.1**

*Codes That Emerged Under “Status Effect” Category*

Codes	Participants
Positive	P1, P11
Depends on content and implementation	P2, P3, P10, P13
Harming and discriminating	P4, P5, P6, P7, P8, P9, P12, P14

**4.2.1.3.2. Developmental Effect**

Participants were asked to share their ideas about the possible effect of PTL on teachers’ professional development and those codes formed this category.

Participants mostly agreed on the ineffectiveness of career-steps on the professional development of teachers. P1, who is a master’s student is the only one frankly stating expecting a positive effect, as well as P7, who is also a master’s student, who stated having question marks as it can be inspiring and discriminating at the same time. Likewise, P11, an academic, stated having question marks about such an effect considering PTL’s past. Also, P2, a teacher, marked once more that developmental effect can be positive depending on the content of trainings just like the effect on status.

P1: I think teachers will try to develop themselves to be expert teachers thinking that it will make them more respectable. They will study for the exams and receive trainings and pass the exams and therefore will feel more self-confident and prove others that they are knowledgeable. In my opinion, it will have a positive effect.

Some participants comment on the need of practice-based or applied trainings for teachers to develop them professionally. In addition to positive and neutral comments, three of five teachers, all of the union representatives, and administrators, and one academician stated clearly that they do not expect any kind of effect of career-steps on professional development of teachers.

P8: This career-step education will be hold online through ÖBA website and will be completed in one and half month. I mean nobody sits in front of the computers and watch these training when its online when we receive online seminars. And the system ticks them as completed and I believe these trainings will be the same. Professional development is more of an internal motivation driven thing. If one desires to develop oneself, they do without those trainings.

P14: I don't see any contribution of career-steps on professional development as with an examination we can get the title of expert teachers. This does not prove that teachers developed themselves. It only proves their success at examination and how much they studied to pass that exam. That's why I don't thinks it's enough.

As P8 and P14 clarify the faults in the PTL's system in terms of video-trainings to be not effective in learning, and examination not being a determiner of professional development, there are other comments by other participant as career-step being ineffective in professional development, and even being even harming by causing discrimination. There were also people who stated that expertise cannot be assessed through examination, therefore developmental effect of PTL is inferred as negative for them. Examination is commented on negatively by participants, "*Examination is not a tool to decide on the expertise or success of teachers*" (P5), "*PTL is not only totally ineffective for the professional development but also discriminating*" (P9). In line with the expected effect on PTL on status of teaching profession, out of eight males, six of them had a negative comment for its effect on professional development and out of six females, three of them made negative comments. All of the union representatives stand negatively on this matter as well as the administrators of this study.

**Table 4.2.1.3.2**

*Codes That Emerged Under "Developmental Effect" Category*

Codes	Participants
Effective	P1, P13
Ineffective	P3, P4, P5, P6, P8, P9, P10, P12, P14
Neutral, depending on content	P2, P7, P11

#### **4.2.1.4. Career Planning Effect of PTL**

As a result of codes that appeared for the career-planning dimension of PTL in terms of workplace, collegial relations, parental demands, and title use effect of having different titles as hourly-paid teacher, contracted teacher, tenured teacher, expert teacher, and head-teacher, four categories have appeared which led the emergence of Career Planning Effect of PTL theme for the aim of grasping the perception towards PTL to answer the first research question.

##### **4.2.1.4.1. Title and Finance's Negative Effect on Workplace**

The first category that emerged on the expected effect of having variously entitled teachers and financial arrangements according to their titles on workplace and working environment. There is a consensus among participants that it will have a negative effect.

P12: Workplace environment and collegial relations should be evaluated together. There is a universal rule that people who have same responsibilities should have the same rights and get paid the same amount... This creates an employer consent related working conditions rather than being in line with basic approach and rules. Therefore, it paralyzes working environment and disrupts collegial relations.

P6 agreed the need of getting paid the same amount or the workplace will severely suffer from it as in 2005. The participants focused on the wage differences and stated that receiving different wages will create problems. Some participants commented on discriminating effect of PTL on workplace, *“I think it would have been better to make fraternity boosting decisions as this kind of classifications, to be honest, will not ensure peaceful work environment. On the contrary, I believe it will create tension in workplaces”* (P2).

*P1: Wage difference may positively or negatively effect. Let's say expert teachers receive 1000 TL more than the others everyone can be jealous of*

them and some negative things might occur such as saying, “You receive more money than I do, you should do this”.

**Table 4.2.1.4.1**

*Codes Under “Title & Finance’s Negative Effect on Workplace” Category*

Codes	Participants
Disdain	P1
Discrimination	P2, P3, P4, P5, P6, P7, P8 ,P9, P10, P11, P12, P13, P14
Jealousy	P1
Performance fall	P6

#### **4.2.1.4.2. Title and Finance’s Negative Effect on Collegial Relations**

The interviewees stand together by expecting negative results on this subject too. They made negative comments on probable effect of having various titles and wages from one another on collegial relations. P8, P3 and P14 implied having a neutral standing on this issue by making a significant remark that people’s character is a determiner on this matter, “*In fact, the teachers who have consciousness will not discriminate others. But as people have diversified perspectives and views, there will surely be some people like that*” (P8).

There are other participants with sure statements that it will have a negative effect such as P1, 2, 4, 5, 6, 7, 8, 9, 11, 12, and 13. For example, P6 stated, “*There surely will be an effect. When people get differently paid doing the same job at the same places, this will create a negative effect on others.*”

P11: For making teacher do their job at their bests, if they think these entitlements to create a competition, we need to know how they will do it. Because how will they motivate this competition? Financial gains? I don’t think there is financial gain. Other means? I still can’t see them.

However, there were two participants, P3, P8 who stated that title and finance’s effect on collegial relations depends on people and their personalities.



**Table 4.2.1.4.2**

*Codes Under “Title & Finance’s Negative Effect on Collegial Relations”*

Codes	Participants
Jealousy	P1, P14
Uneasiness & tension	P2
Discrimination	P4, P5, P6, P7, P9, P12
Competition	P11
Grouping	P13

#### **4.2.1.4.3. Title Effect on Parents**

When participants were asked about their thoughts on the effect of having differently titled teachers and having wage differences, eleven teachers out of fourteen expressed expecting a negative effect on student-parent demands. P1, a master’s student, P4, a union representative, and P8, an administrator believes it to be ineffective for student-parent demands. P1 approached this issue with a researcher point of view. Likewise, P8 do not presume that parents will care about this as this will only affect the money that teachers will receive by stating, *“I think there will not be any effect. Because parents will not care that much about expert or head-teacher as there will only be a change about their income, this is not a parent concerning matter”* (P8).

P1: I don’t expect much effect of it on student-parent demands as parents, I mean there might be some who will do research, but I don’t think they will do research about this. Therefore, I don’t expect an effect of this.

As three participants believe it to be ineffective for parent demands, some shared their comments with assurance that it will cause a devastating effect for schools by demanding certain entitled teachers to teach their children.

P10: Of course. Parents will surely say “Why don’t my kid take lessons from him/her, why does he/she teach at my school?”. For example, some schools do merit-free arrangements for appointing students to classes. Kids whose

parents do not support the parent-teacher association by donating money are defined and they are getting appointed to the classes in which, -I don't want to use that word, - the unsuccessful and inexperienced teachers, who don't make any effort. I think this kind of examples to be frequently encountered.

P12: I have to say, we foresee that the hierarchical arrangement in teaching profession will cause student and parent demands after a while. When you send your kid to a school you will be able to easily say that "My kid will attend the classes of an expert or a head teacher.". I mean that it will cause some attitude of students and parents to select teachers just like a patient choosing doctor, students will be granted a right to choose teachers which will cause various and serious problems. We have to note this.

P3: Of course, there will be an effect. There is a fact in our nation that everyone wants the best all the time. There will be teacher head or expert teacher selection demands without concerning the teacher rates. They will even not want expert teachers. They will demand head- teachers to teach their kids.

Eleven of fourteen expect negative effect on this matter, and they all stated expecting a teacher selection demand without hesitation. As P5 highlights, these demands will emotionally hurt teachers.

**Table 4.2.1.4.3**

*Codes That Emerged Under "Title Effect on Parents" Category*

Codes	Participants
Ineffective	P1, P4, P8
Teacher selection demand	P2, P3, P5, P6, P7, P9, P10 ,P11, P12, P13, P14

#### **4.2.1.4.4. PTL's Effect on Title Usage / PTL'in Unvan Kullanımına Etkisi**

When participants were asked about the usage of titles after the career-step examination which was held on 2005 and was cancelled after one examination for the title of expert teacher as people carried the issue to court, everyone except for P10 stated the use of expert teacher title as inactive for 17 years. As of their answers,

this category emerged. Participants highlighted the one-time conduction of expert-teacher examination and it had no effect than an additional money they receive. There were ideas that PTL will not effect the inactive use of titles by stating, “*No. Because they only implemented exam once and granted a support money kind of an income for the ones who got the title. There was no difference between them except for that money*” (P8), and “*I mean... If those titles have been active and effectively used, there would not be a need to rearrange it. They were obviously not being used actively*” (P7).

Agreeing the ideas of the ones who said the title use has been inactive, P5 told a personal story of how he was unjustly treated as well as mentioning the inconsistency of the system.

P5: There was no head-teacher but an expert-teacher examination was conducted once. It had not been used actively. It was so ridiculous. They said teachers with seven years of experience can take the exam and implemented one exam and teachers who had seven years of experience took the exam and got the titles. They never had another exam after that till today and nobody questioned this. There has been a separation among teachers since that day. They do the same job but different wages. This is unjust that the exam was not implemented again for others, there should have been consistency. Why, why did they not do this exam again, isn't this injustice for the other teachers. For instance, me. I could not take the exam then as I was missing six months to meet the 7 years of experience requirement. Why am I not receiving that additional money for all those years? This kind of things cause dichotomy at our schools.

Thirteen participants stated the titles to be inactive in the past, and they were asked to speculate if this law will make them to be used more actively with a follow-up question. P10, who did not have an idea about its being actively used in the past, stated expecting the titles to not to be actively used after the current PTL' release. Although participants had a consensus for inactive use of it in the past, some had positive expectations about PTL's existence to change this. Although P8 and 13 stated that it will be used actively as teachers are now trying to gather some required paperwork together to meet the needs and getting ready for some exams. Some of

them think of the active use of titles as depending on the improvements of the law or its implementation, “*It may, depending on the continuity of the law*” (P2).

*P3: On paper, maybe. But it has to be implemented in a frank wys. I mean, I want to see that expert or head teachers, for instance, guide the others who are new at the job in in teachers’ room or in classes.*

When we examine who changed their minds about the active use of titles in the past and after PTL, we see that six participants have changed their minds and four of them are females. Two of those females are teachers, and two of them are master’s students. We can speculate female positivity here but we also have to say that three of those females stated having some conditions for its positive change such as improving the law’s content and having continuity of law. On the other hand, eight of the participants expect that PTL will not have an effect in active use of the titles, and only one of them is female.

P6: When I look at the past, its active use was not supplied. I have to talk about the future considering the past experiences, and I don’t think they will be actively used in service. I mean, unfortunately, it will not be actively used.

P12: No, it absolutely is not possible and not rational. Because there is no difference and regulation about the duties and responsibilities of expert and head teachers with the current law and the one regulated in 2005. Naturally, we cannot talk about a positive change that they will be actively used.

**Table 4.2.1.4.4**

*Codes That Emerged Under “PTL’s Effect on Title Usage” Category*

Codes	Participants
Ineffective	P4, P5, P6, P9, P10, P11, P12
Effective	P8, P13
Depends on implementation and improvement	P1, P2, P3, P7

#### **4.2.1.5. Degree Based Effect**

The participants of this study were asked to state their ideas about the exemption from examination item in the PTL special to the teachers with master's and doctoral degrees. Participants were also asked to evaluate the possible effect of this item on the higher-education system as a follow-up question. Degree based effect is the last theme of the first research question. Two categories emerged under this theme as exam exemption and higher education effect.

##### **4.2.1.5.1. Exam Exemption**

The interviewees stated their ideas about the exemption from examination item for the higher education degree owners. Positive, negative, and depending on the field of studies codes emerged thanks to their comments. Six of the participants commented on it as a positive decision, and five of them commented on it as a negative decision. Three out of six participants who commented positively are people with academic backgrounds. There was a shared thought on this issue that the fields those teachers conducted their studies have a great importance in deciding whether to exempt them from examination or not by P3, P7, P9, and P11. However, P7 has a rather negative approach than P3, P9, and P11.

P3: In practice, it can be so. But there is a thing. If they studied for socio-cultural and professional development in a sincere way, it can be acceptable. However, if they only had completed the studies at so-called departments for the sake of having a so-called diploma this will not contribute to teaching profession. Those department with actual contributions for socio-cultural and professional development and the diplomas they grant should be valid.

P11: Within this process, it is important to consider the field they conducted their studies in and on what subjects. Yet, I think the exemption from the examination item is one of the important decisions those law makers took for this law. Because it stays unveiled how much one can measure with examination and who prepares them. Along with these, it makes sense that there is no examination for them.

P7: I don't think it is a forethought decision. As I stated before, this is a validity issue. I mean, you have to evaluate what you have taught. However, the master's education people receive is not the same. The education I was granted is not the same as another one who completed their studies on another program. Therefore, they think of us as we have the same qualities but we haven't. We did not learn the same things, did not study under same circumstances, that's why this is a ridiculous decision that people with master's degree can be expert teachers like this.

All three of the union representatives find the exemption item as wrong just like two teachers. All of the ones with negative views for this item are the ones with no further education than their bachelor's degree.

P4: The master's and doctoral diplomas received after the publication of this law should be accepted according to my mind. Because I observe a factionalism here that people are advantaged with a file that was received before this legislation. Diplomas after PTL should be accepted.

P5: That is wrong too. We know that people do their master's by paying money. They pay 2000-3000 Turkish Liras and become experts? These are not right criterions. They should acknowledge the conditions in Turkey and know how things work here. I mean, granting someone with expert or head teacher title with a bought diploma is not correct.

