

Research Article

# Teachers and Administrators Evaluations Regarding the Law on Teaching Profession

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## Abstract

The quality of teachers, who have important contributions in the life of every individual who makes up the society, will directly affect the quality of the society we live in. For this reason, the Ministry of National Education made a new regulation regarding the professional rights of teachers and enacted the Teaching Profession Law. The aim of this study is to determine the evaluations of teachers and administrators regarding the newly enacted Teaching Profession Law which is expected to be in force after 15 February 2023. As qualitative research, the study was designed according to the phenomenology pattern. The study was carried out with a total of 89 participants, including 14 school administrators and 75 teachers working in different provinces. According to the findings obtained from the study, most of the participants did not support the transformation of teaching into a career profession and made negative comments. However, almost all of the participants (94%) made positive evaluations regarding the new additional indicator regulation. It has been observed that with the new regulation teachers have expectations that they will primarily gain financial rights, increase their motivation, and develop in terms of knowledge and skills. However, more than half of the participants (58.2%) stated that the regulations made would not lead to qualitative changes. Almost all of the teachers (97.4%) positively evaluated that the distinction between contracted and permanent teachers must be abolished.



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## Introduction

Mustafa Kemal Atatürk, who said, “Never forget that the Republic demands from new generations with free ideas and free knowledge”, almost underlines why the task given to teachers is important. Tosun (2020, p. 13) states that “the teacher is the magic hero of the real world who changes the whole picture with a small touch” and states that the work of teachers is astonishing and important like a magician. The purpose of education is to train the manpower needed by the country and to provide citizenship education. Every education system should determine the human model that is aimed to be trained in the light of its education philosophy and manpower policy and organize its educational activities.

As the most important employees of educational institutions whose raw material is human, the qualifications of teachers, the way they are trained and the personal rights they have carry important clues both in terms of human values and in understanding the importance attributed to the teaching profession. Teaching can be defined as one of the oldest professions in the world in terms of transferring knowledge and skills to others. Even in primitive societies, it is seen that there are informal activities for teaching and learning. In this context, gaining experience emerges as the most difficult and informal activity used to reach information, which can have unexpected results in terms of its results. The elderly, who are described as experienced, can be defined as informal teachers of the primitive society structure. The old people, who had an important role in acquiring and transferring knowledge to new generations, have left their place to schools in modern societies and teachers who do this teaching as a profession. Özden (2002) likens teachers to the real architects and craftsmen of society. Undoubtedly, it has been teachers who have shaped societies.

Madrasas were closed and education and training activities were combined under one roof with the Law of Unification of Education enacted on October 29, 1923 in the Republican period. After this period, it is seen that the educational activities continued for a while in the village primary schools, technical education schools and in the form of public education. As a teacher in the village primary schools, a villager who had done his military service as a sergeant and could read and write was chosen. Afterwards, the training of village teachers was started, and it was envisaged that they would both study in the Village Institutes for five years after primary school, and receive education in agriculture and artistic fields. Village Institutes were closed in 1950 and Teacher Schools were opened instead (Tosun, 2020, p. 173).

In the process until the French Revolution of 1789, it is seen that the clergy took on the task of teaching in the world, and families and the elderly in the countryside fulfilled the task of teaching. However, the understanding based on the nation-states and secularism revealed by the French Revolution, everyone's right to have equal access to education, and teaching has become a profession, and it has become a profession responsible for conveying information at an equal distance to people of all kinds of thoughts and beliefs. The pioneers of the French Revolution opened the first teacher's school in 1774, in order to replace the traditional teacher who gave religious lessons, giving importance to positive sciences and

creating the political order they wanted as their ideals. England opened the first teacher's school in 1840 and Russia in 1804, despite the church's prohibition (Öztürk, 2002).

In the Ottoman state, it is seen that Mehmet the Conqueror ordered separate lessons for those who will teach in Fatih, Eyüp and Hagia Sophia madrasas. However, in today's sense, it is seen that teacher training steps were taken in the 19th century. In 1848, the first teacher's school was opened under the name Dar-ül Muallimin-i Rüşti. These schools, which took their students and teachers from madrasahs, trained teachers for the primary schools in the first two-year period, and for the secondary schools of the second two-year period (Basaran, 1993). These teacher training schools were separated from each other in the following years and their number increased to 31 in 1908 in 14 provinces as of 1882 (Öztürk, 2002). During the Second Constitutional Era, the teaching period in teacher schools that were transformed into Higher Teacher Schools, together with primary school, was sixteen years in total. Teacher training schools gained momentum with the proclamation of the Republic (Basaran, 1993). In the Republican period, there were attempts to meet the teacher needs of schools at different levels. The lack of pre-school teacher training, which was opened in 1927 and closed in 1937, was later met by the vocational high schools for girls and only after 1970s, preschool programs began to be opened at the higher education level (Öztürk, 2001).

In order to train primary school teachers, three-year vocational schools were opened after five years of primary school and three years of secondary school education. These schools, which are remembered today as Teacher High Schools and also described as Teacher Institutes, were later closed down. By the 1970s, high school graduates were made teachers with two-month courses (Öztürk, 2001). When evaluated according to the conditions of that time, this situation can be considered as a political solution in a period of low literacy rate. Özyar (2001) states that this practice causes destruction. As a matter of fact, similar practices were applied from time to time in order to quantitatively close the teacher gap. High school graduates were subjected to teaching courses and did their military service as teachers in villages. With a law enacted in 1963, these teachers were allowed to teach continuously if they wanted to. The Higher Education Center with Letters, which was opened in 1974-1975, aimed to train teachers in a short time, especially with lessons for a few weeks during the summer months. A similar practice was implemented in the form of teacher training with an accelerated curriculum from 1975 to 1980 (Özoğlu, 1996). It is stated that the number of teachers trained with these programs was around 120 thousand

(Dursunoğlu, 2003). However, as Akdemir (2013) states this situation has damaged the teaching profession. While the number of teachers increased only numerically, the employment of unqualified and inadequate teachers greatly reduced the quality of education.

The teaching profession has gained a legal definition with the National Education Law enacted in 1973. With the incorporation of two-year education institutes into the body of YTK in 1982, the foundation of teacher education was laid in education faculties known as teacher training faculties today. With the 1980 revolution that followed the accelerated teacher training courses in 1978 and the efforts to train teachers by letter, all teacher training institutions were gathered under the body of YTK (Eşme, 2001). After the turmoil brought by the 70s, the definition of teacher was changed and defined in the 1982 Constitution as "people who should work faithfully in line with Atatürk's reforms, teaching and training in accordance with the principles of modern science and education, speaking and writing Turkish properly, educating students in this direction, making research and analysis, and following the constitution and laws" (Öztürk, 2001, p. 223).

Shulman (1987) stated that teaching professional knowledge consists of content, student characteristics, general pedagogy, pedagogical field, curriculum, education system, educational goals, and values, historical and philosophical foundations. These types of knowledge, first put forward by Shulman, are important in recognizing teaching as a profession. Pedagogical knowledge and pedagogical content knowledge reveal that the teacher should not only have the content but also have certain knowledge and skills at the point of teaching this content. It can be said that all these types of information were generally ignored until the 1980s because it was not possible to acquire sufficient content knowledge and to acquire the necessary pedagogical content knowledge in teaching this knowledge with a few weeks of letters or accelerated courses.

When we look at the point reached in the teaching profession and teacher training today, there have been serious developments both in terms of quality and quantity. First of all, in Turkey where the literacy rate was once expressed as 10% at the very beginning of the Republic, today more and more people are getting graduated from higher education, and the number of higher education graduates reached over 10 million. The literacy rate has risen to 97,2% in 2019 (Doğanışık, 2020). We can better understand the point reached as the millions of young people graduated from faculties of education has attended KPSS courses in order to

start the teaching profession. It should be noted that in a country where only literate people without any further education used to be teachers, today even those with four-year university degrees have to go through a difficult exam to become a teacher, and the high number of people who choose the teaching profession is due to both the moral value attributed to the teaching profession and the personal and vocational rights of teachers.