P14: A teacher might have conducted her master's studies in a random field. The appearance of such an exemption is not correct. I mean, if this information was given before, lots of people could have done master's studies. But the current announcement of it will create demand and lines for having master's diploma in exchange of a certain amount of money. I don't think it will have a positive effect for higher education.

In addition to the comments that highlight the content and quality of education that degree owners receive to exempt them or not from the examination and the ones with total negative approach, there are other participants who did not question the quality of education master's degree owners received and think positively about this decision.

P8: I think it is appropriate. Teachers who completed their further studies have already put an effort without any promises of award and affirmative

action. When people, without expecting anything, do things to personally develop themselves, considering how people are trying to enroll for master's within this process, it is very nice to have such a compensational award that exempts them from examination.

P13: There are such diplomas that prove how much they developed themselves and how adequately qualified they are. I think people with master's and doctoral diploma are adequate for these titles as they receive a great education in further studies. I agree that they should be exempted from examination.

The participants of this study are divided into two groups for the appropriateness of examination exemption item for furtherly educated teachers. However, considering that people with “depending on the content and field” comments as not standing fully negatively on this matter, nine participants in total approach this exemption as appropriate although there are certain conditions according to some of them.

**Table 4.2.1.5.1**

*Codes That Emerged Under “Exam Exemption” Category*

Codes	Participants
Positive	P1, P2, P8, P10, P13
Negative	P4, P5, P6, P12, P14
Depends on field	P3, P7, P9, P11

#### **4.2.1.5.2. Higher Education Effect**

Participants were asked to evaluate the possible effect of exempting those with graduate degrees from expert and head teacher examination. The codes identified from their answers lead to the emergence of the higher education effect category. It is observed that all of the participants expect marketization or/and quality fall as a resulting effect except for P10 who is an academic and refused to comment on this as she wants to think highly of our society and P13, who is a teacher.

P13: I think its effect on higher education will enable better education of teachers and more and more teachers to be educated further. MoNE and

higher education can collaborate a bond and more people more teachers apply to universities and the quality of education rises.

She seemed to be expecting quite a positive effect of this item for schools rather than universities and by expecting a quality rise in education she might be referring to quality of education for the students in K12 level, it remains uncertain. In contrast to P13's positive expectations, other participants mentioned their concerns of quality fall or loss of higher education and marketization of diplomas. As P6 stated, "*I personally have to say that this will lead to further marketization of higher education as lots of teachers will apply for higher education to get a degree to be exempted from the examination.*"

P1: I mean, there will be the those with desires to study. But there will be those who will get a master's or doctoral degree from common/nondescript universities' common/nondescript departments. Graduating from nondescript master's or doctoral programs will be motivated as teachers with titles will be paid extra. This shows a probable quality fall in higher education.

P9: For the past 1-2 years teachers are given privileges to do their graduate studies and there is a rise in the number of teachers who aim for further education. This is nice for personal development but it brings along various and wrong implementations as well. This cause serious problems for universities for instance universities started to give away paid for diplomas and lots of teachers I know started taking online classes that they barely attend and even get their thesis written by paying money to someone. In that sense, universities consider these master's as an income source and distribute diplomas which naturally does not contribute anything to teachers.

As participants of this study agree on the quality fall or loss and the marketization of higher education diplomas because of the exemption item of PTL, we see that even the participants with positive attitude for exemption of examination item expect negative results of exemption item on the quality of higher education.



**Table 4.2.1.5.2**

*Codes That Emerged Under “Higher Education Effect” Category*

Codes	Participants
Positive, connection	P13
Quality fall & marketization	P1, P2, P3, P4, P5, P6 ,P7, P8,P9, P11, P12, P14
No comment	P10

#### **4.2.2. Findings for Second Research Question**

The second research question of this study aimed to reveal if the expectations and needs of practitioners are met by Professional Teaching Law. To elaborate on this question, the codes and categories led to emergence of following themes; ideal content, answering needs, overall attitude, and career-step requirements expectations. The categories of themes and the codes that created the categories will be mentioned under related titles.

##### **4.2.2.1. Ideal Content**

Ideal content of PTL is the first theme that helps finding an answer for the second research question which aims to discover if PTL meets the needs and expectations of practitioners. Participants expressed their ideas about the ideal content of PTL and why is a PTL needed. Ideal content appeared as a theme after the examination of codes and emergence of personalized expectations on content, clarity of terms and regulations, and rearrangement of employment categories. Different categories and codes emerged within the answers of participants. As they commented on their expectations, they talked about various issues, which led their answers to include various categories.

#### 4.2.2.1.1. Personalized Expectations on Content

The participants stated expecting personal rights such as teachers to be protected against violence as well as finding solutions to some problems that teachers are having troubles with a professional teaching law. One of the participants stated, *“PTL could have fulfilled the expectation of teachers by including sanction regulations for the teachers who have been exposed to physical and psychological violence”* (P4).

P9: When I was explaining the necessity of a professional law, I kind of explained the required content of it. PTL should have covered lots of topics such as pre-service training of teachers, appointment as interns, professional developments, duties and responsibilities as teachers, rights, retirement conditions. A professional law that has 3 or 5 items is surely not enough.

P12: I want to answer your question like this; (1) how to raise pre-service teachers, (2) how to appoint teachers, (3) secured and tenured appointments and the financial benefits of teachers, (4) social and other benefits, (5) retirement of teachers and job safety or benefits should have been included in PTL.

Financial worries of teachers, family unity, and obligatory-service exemption are other issues that participants of this study mentioned as the desired content of a PTL.

P8: Teachers primarily have financial worries instead of career steps. The wages they receive are not fulfilling their needs. This is the initial worry of all teachers. And the additional classes they teach for extra money. Teachers make calculations for those classes, if they skip them for a day, they cannot receive money. Teachers' physical needs should be addressed as a starter. And other dimensions, needs are family unity, obligatory-service exemption, service points, but these are... Everyone has individualized needs.

P6: PTL should have exempted teachers from civil servants' law no 657. And 3600 additional indices that I have previously mentioned, some sort of award and punishment system other than expert and head teacher titles that also includes prizes that will motivate teachers and provide job satisfaction, some other socio-economically supporting item should have been included.

**Table 4.2.2.1.1**

*Codes Under “Personalized Expectations on Content” Category*

Codes	Participants
Working hours and day off	P1
Retirement	P9, P12
Personal rights	P9, P12
Protection	P4
Transportation	P5
Financial benefits, wage	P6, P8, P10, P13
Family unity	P8
Obligatory service exemption	P2, P7, P8

#### **4.2.2.1.2. Clarity of Terms and Regulations**

Some participants stated having other expectations than benefits such as clear definition of teacher responsibilities, and pre-service teacher education as well as its standards.

P11: We need to know the pre-conditions of acceptance and retirement for the professions as well as what are the things that are expected of them. And those should be written down or everyone can define teaching profession as they desire... When we examine PTL, we see that it is a quite short one. Other legislations are much more detailed and longer than this one. There are some missing issues in PTL such as who is going to raise teachers. It is stated here that higher education institutions will raise teachers but educational faculties were defined as teacher trainers before this law. Therefore, I felt vagueness here as if it is expanded or has become uncertain.

P14 criticized the items of PTL as she expected clearer and detailed statements to not to cause misinterpretations by saying *“The arrangements of PTL are correct ones but they should have been written in a more clear and distinct way to not to lead various interpretations. It should have been detailed.”*

**Table 4.2.2.1.2**

*Codes Under “Clarity of Terms and Regulations” Category*

Codes	Participants
Responsibilities of teachers	P6, P9, P11, P14
Pre-service teacher education	P3, P9, P11, P12

#### **4.2.2.1.3. Rearrangement of Employment**

Five participants with no administrative and union representative duties and who serve as teachers have a consensus that the hiring contracted and hourly-paid teacher implementation should have been repealed by PTL. P10, who is an academic and gives seminars on small provinces in Turkey and who has personal experiences with hourly-paid teachers highlighted the importance of invalidation of that implementation.

P10: There is a fact as hourly-paid teacher recruitment. Rural areas are so left-off and hourly-paid teachers are not even paid the minimum wage and there are expectations of them too. When we see through the content of this law and see the reality, I think of this as a contradiction without any goodwill. It feels like there is hypocrisy.

She also noted that those hourly-paid teachers in a rural area she visited are not education faculty graduates and we are handing the future of our kids into their hands. With those statements, she questioned the existence of such an implementation as well as the financial problems it causes. Likewise, other participants whose initial duties are teaching stated their expectation on PTL to abolish such implementations with their comments, *“I would like it if we got rid of factionalism such as having contracted and tenure teachers. And expected PTL to not to include any kind of classifications”* (P2).

P13: I initially want to state that we have hourly-paid and contracted teacher as we stated previously. I think it should have been taken care of and if PTL

had included and took care of it, there might have been a more positive approach towards it.

Union representatives and administrators have not mentioned this issue.

**Table 4.2.2.1.3**

*Codes That Emerged Under “Rearrangement of Employment” Category*

Codes	Participants
Abolishing paid & contracted teacher employment	P2, P7, P10, P12, P13, P14

#### **4.2.2.2. Answering Needs**

Participants stated that they do not think that current PTL have met the expectations and needs of teachers. Only one of the participants, P11, stated having doubts about it as he is not a teacher at K12 level but he mentioned why he has questions whether PTL can meet teacher need and expectations.

P11: In fact, the ones who should speak about this are the teachers but as a reader and a member of a teacher training institution, I believe it has low chance to meet the expectations of teachers. Because what was the extend that the teachers had voices in preparation of this law? Which teacher organizations came together to offer their law proposals to MoNE? Or what solutions do private school teachers find for their problems and their needs within the content of this law? Which teacher problems are mentioned in this law?

Likewise, teachers who work on K12 level agree the comments of P11 that PTL has definitely failed to meet the needs and expectations of teachers. Union representatives stated that teachers are not asked for their ideas although this is a law that concerns them.

P4: Absolutely no. It does not meet. As I said before, it only has four items and there are tons of problems of teachers. I wish the decisions had not been taken behind by the parliament, instead, teachers should have been asked their opinions, surveys should have been conducted, field research should have been done. And thanks to those, the content could have been enriched.

P5: I think it has not met the expectations. This seems like a professional teaching law but it has negative sides. As a starter, I don't think they gathered teachers and took those decisions. As a union administrator, I think of this law as prepared behind closed doors. If they had wanted, they could have conducted surveys on teachers to see what they need. We think like this as a union that teachers were not asked for their ideas in general.

P12 commented on the renewals such as the abolishment of candidate teacher examination, promises of 3600 indices and granting contracted teachers with the same rights with tenures that were announced by PTL and questioned if they really are for the sake of teachers. He also underlined why the benefits of 3600 additional indices will be valid starting from 1/1/2023 instead of today.

P12:...The candidate teacher examination was up to an examination, now it's up to a commission. We have witnessed before how some teachers with high KPSS ranks failed at interviews. Because interviewing is turned into a tool of eliminating the others. This creates a risk for the candidate teachers. And the second thing is the promise that the differences between tenures and contracted ones to be vanished, yet there is no rearrangement. The only thing mentioned in PTL is that contracted teachers with concerns of safety and health excuses can be relocated and nothing else. The third thing is the financial benefits and 3600 additional indices. We can say that the mountain gave birth to a mouse when we think of the discussions about additional indices. I have to say that it is a serious problem why will it be valid by 1/1/2023. Why not earlier? Why on 1/1/2023? Therefore, when we bring all those items together it seems like investments for election.

**Table 4.2.2.2**

*Codes That Emerged Under "Answering Needs" Theme*

Codes	Participants
Not met	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P12, P13, P14
Not sure	P11

#### 4.2.2.3. Overall Thoughts Towards Requirements

Participants were asked to evaluate their general thoughts about the requirements of having career-step titles to let the researcher interpret from their comments if the participants think PTL meet their expectations. This theme emerged thanks to the comments of the participants and it serves for the second research question.

P1 stated having positive feelings towards it without any additional comments about what she would rather see as a requirement to earn career-step titles. According to her, experience, training, examination are musts to prove themselves as knowledgeable. P2, P7 and P13 approached the requirements with positive comments but they stated having conditions. P2 stated her positive approach and question marks by sharing her ideas, *“As long as the content of trainings are proper and nice for the development of our profession, the conditions are quite reasonable. There could be applied exams instead of written ones”*.

P7: Experience can be a nice criterion for some reasons but training for 240 hours... It depends on what kind of a training it will be. Will it be applied? Will it be face-to-face or online? Will it be just videos that will be played online? I mean, it depends on how it will be. However, the experience criteria seem reasonable for me.

P4 and P9 stated that the existence of career-steps is wrong. However, P4 stated if there will be career-steps it should only depend on the experience, the year of service teachers have. It turned out that the participants had expectations either about not having expert and head teacher examination or having experience as the only requirement to get career step titles.

P10: They will use the training on the website of ministry. I think those are well-prepared and people should attend them. I want some of them to be included specifically. I think positive of the training condition if those are going to be used. 10 years of experience condition seemed cruel to me. I don't know about the content of the exam and who will prepare them. As we don't have an answer about who is going to prepare those and how, and if

people will be led to test books, I think it is wrong and unhealthy. There should have been portfolio evaluations instead.

P5: These conditions... These exams... I am opposed to their existence. These are not valid criteria. I mean, exams cannot evaluate the teachers' expertise or being a head teacher. But they could have said that the teachers with 10 years of experience will be expert teachers or head teachers or add additional awards for the people who has no bad records or received no bad comments. However, the determination of these kind of titles with only written examination is wrong.

P8: Having a written exam instead of verbal interview is of course a nice decision. But as teaching is already an expertise required profession, there is no need for an examination. Everyone with 10 years of experience should have been entitled as expert, and with 20 years as head teachers. This sounds reasonable. Unions are taking actions for this by stating that they will go to court. This is so natural. But, if there has to be an exam for sure, having a written one is better for merit concerns.

Experience being a must for having career-step titles is the consensus of participants. Moreover, almost all of the participants who stated the experience should be the only requirement of career-step titles, also stated that requiring an examination is wrong. In addition to the ones who commented on the content of training and how to hold the training sessions, P11 questioned why and how the duration of trainings are decided.

P11: If they can make those trainings applicable as well as qualified, it is reasonable. But let's think about it. 240 hours of education equals to 24 hours of education for each year when you divide it into 10 years. It means teachers will spare their give-or-take 24 hours each year for training. Let's assume that those trainings are online, do those teachers have kids, moms, fathers? Do they need to get ready for tomorrow's classes? I think we initially need to lighten the workload of teachers to let them get ready for their classes just like ETSD European credit system. How much time do they need at home? How much do they need to work? How many classes do they teach? These need to be calculated and considered. How was these 240 hours of training decided on? Where did it come from? By prophesying?



Considering the comments of participants, we can see that they are not satisfied with the requirements of career-step titles and their expectations are not met as they were expecting experience as the only must, and do not want to take an examination to prove their expertise.

**Table 4.2.2.3**

*Codes Under “Overall Thoughts Towards Requirements” Theme*

Codes	Participants
Positive	P1, P2, P7, P13
Experience is a must	P1, P4, P5, P6, P7, P13, P14
Negative	P3, P4, P5, P9, P11, P12, P14
Exam is wrong	P2, P4, P5, P6, P8, P9, P10 ,P11, P12, P13, P14

#### **4.2.2.4. Career Step Requirement Expectations**

This is the last theme that appeared after the emergence of content related categories that serves for the second research question. Participants shared their expectation on content and structure of training and exams, determination of content, and evaluation of the exams.

##### **4.2.2.4.1. Content and Structure of Training**

Participants stated their expectations on the training of the content and commented on the structure of training. P6 and P9 who have overall negative standing for the content of PTL stated that there should not be trainings, but P9 stated including field knowledge boosting trainings to the program would be wiser if they can be voluntarily attended by all teachers who desire to attend them. Field knowledge is another expected content of career-step trainings, which is not the case for the actual trainings as they are prepared to address all attendees.

P8: Trainings should not cover the legislative regulations. Instead, it would have been better to have include field knowledge related trainings. Not

everyone needs to know about the legislation. Even us, administrators, we search it online if we need to learn something, as we know it to some extent. Just like KPSS that has field knowledge section, it would be nice to have trainings about field knowledge.

P1: It would be nice to enhance field knowledge to update teachers. I mean, are teachers staying updated in their fields? Are they developing themselves? And teacher-student relations. It changes each day and think of a teacher with 20 years of experience. How many generations does he have with his students? Therefore, they should definitely learn how to contact with the students. These are needed.

As P1 mentioned, personal and professional development of teachers are stated as the ideal content of the trainings by P2, P3, P10, P11, P12 and P14 as well.

P3: The content, should include pedagogical knowledge about teaching profession and child development but it also should help teachers develop socio-culturally and nationally. Our teachers should not have one-sided perspectives, or how can I say... For instance, there are teachers who has limited knowledge about technology but the modern classes are becoming teacher-free. I mean, we started to be digitalized. Teachers should be into technology, art, culture, at least read books or go to theater etc. The movies and series should be guiding his/her students. As I stated earlier, these are only about buying a book, getting 70 on exams or having 10 years of experience, completing master's, and becoming expert teachers. Instead of paper-pencil implementations, teachers should be actively involving in these kinds of trainings. This is what we desire.

P12: They will prepare trainings. We initially need to clarify why do these trainings exist. If for the professional development of teachers, teachers should take localized trainings by detecting what teachers need. For example, in assessment and evaluation matter, or classroom management, or material development.

With emphasis on professional development, P10, and P13 shared their ideas about their expectations of the content of the training as to be applicable to in-class needs of teachers by making the trainings case-based and applied. Their expectation of an applied training does not meet the real structure of the trainings.

P10: I think the field expert should prepare workshops that includes repetition and case-studies about their expertise, new methods, and approaches for the professional field development of teachers. I mean having an applied/practical training... Teachers can be active participants instead of passive listeners by asking that to come up with action plans and to implement them to make them active participants not note takers.

P4, P11 and P12 highlighted that teachers should be the ones who decide on the content of the trainings as they will be prepared for them. P4 and P7 shared their thoughts on this issue by stating the need for trainings to be face-to-face by stating, *“Face to face trainings and deciding on their content by asking for teacher opinions through, for example, surveys conducted in teachers’ rooms. The training programs should be prepared accordingly in my opinion.”* (P4). Likewise, P11 stated the need of teacher oriented planning by saying, *“If other people than teachers plan these trainings, they will not be effective just like the previous in-service trainings”*.

When the comments of the participants on the structure of the trainings as teacher-decided, face-to-face, and applied are observed, it is unveiled that their expectation on structure do not meet the actual trainings’ structure. Also, having a field knowledge-based training expectation cannot be met as training videos will be the same for everyone.

**Table 4.2.2.4.1**

*Codes Under “Content and Structure of Training” Category*

Codes	Participants
Applied	P10, P13
Face-to-face	P4, P7
Teacher decided	P4, P11, P12
Field knowledge	P1, P8, P9
Occupational problems	P11, P13
Personal and professional development	P1, P2, P3, P10, P11, P12, P14
PTL related	P5
No training	P6, P9

#### 4.2.2.4.2. Content and Structure of Exams

This category includes structural codes as the participants perceived the related interview questions so. Only P3, P7, and P14 made content related comments. P3 shared his ideas about world knowledge required content of trainings and stated expecting the same for the exam. Likewise, P7 stated exams should include the same content of the trainings as validity is a concern. P14 commented on the content of exam to not to be about legislation, but the application-oriented information. Only one participant, P1, expressed that having an exam is a must to distinct them from others. Except for the ones who commented on the content, participants are divided into two as the ones who totally reject the existence of an exam, and the ones who think there should not be exams but if there has to be, it should be applied.

P10: I don't want exams. There should be groups of people like 20 or 30 people and they need to contribute the trainings while attending them. I mean portfolio evaluation that requires everyone to work collaboratively and follow each other. Portfolios should be created thanks to their works prepared at the workshops. I believe it is wrong to evaluate people by individually taken exams.

Among the ones who stated earlier that there should not be an examination but if there has to be one, P8 is the only participant who prefers written exam over interviewing by saying, *"Having a written exam instead of interview is always better. At least to create a merit-based and safer environment without concerns of injustice and the to let the ones who studied to earn the titles"*.

Other than the participants with additional comments on how to evaluate people, almost all of the participants stated that there should not be exams to evaluate the expertise of teachers. Existence of an examination for teachers is questioned by participants, *"What kind of an exam... I have question marks about the existence of an exam. I don't believe the exams are necessary. The content of exam will probably be about the legislations."* (P13).

P9: There is nothing more unreasonable than deciding career or adequacy of teachers with an examination. Teaching profession is originally an expertise required one. Requiring teachers with 10 years of experience with an examination to become expert teachers is such a wrong decision. As I am opposed to the existence of examination and if I comment on its content, it will mean nothing.

P11: There should be competition among people. But how well can exams measure this or how else can we measure it? Therefore, I don't like exams like KPSS. Then, you will ask how we will do it. I don't know. We will grant teachers with career-step titles who fulfill the requirements like trainings. Everyone will be experts and head teachers as a matter of form.

Considering the statements of the participants, ten out of fourteen interviewees stated that there should not be a written examination to evaluate the expertise of teachers. In that sense, their expectation of not wanting an examination is not met by PTL.

**Table 4.2.2.4.2**

*Codes Under "Content and Structure of Exams" Category*

Codes	Participants
Applied	P1, P2, P5, P7, P10, P14
Written	P8
World knowledge	P3
Accordance with the training	P7
No exam	P4, P5, P6, P9, P10, P11, P12, P13

#### **4.2.2.4.3. Content Determination and Evaluation**

Participants' expectations on who should determine the content of trainings and evaluate the examinations led to the emergence of this last category that serves for the second research question.

Participants had various comments on who should have decided on the content of trainings and who should evaluate the examinations. Six of the participants stated that teachers should have been the content determiners. P6 stated as the process is all wrong, it does not matter who does what. Teacher involvement in the planning and

processes have been highlighted by participants, *“The subject of the matter, teachers. Teachers should have decided what they need, and how they will be evaluated. Teacher involvement is vital at that point for democracy.”* (P12).

P5: It should have been prepared with the teachers. Surveys should have been conducted. We fill in lots of surveys about teacher related subjects and we wish there were surveys about such a teacher related and important issue. Teachers were not asked for their opinions. Why? Those surveys could have been evaluated and see what teachers need, what are their problems and a PTL could have been prepared accordingly. A teaching law prepared without teachers.

There was another idea that the experts should decide on the content and evaluation. Although expert meant universities for P7 and P9, it meant MoNE experts for P8 and P14.

P7: If that will determine who will be head teachers, then logically, someone who is superior to head teacher should determine the content. Who can it be? Someone with a doctoral degree, people with 30 or 40 years of experience, I mean the experts, educational scientists.

There are ideas of P4, P5 and P11 that OSYM should evaluate the exams as MoNE should not. P12 stated he is not sure if MoNE can handle it and P4 stated, *“Teachers’ room. Parent views. Exam on the other hand, should be conducted by OSYM. Because, unfortunately, MoNE has lost its credibility”*.

P11: An institution other than MoNE. It can be OSYM. But the ones that I am familiar with. The OSYM style in Altan Günalp’s times. If so, yes. ÖSYM can do these exams independently. MoNE should not prepare this exam.

There were ideas of a commission to evaluate the exams by P2 and P3. They highlighted the importance of objective evaluation.

P2: There should be an objective and professional exam content and exam commission. Objectivity is a must. The exams should not be evaluated by individuals, it should instead be evaluated by a commission. Results should be examined by an objective commission as well.

Considering the comment on content determination and evaluation of exams, the current regulations failed to meet the expectations of twelve out of fourteen participants of this study as only P8 and P14 stated that MoNE should be responsible for evaluations.

**Table 4.2.2.4.3**

*Codes Under “Content Determination and Evaluation” Category*

Codes	Participants
Content determination by experts	P1, P2, P3, P6, P7, P8, P9, P10
Content determination by teachers	P4, P5, P10, P11, P12, P13
Evaluation by an objective commission	P2, P3
Evaluation by MoNE	P6, P8, P14
Evaluation by OSYM	P4, P5, P11
Evaluation by teachers	P1, P13
Evaluation by academics	P7, P9, P10

### 4.3. Summary of the Findings

This study examined the perceptions of educational field member participants on recently released Professional Teaching Law as well as if its content met the expectations and needs of practitioners through analysis of transcripts. In line with the first research question, which seeks the perception of field members on PTL, five themes and eight categories have emerged. The first theme is “problems of teachers”, the second theme is “perceptions on existing content of PTL”, the third theme is “professionalism effect of PTL” with two categories as “status effect” and “developmental effect”. The fourth theme is “career planning effect of PTL” with four categories as “title and wage differences’ negative effect on workplace”, “title and wage differences’ negative effect on collegial relations”, “title effect on parents”, and “PTL’s effect on title usage”. The last theme of the first research question is “degree-based effect” with two categories as “exam exemption” and “higher education effect”.

Four themes and six categories emerged for the second research question, which aims to reveal if the expectations and needs of educators are met considering the PTL. The first theme is “ideal content” with three sub-themes as “personalized expectations on content”, “clarity of terms and regulations”, and “rearrangement of employment”. The second theme is “answering needs”, the third theme is “overall thoughts for career-steps”, and the last theme is “career-step requirement expectations” with three categories as “content and structure of trainings”, “content and structure of exam”, and “content determination and evaluation”. The summary of the findings for each research question is given under the related headings.

#### **4.3.1. Summary of the Findings for the First Research Question**

The first research question searched for the perceptions of practitioners on Professional Teaching Law. The codes, categories, and themes that emerged related to the first question showed that problems of teachers such as student-parent problems, violence and social pressure against teachers, appointment, and employments and how those problems are not mentioned in PTL and these come to mind of practitioners as well as the inadequacy of law in terms of its content when they were asked about their initial perception of PTL. Although four participants stated having a positive perception on the existence of PTL as it serves for teachers’ sake, four of them stated having a neutral standing about its content as positivity and negativity depends on implementation of PTL according to them, and six of the participants stated having a negative perception about its existence as it is not equipped enough to cover what it should have covered.

According to the perceptions of majority of participants, the status of teaching profession will be affected by PTL in a harming way because it is discriminating teachers and this will lead status to be worsened. However, two of the participants stated that the status can be improved or harmed depending on the content and implementation of the career system. Nonetheless, three participants stated that PTL will help the status of teaching profession to improve as minority. Likewise, majority



of participants perceive the professional development of teachers to not to be affected by PTL. Participants think that PTL will not have an effect on professional development of teachers.

All of the participants except for P10 thinks that workplaces will be negatively impacted by the title and wage differences that PTL brings with career-steps. They stated that it will lead to discrimination, disdain, jealousy, and performance fall in the workplace. Collegial relations are perceived as to be negatively affected by title and wage differences by almost all of the participants just as parents' demand that is stated to be rising for teacher selection. Participants stated that expert teacher title was not actively and effectively used in the past, and seven of them stated that PTL will not change it while four participants stated that it depends on the implementation of the law. There was emphasis on not allocating additional duties for titled teachers, therefore PTL is stated as not probably helping the use of titles more actively. Only two participants think that PTL will help the titles to be used more actively.

According to the perceptions of participants on the exemption of examination item for teachers who have graduate degrees, there is no consensus. Four participants think it should depend on the field of graduate studies, five of them perceive it as a positive decision because those teachers put an effort to develop themselves personally and professionally while five others perceive it as a negative decision as it makes some teachers advantageous which is another way of factionalism. However, there is a consensus that the exemption of expert and head teacher examination for teachers with advanced education will lead to marketization of higher education and therefore a quality fall as there will be rising demand for graduate degree diplomas.

All in all, union members and administrators have overall negative perception on PTL regarding its existing content being inadequate. Unlike them, teachers, master's students and academics did not state having negative perceptions on PTL regarding its existing content, instead half of them holds positive feelings about PTL and half of them stated that their perception depends on how the law will be implemented.