However, in the study he carried out in 1998, Erdem defined the teaching profession as a profession with low social status and income, preferred more by those from the lower class of the society, and a high rate of those who change or leave the profession. How the high status of the teaching profession in the first years of Republic may be a subject of a separate study. However, to mention briefly, the higher education institutions that took on the job of training teachers with the law in 1982 did not have enough experience. Only prolonging the education period was deemed sufficient for qualitative development, and inexperienced higher education institutions were far from the teaching profession and they were assigned the task of training teachers. The practical trainings planned to be held after the teacher training which were insufficient. It has been observed that the teacher qualifications expressed in the National Education Basic Law No. 1789 have been largely forgotten or neglected. There was a serious waste of resources as a result of the fact that too many teacher candidates graduated from faculties that were opened in large numbers due to the lack of efficient planning in terms of employment (Başaran, 1993; Esmel, 2001; Öztürk, 2001; Öztürk, 2002; Özyar, 2001; Şahin & Üstüner, 2014).

The regulations regarding the personnel rights, salaries and holidays of the teachers change from time to time and improvements were made over time in line with the socio-economic conditions of the country. In the first years of the establishment of the Republic, substitute teachers were not paid on holidays, and in 1922, a salary offer was made to substitute teachers on holidays. The schools that train teachers were divided into two as boys and girls in the first years of the Republic, and the allowance allocated to these schools was insufficient. In 1923, even partial, half or one third payment of teachers' salaries was proposed. Again, in a correspondence made by the Zonguldak Education Directorate in 1925, teachers were still wearing robes and turbans in the villages and it was suggested to wear jackets and trousers, stating that this has a negative effect on the villagers. In the article dated August 15, 1925, the turban and robe worn by the teachers kept the spirit of conservatism and bigotry alive and sent the teachers to the old madrasa life, they were not

good examples to the youth, and some of the teachers were sent to the Ministry of National Education with their photos in turbaned robes (Tosun, 2020). Again, in the same source, on July 30, 1926, when it was threefold to enroll in teacher schools, the teacher Bekir Sami Efendi sent a letter to the Ministry of National Education, where he requested that his brother Ömer Oğuz Efendi be enrolled in Kayseri High School or Konya teacher school free of charge, since he had no one else to look after his brother and they were poor.

In 1927, the issue of including the time spent in the military in the seniority of teachers was rejected as it was found to be against the legislation. (Cumhuriyet Archive 20-10-0-0/143-24-3, 09.03.1927, Tosun, 2020, p. 135). It is understood from the writings of students who failed the pedagogy exam in Ankara that teacher formation education was given in 1927, to see their mistakes and to return their exam papers to use while preparing for the next exam (Cumhuriyet Archive 180-9-0-0 / 79-386-1, Date: 16.05.1927, acted by Tosun, 2020, p. 135).

Village Institutes and Teachers' Schools In 1954, the petition of Cemalettin Çelik, a teacher in Van Muradiye, was found appropriate and merged. Republic Archive 30-1-0-0 / 90-567-6, Date: 22.03.1954). In 1949, it was accepted to employ 3 Englishmen as teachers in Istanbul Education Institute and Teachers' Schools. As a result of the bilateral agreements made with the United States in 1949, the Turkey-United States Cultural Exchange Commission started its work on March 13, 1950, within the framework of the law numbered 5596. After this date, the arrival of especially American and English teachers to Turkey has accelerated. Similarly, in 1955, 7 American teachers were appointed as English teachers. This Cultural Exchange agreement with the USA in those years is still in effect (Tosun, 2020). With the National Education Basic Law No. 1739 enacted on June 24, 1973, important changes were made regarding the education of teachers. With this law, the requirement of higher education in teaching has been introduced for all levels. Teacher schools training primary school teachers were later closed based on this law. The students to be admitted to the schools known as Higher Teachers' School at that time were taken from among the students who graduated from high school with an exam.