There is a consensus of participants regarding PTL's title and wage differences as harming the status of profession as well as workplace, collegial relations, and causing parent demands to select teachers to teach their kids. Also, participants think that PTL will not have an effect on professional development of teachers. Participants are divided into three for PTL's effect on active title usage just as for exam exemption perception. However, they agree that exam exemption will lead marketization and quality loss of higher education. Therefore, the participants of this study majorly have negative perception towards PTL and some of them depended positive perception on implementation of law.

#### **4.3.1. Summary of the Findings for the Second Research Question**

The participants were asked several questions to help the researchers understand if their expectations and needs are met by professional teaching law. The emergent themes which are ideal content, answering needs, overall thoughts towards requirements of career-steps, and career-step requirements expectations helped researchers coming up with findings.

All of the participants think that a professional law is needed for teachers to protect their rights which are personal rights such as retirement and family unity, financial improvements, rearrangement of appointments such as having tenured appointments and abolishment of hourly-paid teacher and contracted teacher hiring implementation, clarifying pre-service teacher education as well as teachers' responsibilities. The participants expected PTL to cover these topics, however, those expectations are not met PTL as they are not mentioned. Accordingly, when participants were asked if their and educational field's expectations are met by this law, they clearly stated that it failed to meet their expectations.

The overall thoughts of participants towards PTL's career-step requirements proved that examination is not favored by eleven of them, as it cannot measure expertise levels of teachers. Participants stated that PTL's experience for career-step is

reasonable but there were critics on the years of experiences as ten and twenty years which are required for expert and head teacher training and exam applications. The negative attitudes of participants towards the requirements of career-steps showed that their expectations are not met especially as there is an examination to earn the titles.

Participants stated that they expected the trainings for career-steps to be applied and face-to-face. Therefore, the current structure of career-step trainings does not meet the expectation of participants as the trainings are formed as video-recordings which is online. Additionally, the majority stated that the content of the training should include personally and professionally development related subjects such as enhancing their field knowledge and exemplifying solutions for occupational problems encountered at schools. Likewise, their expectation was not to take an exam to earn those titles, but they stated expecting the structure of the exam as an applied one which can be a portfolio, case-study, or performance evaluation if there has to be an examination. However, these expectations on the structure of exams are contradicting with the real structure of exam, which will be a standardized multiple choice one. The content of the exam is not mentioned by the majority of the participants. However, majority of the participants commented on the content determination of training and exams to be decided by experts in the field and teachers. According to them, as teachers are the subjects of this law, they should have been asked for their opinions via surveys on the content of the trainings. As the content is decided by the MoNE, their expectations are not met.

For the evaluation of the exams, the participants do not have a consensus. There are expectations such as evaluation to be conducted by an objective commission, by teachers, by academics, by MoNE, and by OSYM. Therefore, the expectations of eleven participants are not met for the evaluation of exams as they did not suggest MoNE to evaluate the exams.

In the end, the expectations and needs of the participants have not been met by the PTL as they stated the ideal content of PTL which do not match with the actual content of PTL, their overall thoughts towards requirements, and career-step requirement expectations regarding the content and structure of the exams and training and evaluation of the examination.

## CHAPTER 5

### DISCUSSION & IMPLICATIONS

The results of the study obtained through semi-structured interviews with 14 participants will be discussed in line with each research question. Then, the implications for theory, and for research will be presented. The limitations and delimitations of the study will be mentioned. At the end of this chapter, some recommendation for future research as well as the overall summary of the study will be presented.

#### 5.1. Discussion of the Findings

The present study aimed to examine the perceptions of practitioners on the recently released Professional Teaching Law and if their expectations towards the law are met. This study adopts qualitative phenomenological design as the main purpose is to get thick understanding of how a new phenomenon (Creswell, 2013) which is PTL is perceived by a related group. Within the scope of this research, an unstudied subject in educational field is discussed thanks to the participants' comments. This study's findings showed that practitioners in Turkey expect a system for career-advancement like OECD countries' hierarchical model of career-advancement that brings financial gain as well as additional responsibilities to the teachers with titles. This study aims to bring along some recommendations for the future studies on PTL and for the improvement of the law.

### **5.1.1. Discussion of the Findings for the First Research Question**

The initial purpose of this study is to examine the perceptions of practitioners on recently released Professional Teaching Law. For this purpose, the first research question was formed as “What is the perception of practitioners on recently released PTL?”. The results of the first research question will be discussed in this section. Five themes have emerged regarding the first research question. These themes are, problems of teachers, perceptions on existence of PTL, professionalism effect of PTL, career-planning effect of PTL, and its degree-based effect.

In the scope of the first theme, participants talked about the problems that teachers have when PTL’s first item is mentioned as an initial interview question. The majority of participants’ initial perception on PTL clearly shows that problems of teachers such as student and parent’s disrespect, violence and social pressure, appointment, and employment, and need and rights in general come to their minds. Looking at the literature, the problems of teachers are listed as status of teaching profession, respect for teachers, inconsistency of teaching profession related decisions, insensitivity of politics for teachers’ problems, public and parent pressure on teachers, and non-appreciation of teachers’ endeavor (Çelikten et al., 2005; Celep, 2004; Akyüz, 2007; Yazıcı, 2009). The frequency of recent studies as of 2016 on critique of contracted teacher employment implementation are in line with the problems of teachers that our participants specifically stated. The emergence of this theme is an indicator that PTL is not perceived positively by the field members as it misses to mention problems of teachers, therefore solutions for those problems.

Participants stated their initial perception on existence of PTL with positive and negative approaches. Although all of the participants evaluated PTL as being needed law, the second theme which is the perception on existence of PTL revealed that only four participants have a positive feeling about PTL’s existing content. It draws attention that three of them are teachers and one of them is a master’s student. All of the union representatives, administrators, and P12 who is a teacher and a previous

union representative stated that they perceive the existing content of PTL as negative because it is inadequate to cover what it should have covered. Academics, a master's student and one of the teachers think that their perception depends on the implementation of the law. Regarding the answers of participants, it seems that union representatives and administrators have a negative perception on the existing content of PTL by stating it is not comprehensive while teachers, academics, and master's students do not have initial negative perception for the existing content of PTL. However, when further questions on the content of PTL were asked, majority of them stated expecting negative effects of PTL because of its content in many ways. Likewise, with limited literature regarding this law, Canatan-Doğan's (2022) results showed that PTL is perceived as being negative by teachers and needing improvements by administrators.

The third theme of the first research question which is the professionalism effect of PTL consists of two categories as the status effect and professional development effect. As participants stated earlier, there is not enough financial improvements of teachers' wages. It is revealed that participants think that PTL will cause negative consequences for the status of teaching profession as it is discriminating teachers by creating various titles. Benefits such as financial ones, and working conditions are mentioned as important factors for the status of teaching profession (ILO-UNESCO, 1966). The director of ILO, Guy Ryder (2012) states that teaching profession is in danger as the status of profession is decreasing in most of the countries. Likewise, Atanur-Baskan (2001) stated that teaching profession have been suffering from low professional status because of deficiencies in pre-service education, teachers' financial problems, and frequent changes in the appointment system of government. TEDMEM (2014) stated by supporting several reports that low income is a deciding factor for the social status of the teaching profession. Therefore, educational unions had been suggesting new policies and strategies are needed to help the status of profession heal and to attract new generations to the teaching profession (EBS, 2016). Although this new policy, PTL's career-step implementation, carries promises of financial benefits for expert and head teachers as well as 3600 additional indices,

the participants of this study do not recognize these as status healing motivators because the law requires conditions such as earning titles to grant financial benefits, which is perceived as discrimination by the participants of this study. Likewise, Canatan-Doğan's (2022) interviews with teachers and administrators on their perceptions of PTL showed that career-steps are considered as discriminating teachers from one another. Only P1 and P13 who have positive perception in general stated that PTL will heal the status of teaching profession and the professional development of teachers which is the second category of this theme. Additionally, one of the teachers, one of the master's students, and one of the academics approached the effect of PTL on professional development of teachers as depending on the content and implementation of the trainings. Majority of the participants' perceptions showed that PTL will not affect the professional development of teachers as expertise cannot be guaranteed by examinations for earning titles. There were comments by union members that titles can even deteriorate the professionalism of teachers as they will probably put their prior responsibilities behind in pursuit of titles. In that sense, five of the six female participants did not state negative perceptions on professionalism effect of PTL. Therefore, the female participants of this study seem to have hope for PTL's positive effect on professional development and teaching profession's social status.

The fourth theme which is career-planning effect of PTL revealed consistent results as the forementioned themes. When participants were asked for their evaluation of the title and wage differences in schools, all of the participants stated that workplaces will be negatively impacted from this because it will lead to discrimination, jealousy, and disdain. Likewise, the following category proved the negative expectations of field members on career-steps' effect on collegial relations such as jealousy, discrimination, and grouping. Altan and Ozmusul (2022) also highlights that examination is a demotivator for teachers as it will cause a competition ground which will cause grouping, factionalism, gossip, lack of desire to help one another, selfish acts, and poor school climate. In line with the negative perceptions of participants for workplace and collegial relations effect of PTL, they also expect



parental demands to rise for teacher selection. It draws attention that even the participants with positive perception of the law expect negative effect of titles in schools. As career steps were implemented once in 2005 before its abolishment, differently titled teachers' existence was not a popular and up-to-date discussion within the society until the release of PTL. Therefore, the effect of career steps in schools is an unstudied matter except for this study in literature as of the newness of the law. However, Altan and Özmusul's (2022) speculation on teachers' receiving more salaries while they are doing the same job and having same rights indicates serious problems. Likewise, some of the participants mentioned that they have question marks about what the titled teachers will do extra in schools for the sake of their titles along with receiving additional money. There is a consensus among participants that expert teacher titles were not actively used in the schools, and half of the participants think that PTL cannot change this while master's students and two teachers with overall neutral perception of PTL think that the active use of the titles depends on the consistency of the law and improvements.

The last theme that emerged for the first research question is about the degree-based effect of PTL as the teachers with master's degrees are announced to be exempted from expert teacher examination and the teachers with doctoral degrees from head teacher examination. Altan and Özmusul (2022) criticize this decision as the fields of graduate studies and differences of each university's programs are not considered as important factors and all graduate diplomas are announced to be valid no matter if people wrote thesis or not, and what were their field of programs. The conditions of MoNE's career-step implementation in 2005 is different from today in the sense of requiring examination for advanced degree owner participants if they completed their studies in other sciences than education (MoNE, 2006). Union members stated their negative approach on this matter as well as two teachers. Four of five participants with negative approach for the exemption item do not have graduate degrees. While five participants, three with master's degrees, stated their positive perception of this item, four participants, two with master's degree, stated that diplomas of teachers should be evaluated and accepted regarding the fields. Therefore, participants with

advanced education are divided into two as having positive perception of exemption item and proposing acceptance diplomas of educational studies, bachelor's degree participants, too, are divided into two as having negative perception of exemption item and proposing acceptance of educational field diplomas. Altan and Özmusul (2022) stated their concern of quality of higher education with rising demand of teachers to receive master's degree diplomas.

When the overall findings are discussed for the first research question, there is not much chance to relate the results to literature as of the newness of PTL. In accordance with Canatan-Doğan's (2022) study, the existing content of PTL is perceived as inadequate by union representatives and administrators of the current study. The overall perception of this study's participants towards PTL's existing content, status, professional development, workplace, collegial relations, parent demand and higher education effects is negative. Canatan-Doğan's (2022) findings match with our study in that both groups of participants have negative perception by finding the items of the law as inadequate to cover the real demands of teachers and according to both groups of teachers, career-steps will discriminate teachers by dividing them with titles.

### **5.1.2. Discussion of the Findings for the Second Research Question**

The second purpose of this study is to reveal if the expectations of practitioners on recently released Professional Teaching Law are met. For this purpose, the second research question was formed as "Does PTL meet the expectations and need of practitioners?". The results of the second research question will be discussed in this section. Four themes have emerged regarding the second research question. These themes are, ideal content, answering needs, overall thought towards PTL, career-step requirements expectations.

In the scope of the first theme, participants talked about their expectations on what PTL should have covered in general to meet teachers' needs, and their expectations

on career-step requirements. While talking about the ideal content of PTL, all of the participants talked about expectations on improvements in teachers' rights such as personal benefits, retirement, financial improvements, clarity of regulations in teachers' responsibilities and pre-service teacher education. The only financial promises of PTL are additional money for title holders and 3600 additional indices which is criticized by some of our participants as being a political investment for 2023 elections. Keçeci's (2021) results on teacher walkout reasons showed that personal rights, especially finance is the main reason for walkout. The participants stated that PTL should have abolished hourly-paid and contracted teacher employment policy of MoNE. Keçeci's (2021) contracted teacher participants shared their experience as a contracted teacher as not meeting their financial needs and their expectations of being a teacher. Likewise, Eđitim-Sen (2018) reported that 94% of teachers think that dividing teachers as hourly-paid, contracted, and tenured threatens the future of teaching profession. Keeping in mind that PTL adds up expert and head teachers to the types of teachers list, the participants of this study evaluated the content of PTL by stating the ideal content of PTL which showed that their meets and expectations on what PTL should have covered are not met.

In line with the first theme, the second theme of the study proved that PTL does not meet the expectations and needs of teachers as it did not cover what practitioners desired to be covered as explained within the first theme.

The third theme, which unveiled the overall thoughts of participants on career-steps, showed that experience requirement of PTL met the participants' expectations. Gündođdu and Kızıлтаş (2008) conducted a study to reveal the ideas of participants who received expert teacher title in 2005. Their ideas match with our participants expectation that having career-steps should require experience in teaching. This is the first and only time that PTL meets the expectations of our participants by requiring experience for earning titles. However, there is a question asked by an academic participant and mentioned by some teachers that why the experience year for expert teacher title is ten, and twenty for head-teacher title. As MoNE (2006) set

the experience year as seven for expert teachers, and six for head teachers, questioning the reason behind demanding ten and twenty years of experience makes sense. Additionally, our participants' expectations are failed to be met in terms of PTL's items that an examination is required for earning the titles. Turan (2007), Kaya (2007), and Çelikten (2006) observed that it was not the career step implementation that was rejected, it was the examination that teachers do not accept as a decisive factor of expertise when career-steps examination was conducted for the first and last time in 2005.

For the aim of answering the second research question, the last theme appeared as career-steps requirement expectations. Participants mentioned their expectations on content and structure of trainings as being face-to-face and applied, and the content to be decided by teachers to improve teachers' professional and personal development to solve occupational problems and to have enhanced field knowledge. The participants' expectation on the structure of the trainings is not met as it is announced as being online in the summer of 2021-2022 educational year. Likewise, the content cannot cover field knowledge of teachers with different branches as videos are the same for all attendees. However, a detailed examination on the content of trainings is needed to reveal if the content meets the expectations of field members with a further study. Examination category appeared once more under this theme as participants express their expectations on the structure and content. Majority of participants stated that there should not be an examination as it will cause forementioned problems for teachers such as negative collegial relations. As the expert teacher participants of this study expected that there should not be an examination, Kaya's (2007) results that teachers who took the expert teacher examination in perceived examination as positively while the others who did not take the exam had more negative perception contradicts with our results. Even though examination is disagreed, six of the participants preferred the exams to be an applied exam such as a portfolio or performance evaluation if there has to be an examination. Therefore, the expectation of our participants on not requiring an exam for career-steps as well as at least the structure of exams to be applied one are not met by PTL.

One of the administrators, however, talked about a significant issue which is meritocracy that is threatened by verbal examination. Therefore, he stated preferring a written exam instead of another type of examination. However, as he is a master's degree graduate, he will not take the expert teacher exam. The content of trainings is expected by five participants to be decided with teachers' opinions and by field experts by eight participants. In that sense, the expectation of participants in content determination process to involve teachers in is not met. There are various expectations of participants when it comes to evaluation of exams as to be done by an objective commission, by teachers, by academics, by OSYM, and by MoNE. As one administrator and two teachers expect MoNE to evaluate the examination, majority of teachers' expectation on who should evaluate the exams is not met.

The ideal content that the participants listed, their expectation of not taking an exam to earn titles, content and structure of trainings, and evaluator of exams supported the participant's direct statement that PTL does not meet the needs and expectations of practitioners.

## **5.2. Implications**

The implications of this study, study's contribution to previous and future studies as well as its contribution to practice are discussed under related headings.

### **5.2.1. Implications For Research**

The goal of the current study is to figure out the perceptions of practitioners towards PTL and if their needs and expectations are met by this law. Considering the findings of this study, there are some implications for research. PTL has been desired by practitioners for years to cover the needs of the field and the teachers which led the practitioners in education to set expectations about such a law. While PTL proposals have been published, the studies on perception of practitioners on the recently released PTL are limited to Canatan-Doğan's (2022) master's project. In line with

the literature, this study found that teachers' perceptions towards career-steps have not yet changed since 2005 when the expert teacher examination was announced and conducted for the first and last time. Artan (2007) found that the teachers' motivation to take the exam was the promise of extra money although they did not believe that expertise of teachers can be assessed through examination. Some of our participants mentioned the amount of monetary prize as being low. The effect on monetary improvements on teachers' endeavor to earn titles and if the current regulations for paying titled teachers extra on their motivation can be searched and making some changes on the amount of money can be considered by the ministry. Although our participants have not stated directly that they will take the exam for additional money, it may be related to the fact that there was no question in the interview form regarding reasons for taking the expert and head teacher exams. The participant group discussed that an exam should not be forced for earning the titles as it cannot measure expertise but in future studies participants can also be asked about their ideas on the effects of existence of career-step exams on the status of teaching profession. Kazoğlu's (2014) and the current study's participants wished there were field-related questions and most of them approved the exemption from examination for teachers with master's and doctoral degrees. However, it should be kept in mind that graduate degrees only from the educational field were accepted to exempt teachers from title examination by 2005's expert and head teacher regulations handbook. The current study's participants suggested the previous implementation of exempting graduate degree teachers from examination only when the graduate programs are on educational field as a solution for merit and justice-based exemption.

One of the goals of PTL is to ensure professionalism of teaching profession, therefore, another implication of this study is about the professionalization of teaching career as the comments of the participants revealed hints about how to design career advancement steps as well as requirements.

The findings of this research indicate some implications for research on the perceptions of practitioners on PTL. When the theoretical frameworks of studies that examined the evaluations of teachers towards career-steps examination in 2005 are taken into consideration, it draws attention that the master's and doctoral degree thesis on the career-step implementation were designed as quantitative studies that made use of researcher-made surveys (Aydın, 2007; Ural, 2007; Urfalı, 2008; Turan, 2007), although there are mixed method studies (Taşkaya, 2007) and qualitative studies (Artan, 2007; Kazoğlu, 2014; Kurt, 2007). This study does not preliminarily seek for the content levels of practitioners solely on career-steps. Instead, it seeks for thick descriptions of the practitioners' perceptions on the law's items as well as evaluations of participants on whether the law meets their needs and expectations. Therefore, a qualitative phenomenological study is designed to be conducted to achieve this study's purposes. Given the gap in literature on the perception of practitioners towards PTL, qualitative methods that enable thick descriptions of participants seem to be an effective approach to capture how the law is experienced by the practitioners in education. Conducting research on this issue requires detailed exploration of the law and the participants should be carefully recruited to collect meaningful data.

### **5.2.2. Implications For Practice**

This study has revealed the dissatisfaction of practitioners on why teachers are not included in decision making processes especially on the content determination phase of PTL which is a law that is about no one else but the teachers. According to the study group, the content of PTL should have been decided by asking teacher opinion. They evaluated the content and requirements of PTL and stated that PTL has failed to meet their expectations in all ways except for requirement of experience to earn expert and head teacher titles.

There is a critique of the study group that PTL has failed to meet teacher needs and it is related to how teachers are not included in law-making. The law-making

proponents are the official ministries in Turkey and laws are accepted or rejected by majority of the votes in Grand National Assembly of Turkey (TBMM). There is no demand of the participants to make the law, teachers just wanted to be involved in proposal part of the law to make sure that it covers what is for teachers' benefits.

Another implication of this study is about abolishment of expert and head teacher examination required for career advancement as the comments of the participants showed that examination is not favored.

As PTL is subject to changes when it is needed, the law can be redesigned in the future by giving voice to different groups of teachers through surveys or assigning some teachers as representatives to meet the needs of the educational field and the teachers. The findings of this study contribute to the practice in those senses. The shortcomings of the law as identified in this study demonstrate the importance of involving all stakeholder in the law and policy making process for the laws and policies to actually ameliorate the problems that teachers and the field of education is experiencing.

### **5.3. Limitations and Delimitations**

Limitations of this study are listed below.

1. As the PTL is subject to changes and updates as it has not yet started to be administered when this study was being conducted, the discussions are limited to the available information.
2. As PTL does not have items regarding private school teachers, they are not included in this study.

Delimitations of this study are listed below.

1. Pilot study was not conducted because of time-related problems.



2. PhD students, bachelor's level educational faculty students, private school teachers and union representatives other than TES, ES, Eğitim-İş are not included in this study.
3. The research includes purposively selected participants who are knowledgeable about the newly published PTL, and who are reachable within the educational year of 2021-2022.

#### **5.4. Recommendations for Further Research**

This study has limitations and delimitations as in any research. Considering the results of this study, further research is needed to be conducted on private school teachers, contracted teachers, hourly-paid teachers, and other groups of teachers to reveal the ideas of differently titled teachers to reveal the perception and expectation of different groups.

Guion, Diehl and McDonald (2011) suggest categorization of different sources of data to ensure data triangulation and credibility as this current study did. However, including more participants in groups is an opportunity for further research to help the researchers come up with group-based findings as well as helping them to ensure triangulation.

Considering there is no item on PTL about private school teachers and their working conditions, there can be a further study on private school teachers' perceptions on PTL. Moreover, each group that this study includes can be interviewed separately to conduct group-based studies to understand each group's perceptions and expectations better and in more detail. Since this is a qualitative study, the number of participants is limited to fourteen, and other qualitative studies on this matter can support or contradict the findings of this study which is needed for the limited literature on PTL as it is quite current. Additionally, quantitative studies can be inspired on PTL perception with the help of interview questions of this study and the answers of participants.

As there are major changes among the career-step requirements proposed in 2005 and in 2022, a further study with teachers with educational field advanced degree and other fields advanced degrees can be conducted by making both groups of participants take career-step exam and by comparing the results they get to see if the graduated field has an impact on the expertise level of teachers.

## **5.5. Summary**

This study aimed to reveal the perceptions and expectations of practitioners by conducting a qualitative phenomenological study with the participation of two master's students who are teachers, two academics who teach at educational faculties, three union representative who are teachers, two school administrators, and five public school teachers. Therefore, this study does not include some educational unions' representatives' ideas on PTL, as well as bachelor's teacher-to-be students' and private school teachers.

The emergent themes of the first research question showed that practitioners of this study have a negative perception on the content of PTL as it is inadequate to cover what teachers need, and as dividing teachers with separate titles with career-planning cause factionalism which is perceived as worsening the status of teaching profession, causing negative workplace climate, collegial relations, parent demands. However, participants of this study have different perspectives as positive, negative, and conditional regarding the exemption of advanced degree received teachers from title examinations. The negative perception towards this item is explained by participant as it makes some teachers advantageous over others, and quality of education they received in advanced education cannot be guaranteed. Some of the participants stated that diplomas which are unrelated to our field should not be valid. However, majority of the participants have negative perception for this items' effect on higher education as it will lead to marketization of diplomas and quality loss of education. It draws attention that union members consistently stated their negative perception towards PTL while academics, teachers, and master's student have either positive or

conditional perceptions. However, majority of participants perceive the professionalism effect of PTL on status of profession and professional development and career-planning effect of PTL on workplace, collegial relation, parent demands as negative because of dividing teachers with titles and paying them differently. There is a consensus that expert teacher title was not used active and effectively in the past, and half of the participants stated it will not be any different with this law as some stated that teachers are not given any additional responsibilities that come with titles. However, four participants with generally neutral views, stated that it depends on the content and implementation of law.

In line with the negative perception findings of the first research question, the participants' answers for the second research question related to their expectations of PTL indicated that the expectations of our participants are not met by PTL. Although our participants expressed the ideal content of PTL as covering teacher related problems such as inadequacy of wage, rearrangement of personal rights such as retirement and family unity, clarity of terms and regulations of teachers' education and responsibilities, and abolishment of hourly-paid and contracted teacher employment, PTL covered 3600 additional indices, cancellation of candidate teacher examination, granting contracted teachers with relocation right when there are safety and health problems, and announcement of career-steps. Likewise, our participants expectation was not to have an examination for career-step titles. The structure of trainings being online and exams not being applied failed to meet participants' expectations. Additionally, majority of participants wished the content of trainings to have been prepared by taking teachers' opinions into account and the conduction and evaluation of exam to not to be done by MoNE. In line with the findings of themes of this research question, the second theme backboned the findings when all of the participants stated that PTL does not meet teachers' expectations.

In conclusion, the participants of this study have negative perception towards PTL as they think of the content of PTL as inadequate to cover actual teachers' needs and career-steps as having a deteriorative effect in schools in many ways and in higher-

education's quality. Likewise, the second research question showed that PTL does not meet the needs and expectations of practitioners as the idealized content of participants do not match with the actual content of PTL as well their expectations on career-step requirements. There are some neutral ideas by the participants of this study regarding their perception of PTL as they stated things to be depending on implementation of the law, however the only expectation of participants that PTL meets is the condition of experience to earn titles.

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## APPENDICES

### APPENDIX A: APPROVAL OF THE METU HUMAN SUBJECTS ETHICS COMMITTEE

UYGULAMALI ETİK ARAŞTIRMA MERKEZİ  
APPLIED ETHICS RESEARCH CENTER



ORTA DOĞU TEKNİK ÜNİVERSİTESİ  
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Sayı: 28620816 /

14 NİSAN 2022

Konu : Değerlendirme Sonucu

Gönderen: ODTÜ İnsan Araştırmaları Etik Kurulu (İAEK)

İlgi : İnsan Araştırmaları Etik Kurulu Başvurusu

#### Sayın Gökçe GÖKALP

Danışmanlığınızı yürüttüğünüz Zeynep OCAK'ın "ÖĞRETMENLİK MESLEK KANUNU ÜZERİNE ALGI İNCELEMESİ: BİR NİTEL ÇALIŞMA" başlıklı araştırmanız İnsan Araştırmaları Etik Kurulu tarafından uygun görülmüş ve 243 ODTÜİAEK-2022 protokol numarası ile onaylanmıştır.

Saygılarımızla bilgilerinize sunarız.

Prof. Dr. Mine MISIRLISOY  
İAEK Başkanı

## APPENDIX B: INTERVIEW QUESTIONS

Görüşme formu soruları uzman görüşü alınarak oluşturulmuştur.

### A) Kanun İçeriği Hakkında Sorular

#### a. Kanunun İçeriği Hakkında

1) Yeni çıkan Öğretmenlik Meslek Kanunu (ÖMK) “(Madde 1.) Eğitim ve öğretim hizmetlerini yürütmekle görevli öğretmenlerin atamaları ve mesleki gelişimleri ile kariyer basamaklarında ilerlemelerini düzenlemektir”. Bu kanun hakkında ne düşünüyorsunuz?

1.a) Bu kanunun varlığı gerekli midir?

1.a.1) Gerekliyse neden gereklidir, değilse neden gerekli değildir?

1.b) ÖMK ideal olarak neleri içermelidir ve Siz ÖMK kapsamında ne gibi düzenlemeler görmek isterdiniz?

2) Sizce ÖMK maddeleri ile öğretmen beklentileri karşılandı mı?

#### b. Mesleki Gelişim Boyutu Hakkında

3) ÖMK uygulamasının getireceği sonuçların meslek statüsünü koruma ve geliştirme açısından etkisi hakkında neler söyleyebilirsiniz?

3.a) Belirlenen kariyer basamaklarının öğretmenlerin mesleki gelişimlerine olası etkisi/leri nedir?