The teacher training system was still not well established, and after the teacher schools that were closed without the necessary planning, the teacher education, which trains teachers as a training institute and where a 3-year education was foreseen, has been reduced to 3 months over time. The practices such as teacher training by letter have been

implemented that would cause significant problems in the competence of teachers. These negative developments were taken from the Ministry of National Education and transferred to universities with the Decree Law No. 41, which entered into force on 20 July 1982. Tutkun and Aksoyalp (2010) stated in their study that teachers are far from the expected qualifications. First of all, they stated that by raising the professional status of teachers, it would enable them to have a respectable status in the society they will teach.

Güven (2015) stated in his study that teaching does not have sufficient autonomy as a profession, and that professional autonomy has been destroyed by forcing teachers to use the curriculum and course materials prepared by the Ministry of National Education since the 2005/2006 academic year. Özoğlu (2009) stated that the teaching profession does not receive the respect it deserves, and individuals with high life standards prefer professions with higher status, while the teaching profession is preferred by the individuals at the lower socio-economic level.

Özoğlu (2010) states that while there is a backlog in some branches, there is still a shortage of teachers in some branches and the supply-demand balance have not established. Şahin (2006) compared the teacher training systems in the European Union Countries and Turkey. In his study, he emphasized that there are different teacher training practices, that especially the faculties from which the candidates graduate do not have any effect on the appointment of the candidates, that the institutions they studied and graduated should play a decisive role in order to increase the quality and prevent the candidates who are not suitable for the teaching profession from entering the system. Akdemir (2013) similarly states that considering only the KPSS exam in teacher appointments is a major deficiency, and it is not checked whether the pre-service teachers are suitable for teaching in terms of their physical and personality traits.

Education faculties, which undertake the task of training teachers in universities, have made important developments in the way of training qualified teachers over time. Science and pedagogical formation education for different branches achieved important steps in terms of quality and quantity in the teaching profession, with a four-year undergraduate education or pedagogical formation certificate education received after undergraduate education, where we can easily say that there are now more than enough teacher candidates, and teaching is an importance attributed profession. Yılmaz (2016, p. 8) states that “the main way to cope with the situation created by the changing society,

environment, technology, and economic structure dynamics is to revise, change and develop the human raising order". Raising generations suitable for the requirements of the 21st century also depends on this change. Today, the need for teachers who can renew themselves and adapt to change has increased. Changes in the profession bring some important innovations.

According to the new Teaching Profession Law, it is observed that after candidate teacher status, teachers are divided into three career steps as "teacher, specialist teacher and head teacher". For specialists and head teachers, a degree will be given to each level separately, the education compensation for expert teachers has been increased from 20% to 60%, and for head teachers from 40% to 120%. With the changes made to improve the working conditions and quality of education, teachers are expected to receive vocational training, general culture, special field education, and pedagogical formation training (Ministry of National Education (MoNE), 2022).

Candidate teachers are required to meet the conditions in the relevant articles of the Civil Servants Law, to be a graduate of higher education, to be successful in the central exam that has been made and the security investigation has been made. During the candidacy process, in which the nomination period is limited to a maximum of two years and relocations are not allowed, except in obligatory circumstances, the candidate teachers are subject to the Candidate Teacher Training Program and those who are considered successful by the Candidate Evaluation Commission will be appointed to teaching. Candidates appointed as teachers will be able to apply for the specialist teacher exam when they have ten years of seniority, including candidate teaching, and complete the Specialist Teacher Training Program of at least 180 hours. Those who get 70 or more from the written exam will be considered successful and will receive a specialist teacher certificate. Teachers who have served for at least 10 years as specialist teachers will be entitled to take the head teacher title exam after completing at least 240 hours of Head Teacher Training Program for professional development. Similarly, teachers who score 70 and above are considered successful and who receive a head teacher certificate will gain new professional rights. Apart from the exams, those who have a master's degree will be able to have the title of expert teacher without an exam, and teachers who have a doctorate will be able to have the title of head teacher without an exam (MoNE, 2022). With this law, which turns teaching into a career profession, it is seen that teachers are rewarded for their education and experience.