#### c. Kariyer Planlaması Boyutu Hakkında

4) Sizce ücretli, sözleşmeli, kadrolu, aday, uzman, başöğretmen olarak ayrılan öğretmen unvanlarının ve basamaklara göre ücret düzenlemesi yapılmasının;

a. iş ortamına,

b. meslektaşlar arası ilişkilere,

c. öğrenci-veli taleplerine etkisi olacak mıdır?

4.a) Evetse, ne gibi etkiler bekliyorsunuz?

**B) Kariyer Planlaması Hakkında Sorular**

5) Uzman ve başöğretmen unvanları uygulaması MEB içeriğinde halihazırda bulunuyordu. Bu unvanlar sizce etkin bir şekilde kullanılıyor muydu?

5.a) Hayır ise sizce bu kanun ile daha etkin olmaları sağlanabilir mi?

6) Kariyer basamakları uygulaması ile uzman öğretmenlik için en az 10 yıllık tecrübe, 180 saatlik eğitim, ve yazılı sınavdan en az 70 puan ile geçme şartları eklenmiştir. Başöğretmenlik için ise en az 10 yıllık uzman öğretmenlik, 240 saatlik eğitim, ve yazılı sınavdan en az 70 puan alma şartları bulunmaktadır. Bu şartları nasıl değerlendiriyorsunuz?

6.a) Belirlenen eğitimin içeriği sizce nasıl olmalıdır?

6.b) Belirlenen sınavın içeriği sizce nasıl olmalıdır?

6.c) Kim/kimler tarafından içerik belirleme ve değerlendirmeler yapılmalıdır?

7) Uzman öğretmenlik için yüksek lisans diploması ve başöğretmenlik için doktora diploması olanların sınav şartlarından muaf tutulması hakkındaki düşünceleriniz nelerdir?

7.a) Bu maddenin yükseköğretim sistemine etkisi konusunda ne düşünüyorsunuz?

**C) Ek, Yorum, Soru**

8) Ekleme ya da sormak istediğiniz bir şey var mı?

## APPENDIX C: DEMOGRAPHIC INFORMATION FORM

### Öğretmenler ve idareciler için:

Cinsiyet:

Yaş:

Medeni Durum:

Şu an bulunduğunuz pozisyon:

Şu an bulunduğunuz pozisyonda hizmet süresi:

Çalıştığınız kademe:

Çalıştığınız kurum türü:

Toplam öğretmenlik deneyimi süresi:

Okullarda yöneticilik deneyimi: Var/Yok

Varsa süresi:

Öğrenim durumu: Lisans/ Yüksek Lisans/ Doktora

Yüksek Öğretim varsa; mezun olunan program:

Sendika üyeliği: Var/Yok

Varsa hangi sendika:

Öğretmenlik Meslek Kanunu hakkında bilgi sahipliği: Var/Yok

### Sendika Yöneticileri İçin:

Cinsiyet:

Yaş:

Medeni Durum:

Şu an buldukları pozisyon:

Şu an buldukları pozisyonda hizmet süresi:

Şu an aynı zamanda öğretmenlik yapıyor musunuz?: Evet/Hayır

Evetse, çalışılan kademe:

Evetse, çalışılan kurum türü:

Toplam öğretmenlik deneyimi süresi:

Öğrenim durumu: Lisans/ Yüksek Lisans/ Doktora

Yüksek Öğretim varsa; mezun olunan program:

Yöneticilik yapılan sendika:

Sendikada yöneticilik süresi:

Okullarda yöneticilik deneyimi: Var/Yok

Varsa hizmet süresi:

Öğretmenlik Meslek Kanunu hakkında bilgi sahipliği: Var/Yok

### **Yüksek Lisans Öğrencileri için:**

Cinsiyet:

Yaş:

Medeni Durum:

Öğretmen misiniz?: Evet/Hayır

Şu an çalıştığınız kurumda hizmet süresi:

Çalıştığınız kurum türü:

Çalıştığınız kademe:

Toplam öğretmenlik deneyimi süresi:

Sendika üyeliği: Var/Yok

Varsa hangi sendika:

Okunan Yüksek Lisans programı:

Öğretmenlik Meslek Kanunu hakkında bilgi sahipliği: Var/Yok

### **Akademisyenler için:**

Cinsiyet:

Yaş:

Medeni Durum:

K-12 öğretmenlik hizmeti: Var/Yok

Varsa hizmet süresi:

K-12 yöneticilik hizmeti: Var/Yok

Varsa hizmet süresi:

Şu an çalışıyor musunuz?: Evet/Hayır

Şu an bulunduğunuz pozisyon:

Ŗu an bulunduđunuz pozisyonda hizmet sŖresi:

Ŗđretmenlik Meslek Kanunu hakkında bilgi sahipliđi: Var/Yok

## APPENDIX D: INFORMED CONSENT FORM

Bu çalışma, ODTÜ öğretim üyesi Assoc. Prof. Dr. Gökçe Gökalp'in danışmanlığında Zeynep Ocak'ın yüksek lisans çalışması kapsamında yürütülmektedir. Bu form sizi araştırma koşulları hakkında bilgilendirmek amacıyla hazırlanmıştır.

### **Çalışmanın Amacı Nedir?**

Çalışmanın amacı, Öğretmenlik Meslek Kanunu ve kanun hakkındaki algıları alan mensupları ile görüşme yaparak nitel bir yaklaşımla incelemektir.

### **Bize Nasıl Yardımcı Olmanızı İsteyeceğiz?**

Araştırmaya katılmayı kabul ederseniz, sizden bireysel olarak mülakat sorularına cevap vermeniz beklenmektedir. Yaklaşık olarak 30 dakika sürmesi beklenen bu sorularda ÖMK hakkında bireysel ve profesyonel cevaplar ile içerik değerlendirmesi yapmanızı gerektiren sorular yöneltilecektir. Sorulara verilen yanıtlar araştırmacılar tarafından değerlendirilecektir.

### **Sizden Topladığımız Bilgileri Nasıl Kullanacağız?**

Araştırmaya katılımınız tamamen gönüllülük temelinde olmalıdır. Sizden kimlik veya çalıştığınız kurum/bölüm/birim belirleyici hiçbir bilgi istenmemektedir. Cevaplarınız tamamıyla gizli tutulacak, sadece araştırmacılar tarafından değerlendirilecektir. Görüşmeniz araştırmacının veri incelemesi yapabilmesi amacıyla ses kaydına alınacaktır. Katılımcılardan elde edilecek bilgiler toplu halde değerlendirilecek ve bilimsel amaçlar adına kullanılacaktır. Sağladığımız veriler ve ses kaydınız gönüllü katılım formlarında toplanan kimlik bilgileri ile eşleştirilmeyecektir.

### **Katılımınızla ilgili bilmeniz gerekenler:**

Çalışma, genel olarak kişisel rahatsızlık verecek sorular içermemektedir. Ancak, katılım sırasında sorulardan ya da herhangi başka bir nedenden ötürü kendinizi rahatsız hissederseniz cevaplama işini yarıda bırakıp çıkmakta serbestsiniz.



Böyle bir durumda çalışmayı uygulayan arařtırmacıya, çalışmadan çıkmak istediđinizi söylemek yeterli olacaktır.

**Arařtırma ile ilgili daha fazla bilgi almak isterseniz:**

Bu çalışmaya katıldığınız için şimdiden teşekkür ederiz. Çalışma hakkında daha fazla bilgi almak için ODTÜ öğretim üyelerinden Assoc. Prof. Dr. Gökçe Gökalp (E-posta: [ggokalp@metu.edu.tr](mailto:ggokalp@metu.edu.tr)) ya da arařtırmacı Zeynep Ocak (E-posta: [zeynep.gursaz@metu.edu.tr](mailto:zeynep.gursaz@metu.edu.tr)) ile iletişim kurabilirsiniz.

***Yukarıdaki bilgileri okudum ve bu çalışmaya tamamen gönüllü olarak katılıyorum.***

(Formu doldurup imzaladıktan sonra uygulayıcıya geri veriniz).

Ad Soyad

Tarih

İmza

---/---/---

## APPENDIX E: TURKISH SUMMARY/ TÜRKÇE ÖZET

### ÖĞRETMENLİK MESLEK KANUNU ÜZERİNE EĞİTİMCİ ALGILARININ İNCELENMESİ: BİR NİTEL ÇALIŞMA

#### GİRİŞ

Öğretmen ihtiyaçları birçok çalışmaya konu olmuştur. Öğretmenlik profesyonel bir meslek olduğundan sosyal bir konuma, kendi normlarının olmasına, kurumsal ilerleme, ve üne ihtiyaç duyar (Fındıklı, 1999). Öğretmenler gelecek nesillerin ve eğitim sisteminin başarısının yaratıcısı olduklarından ihtiyaç duydukları sosyal saygınlığın altı çizilmektedir (Maden, Durukan & Aslan, 2010). Çelikten ve diğerleri (2005) öğretmenlik mesleğine karşı toplumun gösterdiği saygının, öğretmenlik mesleğinin değerinin, ve onurunun Türkiye’de ki sorgulanması politikalar yüzünden özellikle son yıllarda düştüğünü belirtmişlerdir. Milli Eğitim Bakanlığı’da (2020) 2023 Eğitim Vizyonu ile öğretmen ve müdür atamalarını, çalışma şartlarını, kariyer imkanlarını ve özlük haklarını düzenleyecek bir öğretmenlik meslek kanununun gerekliliğini takdir etmiştir. Öğretmen ihtiyaçlarının karşılanması ve öğretmenlik mesleğinin statüsü açısından bir meslek kanuna ihtiyaç acilleşmiştir. 2022 yılı Şubat ayında ilan edilen ÖMK’ye yönelik öğretmen algılarının ve alan mensuplarının beklentilerinin karşılanıp karşılanmadığının incelenmesi ihtiyacı bu araştırmanın yapılmasına yol açmıştır.

## **Araştırmanın Amacı ve Önemi**

Bu araştırmanın amacı ÖMK'ye karşı alan mensuplarının algı, öneri, ve yorumlarını ortaya çıkarmaktır. Araştırmanın temel hedeflerinden biri ÖMK'nin son haline karşı alan mensuplarının içerik beklentilerinin ve ihtiyaçlarının karşılanıp karşılanmadığını öğrenmektir. Bu konu üzerine alanyazının, kanunun yeniliğinden dolayı, eksikliği bu çalışma ile giderilmeye çalışılmıştır. Kanun üzerine eğitimci algıları ve beklentilerin karşılanıp karşılanmadığı iki araştırma sorusu ile araştırılmıştır.

- 1- Öğretmenlik Meslek Kanunu'na karşı alan mensuplarının algısı nedir?
- 2- Öğretmenlik Meslek Kanunu alan mensuplarının ihtiyaç ve beklentilerini karşıladı mı?

## **LİTERATÜR TARAMASI**

Her ülkenin kendi hükümeti, sistemi, ihtiyaçları, politikaları, kültürü ve yaklaşımları olduğu için, eğitim sistemi ve hizmet öncesi öğretmen eğitimi değişmektedir ama öğretmen kalitesinin önemi konusunda fikir birliği vardır (Darling-Hammond & Lieberman, 2013). OECD ülkelerinde öğretmen yetiştirme modellerinin eş zamanlı ve sıralı modeller olmak üzere iki aşaması bulunmaktadır. Eşzamanlı model, akademik ve alanla ilgili dersleri aynı anda almak anlamına gelirken, sıralı model herhangi bir lisans programından mezun olduktan sonra öğretmenlik sertifikası almak anlamına gelir. Devlet üniversitelerine öğrenci kabulü için ulusal merkezi sınavlara girmek, OECD ülkelerinin çoğunda yaygın bir uygulamadır (OECD, 2019). Ancak öğretmenlerin branşlarına göre lisans programlarının süresi açısından ülkeler birbirinden farklılık göstermektedir. Eurydice'e (2005) göre öğretmen istihdamı da ikiye ayrılmaktadır. Bazı Avrupa ülkelerinde öğretmenler devlet memuru olarak adlandırılırken, bazıları sözleşmeli öğretmen istihdam etmektedir. Öğretmenlerin bazı uluslararası ortamlarda kariyer geliştirme hakları vardır. Ancak kariyer unvanlarını kazanma yolları ve unvan isimleri ülkelerin uygulamalarına göre farklılık göstermektedir. Ülkelerin kendi kariyer basamakları tarzlarına sahip oldukları

görülmektedir. Bununla birlikte, Avrupa'nın ulusal ihtiyaçlarına göre iki temel kariyer adımı uygulama stili vardır; öğretmenlerin kıdem ve performansları dikkate alındığında finansal kazanımlar getiren yatay ve finansal kazanımların yanı sıra ek sorumluluklar getiren hiyerarşik model. Bununla birlikte, stajyer öğretmen uygulaması çoğu ülkede yaygındır. Ek olarak, ülkeler, öğretmenlere kariyer adım ilerleme unvanları vermek için deneyim ve hizmet içi seminerler gerektirir. Hizmet yılı, bazı özel gereksinimler ve kariyer adımlarının yanı sıra hak kazanılacak ülkelerin düzenlemelerine göre değişmektedir.

Türk tarihinde sertifikalı öğretmen olmak, Rüşdiye okulları kurulana kadar Medrese'den diploma almaya ve Rüşdiye okullarının çağdaş öğretmen ihtiyacını karşılamak için 1847'de Darümuallimîn'in kurulmasına dayanmaktadır. Üstüner (2004), çalışmasında Osmanlı'nın gerilemesinin askeri yetersizlikten kaynaklandığını ve bunun askeri okulların (Rüşdiye) ve doğal olarak askerlere öğretmen sağlamak için Darümuallimin-i Rüşti okullarının açılmasıyla sonuçlandığını belirtmiştir. Darümuallimin-i Aliye'nin, çoğalan Sultani'ye (lise) öğretmen yetiştirme amacıyla kurulması, dört yıllık öğretmen eğitimini temel almış ve bu okula “öğretmen yüksek öğretimi” adı da verilmiştir (Akyüz, 2007: s.248). Meşrutiyet Dönemi ve çoğalan okulların daha fazla öğretmene ihtiyaç duyması, eğitim okullarına giriş için öğretmen sınavının kaldırılmasına ve Binbaşoğlu'nun bildirdiği gibi, liselerde okuyan 14 yaşını dolduran kadın ve erkeklerin “isteklerini dikkate almayan” öğretmen olarak yetiştirilmesine yol açmıştır (2005, s.123). Akyüz (2007), eğitimin öneminin kavranamadığı için çeşitli niteliksiz kişilerin öğretmen olarak atanması sonucunda öğretmenliğin profesyonelleştirilememesinden bahsetmektedir. Türkiye Cumhuriyeti'nin kurulmasıyla birlikte Türkiye, gelişmiş bir ulus ve “Batı dünyasının” bir üyesi olarak kabul edilmişti (Çakıroğlu ve Çakıroğlu, 1999). Akyüz (2007), Türkiye Cumhuriyeti'nin ilk eğitim reformunu medreselerin kapatılması ve medrese öğrencilerinin öğretmen okullarına nakledilmesi olarak vurgulamaktadır. O dönemlerde ihtiyaca yönelik bir öğretmen yetiştirme programının uygulandığını söyleyebiliriz. Bu noktada önemli ve özgün bir okul türü olan Köy Enstitüleri kurulmuş ve 1954'te kapatılmıştır.

Türkiye'de halihazırda iki tür öğretmen yetiştirme uygulaması bulunmaktadır. Sistemimiz ya eğitim fakülteleri ya da pedagojik formasyon programları ile öğretmen yetiştirmektedir. Mevcut eğitim fakültelerinin müfredatı %45-50 alan bilgi ve becerilerini, %30-35 öğretmenlik mesleği ile ilgili bilgi ve becerileri ve %15-20 genel bilgileri kapsamaktadır ancak YÖK oranların branşlara göre değişebileceğini belirtmektedir (YÖK, 2018). 1997 yılında eğitim fakülteleri dışındaki diğer mezunlara öğretmen olma şansı verilmiş ve YÖK bu mezunları pedagojik bilgi ve becerilere sahip olacak şekilde yetiştirmenin yollarını aramıştır. Bu arayış, eğitim fakültelerinden mezun olmayıp öğretmen olmak isteyenlerin yetiştirilmesi için tezsiz lisansüstü programların ortaya çıkmasına neden olmuştur. Ancak YÖK, 2010 yılında tezsiz yüksek lisans programları ile öğretmen olunma yöntemini iptal ederek, 2010-2011 öğretim yılından itibaren tüm fen ve edebiyat fakültesi mezunlarının öğretmenlik sertifikası almaları halinde öğretmen olabilmelerini sağlayan “Pedagojik Formasyon Sertifika Programı”nı başlatmıştır. Öğretmen yetiştirme kapsamında yapılan son değişiklik, formasyon programını yaşam boyu öğrenme fırsatı olarak adlandırılan YÖK'ün sunduğu formasyon eğitimi ile tüm üniversite mezunlarının öğretmen olmasını mümkün kılmıştır (Dündar & Karaca, 2013). Günümüz Türkiye'si, eğitim fakültelerinin yanı sıra pedagojik formasyon almış Fen-Edebiyat fakültelerinden mezun olmuş öğretmenleri görevlendirmektedir. Mezun olmuş ve atama bekleyenlerin sayısı arttıkça, 2016 yılından itibaren KPSS'ye ek olarak ÖABT adı verilen ve öğretmenlerin kendi alanlarındaki bilgilerini ölçen bir sınava daha girmeleri gerekmiştir. Aynı yıl içerisinde sözleşmeli öğretmen istihdam uygulamasına geçilmiş olup, bu tarihten itibaren öğretmen atamaları sözleşmeli olarak yapılmaktadır (MEB, 2016).

ILO ve UNESCO (2008) gibi kuruluşlar, öğretmenlerin mesleki statü ve itibarını etkileyen faktörleri diğer mesleklere kıyasla öğretmenlerin yeterlilikleri, mesleki teşvikleri, maddi kazançları, çalışma koşulları ve yaşam standartları olarak sıralar. Symeonidis (2015), belirleyici mesleki statü faktörünü öğretmenlerin ekonomik ve sosyo-kültürel koşulları, iş ve maddi koşulları, iş güvenliği, mesleki özerklik, mesleki gelişim ve yükselme olanakları ve kaliteli eğitim alma olarak sıralar.

Yurdakul ve diğeri (2016) öğretmenlerin çalışma koşullarının ve özerkliklerinin itibar ve statüleri üzerindeki önemini belirtmiştir. Maalesef Türkiye'de öğretmenlik mesleğinin statüsünün ve itibarının düşük olduğu ve gün geçtikçe azaldığı bildirilmektedir (Aydın vd., 2015; Celep, 2004; Özoğlu vd., 2013; Yurdakul, vd., 2016) tıpkı diğer gelişmekte olan ve gelişmiş ülkeler gibi (Özoğlu, vd., 2013).

Türkiye'de uzman ve başöğretmen olmak 2000'li yılların başında öğretmenlerin kariyer gelişim basamakları olarak ortaya çıkmıştır. MEB, 2005 yılında 1736 sayılı kanunun 43. maddesi ile öğretmenlik mesleğinin staj aşamasından sonra öğretmen, uzman öğretmen ve başöğretmen olmak üzere üç basamağı olduğunu belirterek kariyer basamaklarını oluşturmuştur. Ancak farklı paydaşların itirazları bu kanunun yürürlükten kaldırılmasına yol açmıştır. 2022'de yeni bir meslek yasasının yeniden düzenlenmesine kadar, öğretmenlerin kariyer gelişimi mevcut değildi. 17 yıllık zaman aralığında öğretmenler, okullarda sadece müdür yardımcısı veya müdür olarak sadece ikincil veya yan görev olarak yöneticilik yapma şansına sahip oldular. Daha önce de belirtildiği gibi, bu kanun öğretmenlik mesleğinin profesyonelliğini meşrulaştırmak, öğretmenliği kariyer odaklı bir meslek haline getirmek ve sözleşmeli ve ücretli öğretmen uygulamasının kaldırılması, yeni atamalar gibi bazı hakların elde edilmesi için uzun süredir eğitimciler tarafından beklenmektedir. Mezun ve bekleyen öğretmenlerde, aile birliği atamaları ve parasal iyileştirmeler gibi beklentiler mevcuttur (Aynal-Kilimci, 2011; Çelebi, 2015; Şimşek, 2019; Yüksel, 2011; Tuna, 2021). ÖMK'nin oluşturulması için çeşitli gruplar tarafından önerilerde bulunulmuştur. Kaplan ve Gülcan (2020) teklifleri incelerken kariyer ilerleme şansına sahip olmanın öğretmenlerin mesleki gelişim motivasyonlarını artırıp artırmayacağını tartışmışlardır. Bu anlamda mesleki bir kanun sadece öğretmenlerin mesleki gelişimi ve ihtiyaçları ile ilişkilendirilemez, aynı zamanda öğretmen kalitesi ile bağlantılı olduğu için öğrenci başarısını da beraberinde getirir (Sullivan & Glanz, 2015).

## YÖNTEM

Bu çalışma nitel fenomenolojik bir çalışma olarak dizayn edilmiştir. Nitel çalışmalar yeni bir olgunun katılımcılarla birebir çalışılarak açıklanması ve katılımcıların doğal ortamlarına araştırmacının giderek onların deneyimlerinden çıkarımlar yapılmasına olanak sağlar (Merriam, and Grenier, 2019). Bu çalışma ile yeni bir olguya yönelik algılar inceleneceğinden fenomenolojik yöntemin kullanımı uygun görülmüştür (Creswell, 2013). Fenomenolojik yöntemin kullanım alanı Merriam (2009, s. 26) tarafından “duygusal, ve genellikle yoğun olan insan deneyimlerini incelemek için çok uygundur” olarak tanımlanmıştır. Fenomenolojik yöntem, katılımcıların ortak bir deneyimi ve dolayısıyla ortak bir algısı bulunduğunu varsayar (Patton, 2002).

### Örnekleme

Öncelikle bu çalışma, Türkiye'deki eğitim mensuplarının ÖMK'ye yönelik algılarının ve ÖMK'nin onların beklenti ve ihtiyaçlarını karşılayıp karşılamadığını ortaya çıkarmayı amaçlamıştır. Bu nedenle araştırmanın evreni, eğitim alanında hizmet veren farklı grup öğretmenleri içermektedir. İki yüksek lisans öğrencisi, iki akademisyen, iki okul yöneticisi, üç sendika temsilcisi, beş öğretmen bu çalışmanın katılımcıları olarak seçilmiştir. Bu çalışmada uygun katılımcılara ulaşmak için amaca yönelik katılımcı seçimi ve maksimum çeşitlilik örnekleme kullanılmıştır. Sandelowski (1995) maksimum çeşitlilik örneklemesinin en sık kullanılan amaçlı örnekleme tasarımlarından biri olduğunu belirtmektedir. Maksimum çeşitlilik ile farklı gruplardan bireyler, ortamlar seçilir ki verinin ve çalışmanın güvenilirliği üçgenleme yöntemi ile artırılabilir. Ayrıca bu çalışmada diğer katılımcılara ulaşmak için katılımcı ağı sayesinde kartopu örnekleme uygulanmıştır. Katılımcılara araştırmaya katılabilecek başka katılımcı önerip öneremeyecekleri sorularak kartopu örnekleme uygulanmıştır. Bu çalışmada, farklı unvan, cinsiyet, medeni durum, yaş, öğretmenlik ve idari deneyime sahip 14 katılımcı ile maksimum çeşitlilik örnekleme uygulanmıştır.

## Veri Toplama Aracı ve Süreci

Görüşme yöntemi nitel arařtırmalar için kullanılan popüler bir yöntemdir. Yıldırım ve Şimşek (2008), ve Creswell (2013) görüşme soruları hazırlama süreci hakkında bilgiler vermiştir ve onların önerileri bu arařtırmanın yarı-yapılandırılmış görüşme formunu hazırlarken dikkate alınmıştır. Soruların anlaşılır olması, çok boyutlu olması, alternatif sorular bulundurulması, çeşitli soruların dahil edilmesi, organizasyonun dikkatli ve rasyonel bir şekilde yapılması (Yıldırım & Şimşek, 2008) dikkate alınırken aynı zamanda mümkün olduğunca görüşmelerin yüz yüze yapılmasına (Creswell, 2013) dikkat edilmiştir.

Soru hazırlama aşamasına ilgili literatür ve nitel görüşme sorularının nasıl hazırlanacağı konusunda bilim insanlarının önerileri rehberlik etmiştir. 2005 yılından sonra yapılan uzman öğretmen sınavı ile ilgili çalışmalar ve mesleki öğretmenlik yasasının gerekliliği konusunda yapılan çalışmalarla ilgili literatür taraması yapılarak sorular şekillendirilmiş ve uzman incelemesine hazır hale getirilmiştir. Eğitim bilimleri akademisyeni olan iki uzman, bazı soruların çıkarılmasını, bazı soruların ise yönlendirici olmayan ve daha açıklayıcı olarak eklenmesini tavsiye etmiştir. Ayrıca, sorular uzman tavsiyesi ile kategorilere ayrılmıştır. Katılımcılardan ayrıntılı cevaplar almak için takip soruları eklendi. Uzmanların değerli bilgileri, tavsiyeleri ve geri bildirimleri sayesinde sorular son haline ulařtı. Mülakat sorularının son hali, yönlendirici olmadıklarından emin olmak için bir kez daha revize edildi. Sonuç olarak, bu çalışma için arařtırmacı tarafından geliştirilen ODTU Etik Kurulu tarafından kullanımı onaylanan (Bkz. Ek A) 8 ana ve 9 alt sorudan oluşan yarı yapılandırılmış görüşme formu hazırlandı (Bkz. Ek B).

Etik Kurul'dan izin alındıktan sonra arařtırmacı olası ve uygun adaylarla iletişime geçerek katılımları istenmiştir. Arařtırmaya katılmayı kabul eden 14 katılımcı ile arařtırmacı tarafından görüşme yapılmıştır. Görüşme oturumları, Merriam ve Grenier'in (2019) amaçlı katılımcı seçiminin mantığını açıkladığı gibi, onların onayları ve konuyla ilgili bilgi sahibi oldukları teyit edildikten sonra yapılmaya



başlanmıştır. Katılımcılara ilişkin genel özellikler ve bilgiler, her bir katılımcı grubu için ayrı ayrı hazırlanan demografik formlar aracılığıyla elde edilmiştir.

Yer ve zaman sorunları nedeniyle bazı görüşmeler web programı Zoom üzerinden online olarak gerçekleştirilmiştir. Eğitim mensuplarının ÖMK'yi nasıl algıladıklarını ve ne beklediklerini daha iyi anlamak için katılımcılara yasanın maddelerine ilişkin sorular soruldu. Araştırmacı, görüşmeleri katılımcıların onayı ile ses kaydına almıştır. Her görüşmenin sonunda, katılımcılar yorum eklemeleri veya akıllarında kalan soruları sormaları için teşvik edilmiştir. 30 Haziran 2022 tarihinde veri toplama işlemi sona ermiş, toplam 14 görüşme 236 dakika sürmüştür. Transkripsiyonları toplam 65 sayfa sayfadır. En kısa görüşme 8 dakika, en uzun görüşme 32 dakika sürmüştür.

### **Veri Analizi**

Nitel araştırmanın veri analizi, ilk olarak Creswell'e (2013) göre analiz edilecek verilerin düzenlenmesine odaklanmayı gerektirir. Görüşme yönteminde, istatistik verileri elde etmek yerine, araştırmacı kayıtları yazıya döker, düzenler, aralarında bağlantı kurmaya çalışır, kodlar, temalar ortaya çıkarır ve son olarak onları yorumlar. Maxwell ve Miller (2008), nitel araştırma analizinin, toplanan verilerin karşılaştırmasını yapmak için kategoriler ve gruplar oluşturmak için benzerliklerin ve farklılıkların tespit edilmesini gerektirdiğinin altını çizer. Ayrıca bu tür analitik strateji, kategorize etme stratejisi olarak adlandırılır. Maxwell ve Miller (2008) işaret ettiği gibi benzerlik ilişkisini aranması, kodlama, nitel veri analizinde yaygın olarak kullanılan bir stratejidir. Ancak çalışmamız benzerlik temelli ilişkiye değil, yakınlık temelli ilişkiye dayanmaktadır. Bu çalışmada, toplanan verilerin analizinde görüşme sorularına verilen cevapların yazıya geçirilmesi, kodlanması, kategorileştirilmesi ve temalar oluşturulması adımları izlenmiştir. Maxwell (1996) bu yakınlık temelli ilişki analizini bağlamsallaştırma stratejileri (bağlantı stratejileri) olarak adlandırmıştır.