In addition to these new developments that have turned teaching into a career profession, teachers' first-degree additional indicators have been increased to 3600. Indicators in the coefficients of teachers at other degrees were increased in parallel. It has been accepted that these changes, which will make a significant difference in salaries and especially in pension salaries and premiums, will come into force in January 2023. The relevant articles of the Basic Law of National Education will be repealed in a way that does not contradict these amendments (MoNE, 2022).

In this study, which tries to determine the evaluations of teachers and school administrators regarding the new professional law, which makes teaching a career profession, allows teachers to constantly improve themselves as individuals who renew themselves and are open to innovations, and reward these developments financially, answers to the following questions were sought.

1. How is the Specialist Teacher Training Program and the Head Teacher Training Program evaluated for the transformation of teaching into a career profession and the introduction of titles such as specialist teaching and head teacher?

2. How is raising teachers' additional indicators from 3000 to 3600 evaluated?

3. How will these changes and regulations change the lives of teachers?

4. How is the impact of the changes made on the quality of education and teachers evaluated?

5. What are the evaluations regarding the abolition of the distinction between contracted and permanent teachers in teaching profession?

## Method

### *Research Design*

As qualitative research, this is a study modeled in accordance with the phenomenology pattern. In obtaining the data, the study was carried out in accordance with the phenomenological design. Phenomenology focuses on experiences as a research method (Jasper, 1994; Miller, 2003). Onat-Kocabiyık (2016, p. 55) explained phenomenology as "utilizing the experiences of individuals in order to obtain information with the phenomenon". In this study, it was aimed to determine the evaluations of teachers and school administrators, who are expected to be most affected the new law change which transforms teaching into a career profession and announced to the public as the "Teaching Profession Law". The interview technique was used to collect data for this purpose. The

interview technique is flexible, has a high response rate, has the opportunity to confirm the data source, can also evaluate non-verbal behaviors, can be flexible during the interview, easy control over the environment, instant reaction, completeness and in-depth information (Yıldırım & Şimşek, 2011, p. 123).

#### *Study Group of the Research*

The study group of the research consisted of school principals and teachers working in different provinces of Turkey in the 2021-2022 academic year and voluntarily participated to the study. Snowball sampling method was used to determine the school administrators and teachers who work in different provinces and comply with the study participant criteria. Considering the difficulty of reaching teachers working in different provinces and getting interviews from these teachers, a study was conducted with teachers working in the province of Tokat to reach teachers and administrators in different provinces and a total of 89 participants working in different provinces were reached. The criteria for the participants to have knowledge about the teaching profession law and to have a seniority of at least 5 years were taken into account. Evaluations of a total of 89 participants, including 14 school administrators and 75 teachers, were analyzed. Information on age, seniority, gender, province and school type regarding the study group is given in Table 1 in Appendix A.

When Table 1 in Appendix A is examined, it is seen that the participants have at least 5-10 years of seniority. 37 of the participants are female and 52 males, and there are 13 different branches, 14 school administrators and 75 teachers working in 23 different provinces. Of the participants, 11 work at primary schools, 58 at secondary schools, and 20 at high schools' level. The method must be specified in experimental studies. In the method section, there are also subheadings; analysis techniques used in the research model, Sampling/Study population, data collection and tools, analysis in the analysis of data should be explained. Procedure as sub-sections if an original research method has been used.

#### *Data Collection and Analysis*

A semi-structured interview form developed by the researcher was used to collect qualitative data. For the validity and reliability of the interview form, the opinions of two experts with doctoral education and 5 teachers from different branches were taken and changes were made in line with their suggestions. Demographic information about the seniority, age, gender, province and school level of the participants are included on the forms. In individual interviews, since the teachers generally objected to the audio recording,

the answers of the participants were recorded on the interview forms by the researcher using paper and pencil. Interviews with teachers and administrators working in different provinces were made via the WhatsApp application in the form of video calls or phone calls.