Merriam ve Grenier (2019), veri toplama ile aynı anda gerçekleştiği için nitel veri analizinin çoklu görev gerektiren doğasının altını çizer. Nitel çalışmanın bu özelliği, araştırmacının araştırmanın her adımında aktif ve tetikte bir role sahip olmasını gerektirir. Moustakas'ın (1994) veri analizi basamakları, Creswell'in (2013) “epoche” (yorumları parantez içine alma) ile farklı etiketlere ancak benzer anlamlara sahiptir. Epoche, kodlar yolu ile araştırmacının düşüncesini veya deneyimini yansıtmak için kullanılan nitel veri analizi prosedürlerine ve tematik gruplamaya ilişkin anlayışın temelidir.

Veriler toplandıktan sonra katılımcıların yorum ve düşünceleri birbirleriyle karşılaştırıldı ve araştırmacı tarafından somut çıkarımlarda bulunuldu. Verilerin düzenlenmesi ve görüşmelerin okunması kodlar sayesinde ortaya çıkan kategori ve temaların oluşturulması ile takip edildi. Kodlar araştırmacının tema oluşturmasına yardımcı oldu ve araştırmacı bu temaları dokusal betimleyici olarak da bilinen görüşmelerden doğrudan alıntılarla destekledi. Ortaya çıkan temalar araştırma soruları ile eşleştirildi. Sonunda, iki araştırma sorusu için toplamda dokuz tema ve on dört kategori ortaya çıktı.

## **BULGULAR**

Bu çalışma, eğitim alanındaki katılımcıların yakın zamanda yayımlanan Mesleki Öğretmenlik Kanunu'na ilişkin algılarını ve içeriğinin uygulamacıların beklenti ve ihtiyaçlarını karşılayıp karşılamadığını içerik analizi yoluyla incelemiştir. Alan mensuplarının ÖMK algısını araştıran ilk araştırma sorusu doğrultusunda beş tema ortaya çıkmıştır. Birinci tema “öğretmenlerin sorunları”, ikinci tema “ÖMK'nin mevcut içeriğine ilişkin algılar”, üçüncü tema ise “statü etkisi” ve “mesleki gelişim etkisi” olmak üzere iki kategori ile “ÖMK'nin profesyonellik etkisi”dir. Dördüncü tema, “Unvan ve ücret farklılıklarının işyerine olumsuz etkisi”, “Unvan ve ücret farklılıklarının meslektaş ilişkilerine olumsuz etkisi”, “Unvanların ebeveyn-öğretmen ilişkisine olumsuz etkisi”, “ÖMK'nin unvan kullanımına etkisi” olmak üzere dört kategoriden oluşan “ÖMK'nin kariyer planlama etkisi”dir. Birinci araştırma

sorusunun son teması “yüksek öğretime dayalı etki” olup “sınav muafiyeti” ve “yükseköğretim etkisi” olmak üzere iki kategoriye ayrılmıştır.

Eğitimcilerin beklenti ve ihtiyaçlarının ÖMK tarafından karşılanıp karşılanmadığını ortaya koymayı amaçlayan ikinci araştırma sorusu için dört tema ve altı kategori ortaya çıkmıştır. Birinci tema “ideal içerik” ve “içeriğe ilişkin kişiselleştirilmiş beklentiler”, “şartların ve düzenlemelerin açıklığı” ve “istihdamın yeniden düzenlenmesi” olmak üzere üç alt kategoriden oluşmaktadır. İkinci tema “ihtiyaçların karşılanması”, üçüncü tema “kariyer adımlarına ilişkin genel düşünceler”dir. Son (dördüncü) tema ise “eğitimlerin içeriği ve yapısı”, “sınavın içerik ve yapısı” ve “içerik belirleme ve değerlendirme” kategorilerinden oluşan “kariyer adımı gereksinim beklentileri”dir. Her bir araştırma sorusu için elde edilen bulguların özeti aşağıda ilgili başlıklarda belirtilecektir.

### **Birinci Araştırma Sorusu İçin Bulguların Özeti**

Öğretmenlerin sorunları başlıklı birinci temada katılımcılar, ÖMK’nin alan üyeleri tarafından olumlu algılanabilmesi için öğretmen ataması ve istihdamı, ve özlük hakları gibi maddelerin ÖMK’de bahsedilmesi ve çözüme kavuşturulması gerektiğini belirtmiştir. Bu temayı beş ana kodun ortaya çıkması oluşturmuştur (Bkz. Tablo 4.2.1.1.). Tema bir ile katılımcıların ÖMK’ya yönelik içerik algısının gerçek ÖMK içeriği ile uyummadığı, bu nedenle olumsuz olduğu görülmektedir.

İkinci tema öğretmenlerin ÖMK’nin varlığına ve var olan içeriğine yönelik algılarını yansıtmaktadır. Ortaya çıkan üç kod (Bkz. Tablo 4.2.1.2) ile sendika üyelerinin ve okul yöneticilerinin ÖMK’nin maddelerini yetersiz gördüğü ve genel olarak olumsuz algılarının olduğu görülmektedir. Öğretmenlerin çoğunluğu ise direkt ÖMK’nin varlığına olumlu yaklaşmıştır. Yüksek lisans öğrencisi ile akademisyenler ise algılarının yasanın nasıl uygulanacağına bağlı olduğunu belirtmişlerdir.

Üçüncü tema olan ÖMK'nin profesyonelliğe etkisi iki kategoriye sahiptir. Statüye etkisi kategorisi için üç kod oluşmuştur (Bkz. Tablo 4.2.1.3.1). Katılımcıların çoğu ÖMK'nin öğretmenlik mesleğinin statü ve ününe zarar verici etkisi olacağını, çünkü ayrıştırıcı nitelikte olduğunu belirtmiştir. Öğretmenlerin mesleki gelişimine etkisi kategorisi için üç kod oluşmuştur (Bkz. Tablo 4.2.1.3.2.). Katılımcıların çoğuna göre ÖMK'nin öğretmenlerin mesleki gelişimine hiçbir etkisi olmayacaktır. Bu nedenle ÖMK'ye yönelik etki algısı olumsuzdur.

Dördüncü tema olan ÖMK'nin kariyer planlama etkisi “Unvan ve ücret farklılıklarının işyerine olumsuz etkisi”, “Unvan ve ücret farklılıklarının meslektaş ilişkilerine olumsuz etkisi”, “Unvanların ebeveyn-öğretmen ilişkisine olumsuz etkisi”, “ÖMK'nin unvan kullanımına etkisi” olmak üzere dört kategoriden oluşmuştur. Unvan ve ücret farklılıklarının işyerine olumsuz etkisi kategorisi için olumsuz algıyı gösteren dört kod ortaya çıkmıştır (Bkz. Tablo 4.2.1.4.1.). Unvan ve ücret farklılıklarının meslektaş ilişkilerine olumsuz etkisi kategorisi için olumsuz algıyı gösteren beş kod ortaya çıkmıştır (Bkz. Tablo 4.2.1.4.2.). Katılımcılar iş yerine ve meslektaşlar arası ilişkilere ÖMK etkisinin özellikle ücret ve unvan ayrımı getireceğinden ayrıştırıcı olacağı için olumsuz algıları olduğunu belirtmişlerdir. Unvanların ebeveyn-öğretmen ilişkisine etkisi kategorisi için iki kod ortaya çıkmıştır (Bkz. Tablo 4.2.1.4.3.) ve katılımcıların onikisi velilerden öğretmen seçme talebi geleceği için bu konuya yönelik olumsuz algıları olduğunu belirtmiştir. Bu temanın son kategorisi olan ÖMK'nin unvan kullanımına etkisi üç koddan oluşmuştur (Bkz. Tablo 4.2.1.4.4.) ve katılımcıların çoğu ÖMK ile etkin unvan kullanımının sağlanamayacağını belirtmiştir.

Birinci sorunun son teması olan “yüksek öğretime dayalı etki” iki kategoriden oluşmuştur. Birinci kategori olan sınav muafiyeti üç kod içerir (Bkz. Tablo 4.2.1.5.1.). Sendika temsilcileri ve iki öğretmen yüksek öğretim diploması olan öğretmenlerin sınavdan muaf tutulmasını olumsuz ve ayrıştırıcı olarak algılayanlar, diğer katılımcılar olumlu algılayanlar ve bu muafiyetin öğretmenlerin yüksek eğitim gördükleri bölümlere göre olması gerektiğini savunanlar olarak ikiye ayrılmışlardır.

Diğer bir kategori olan yüksek öğretim etkisi ise üç kategoriden oluşmaktadır (Bkz. Tablo 4.2.1.5.2.). Katılımcıların büyük çoğunluğuna göre yüksek lisans ve doktorası olan öğretmenlere sınav muafiyeti maddesi yüksek eğitimde kalitenin çok daha fazla düşmesine ve yüksek öğretimin piyasalaşmasına sebep olacağından algı olumsuzdur.

Oluşan tema, kategori, ve kodlar sayesinde rahatlıkla söylenebilir ki bu araştırmadaki eğitim mensuplarının çoğu ÖMK'ya karşı olumsuz algılara sahiptirler fakat bazı konularda yasanın nasıl uygulanacağına bağlı olarak algılarının olumlu ya da olumsuz olacağını belirten katılımcılar bulunmaktadır.

### **İkinci Araştırma Sorusu İçin Bulguların Özeti**

İdeal içerik başlıklı birinci temada üç kategori bulunmaktadır. Birinci kategori olan içeriğe karşı kişiselleştirilmiş beklentiler sekiz kod içermektedir (Bkz. Tablo 4.2.2.1.1.). Katılımcılar ideal içerik için öğretmen özlük haklarının korunması, çalışma saatlerinin düzenlenmesi, sosyal faydalar gibi konuların ÖMK kapsamında işlenmiş olmasını beklediklerini belirtti. İkinci kategori olan şartların ve düzenlemelerin açıklığı ise meslek öncesi öğretmen eğitimi hakkında açıklamalar ve öğretmen sorumluluklarının açıkca tanımlanması gerektiğini ideal içerik olarak yansıttılar (Bkz. Tablo 4.2.2.1.2.). İstihdamın yeniden düzenlenmesi kategorisi için oluşan kodlar (Bkz. Tablo 4.2.2.1.3.) alan mensuplarının sözleşmeli ve ücretli öğretmen işe alımları yerine kadrolu işe alımlar yapılması kararının ÖMK ile alınması gerektiğini belirttiler. Bütün olarak ideal içerik beklentilerine bakıldığında, ÖMK'nin katılımcı beklentilerini karşılamadığı görülüyor ki ikinci tema olan "ihtiyaçların karşılanması" temasında da katılımcılar direkt olarak ÖMK'nin ihtiyaçlarını karşılamadığını belirtmiştir (Bkz. Tablo 4.2.2.2.).

Üçüncü tema "kariyer adımlarına ilişkin genel düşünceler" ile ortaya çıkan kodlar katılımcıların beklentilerinin kariyer unvanları için sınav şartı bulunmasından dolayı karşılanmadığını ancak uzmanlık için meslekte tecrübe gerekmesinin ÖMK tarafından şart koşulmasının onaylandığını gösterdi (Bkz. Tablo 4.2.2.3.).

Son tema ise üç kategoriden oluşan “kariyer adımı gereksinim beklentileri”dir. Birinci kategori olan “eğitimlerin içeriği ve yapısı” sekiz koddan oluşmaktadır (Bkz. Tablo 4.2.2.4.1.). Katılımcılar kariyer basamaklarına yönelik eğitimlerin öğretmen tarafından kararlaştırılan, uygulamalı ve yüz yüze olmasını beklediklerini belirtmişlerdir. İkinci kategori olan “sınavın içeriği ve yapısı” dört koddan oluşmaktadır (Bkz. Tablo 4.2.2.4.2.). Katılımcılar sınavın olmaması gerektiğini söylerken eğer bir sınav şart ise portfolyo değerlendirme gibi uygulamalı bir değerlendirmenin daha uygun olduğunu belirtmişlerdir. Sınavın içeriği katılımcıların çoğunluğu tarafından bahsedilmemiştir. Son kategori olan “içerik belirleme ve değerlendirme” için katılımcıların büyük çoğunluğu eğitim ve sınavların içeriklerinin belirlenmesi konusunda alanında uzman kişiler ve öğretmenler tarafından karar verilmesi konusunda görüş bildirmiştir (Bkz. Tablo 4.2.2.4.3.). Sınavların değerlendirilmesi konusunda katılımcılar arasında fikir birliği yoktur. Değerlendirmenin objektif bir komisyon, öğretmenler, akademisyenler, MEB, ÖSYM tarafından yapılması gibi beklentiler ortaya çıkmıştır.

Oluşan tema, kategori, ve kodlar sayesinde rahatlıkla söylenebilir ki ÖMK ile bu araştırmadaki eğitim mensuplarının beklenti ve ihtiyaçları karşılanamamıştır. ÖMK'nin uzman ve başöğretmenlik unvanlarına hak kazanmak için deneyim şartı koyması ise katılımcılarımız beklentisi ile uyuşan tek maddedir.

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Educational Administration and Planning

**TEZİN ADI / TITLE OF THE THESIS (İngilizce / English):** AN EXAMINATION OF  
EDUCATORS PERCEPTIONS ON THE PROFESSIONAL TEACHING LAW: A QUALITATIVE  
STUDY

**TEZİN TÜRÜ / DEGREE:** **Yüksek Lisans / Master**  **Doktora / PhD**

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