The collected data has been converted into a Word text file. Data were analyzed using the content analysis method. For coding, creating themes, obtaining findings and coding reliability, the researcher received help from 2 faculty members from different branches with doctoral education. The following formula given by Miles and Huberman (1994, p. 64) was used to calculate the coding reliability.

$$\frac{\text{Reliability} = \text{Consensus}}{\text{Consensus} + \text{Disagreement}} \times 100 = 90$$

According to Miles and Huberman (1994, p. 64), if the consensus correlation is 70% or more, the research is considered reliable. In the study, the correlation between coders was 90%. In cases where there was a difference of opinion and different coding, coding was done by deciding together. The themes and codes that emerged as a result of the content analysis were converted into tables and given in the findings together with the frequency numbers. The codes in the tables were interpreted by the researcher and the resulting codes were supported by quoting directly from the views of the participants.

### Findings

In this section, findings and comments based on the analysis of the data collected by interview forms are given.

#### *Evaluation of the Transformation of Teaching into a Career Profession*

It is expected that by turning teaching into a career profession, introducing such titles as “specialist teacher” and “head teacher”, the Specialist Teacher Training Program and Head Teacher Training Programs, the professional development of teachers, and participation of teachers to training programs to improve their knowledge and skills will be ensured. At the end of the training, a system has been designed in which successful participants will be awarded titles such as specialist and head teacher, and they will pass a certain career step in their professional development and in return, they will have better financial opportunities. School administrators and teachers were asked how they evaluate the transformation of teaching into a career profession and the training programs required

for this. The evaluations of the participants were made by content analysis and coding was made and the table below was created in this direction.

**Table 2.** Evaluations of administrators and teachers regarding the transformation of teaching into a career profession (Specialist and Head Teacher)

Participant Comments	Participant codes	f	%
Supporting	T1,AM2,T6,M7,T8,AM10,M11,T14,T15,T18,T19,T20, T22,T23, T24,T34, T35, T36,T37,AM49,T52,T53,T54, M55, T56,T66, T68,T69, T70, T71,T76, T77,T78, T79, AM81, T83, T84,T85,T86, T87,T89	41	46
Nice Change.	T1,M7,T8,AM10,M11,T15,T18,T24,T34,T36,T45,AM49,T52,T53, T54, M55, T70, T71 T78, T79, T83, T86	22	24.7
Opportunity to be updated	M7,T24,T34,T37,AM49,T52,T53,M55,T71,T77,T81,T83	12	13.4
Should be without exam.	T14,T18,T20,T23, T35,T54, T66,T70,T78,T80, T86 T87	12	13.4
Worried about transition cond.	M11, T14, T18, T20, T23, T35,T54, T76, T84, T85, T87	11	12.3
Motivating.	T19, T22, T53, T71, T77, AM81, T83, T89	8	8.9
Seniority should be enough.	T18, T35, T41, T57, T65, T66, T70, T86	8	8.9
Provides academic progress.	T8, T34, T52, T71, T77, AM81	6	6.7
Detailed training required	T6, M7, T24, T34, AM49,	5	5.6
Needing to learn.	T34, T45, AM49, T83	4	4.4
Everyone should get the deserved title.	T36, AM49, T79, T83	4	4.4
Exam is acceptable.	T54, T68, T89	3	3.3
Basing on duration of service.	T18, T80	2	2.2
Financial support.	AM2, T71	2	2.2
Setting a quota is wrong.	T54	1	1.1
Can be more dynamic.	T24,	1	1.1
Short education time.	T56	1	1.1
Branch based exams	T69	1	1.1
Not supporting.	T3,T4,T5,T9,AM12,T13,T16,T17,T21,T25,T26,T27,T28,T29,T30,T31,T32,T33, T38,T39,T40,T41,T42,AM43,T44,T45,T46,AM47,AM48,AM50,AM51,T57,T58,T59,T60,AM61,T62,T63,T64,T65,T67,T72,T73, T74,T75,T80,T82,T88	48	53.7
Creating discrimination.	T1,AM2,T3,T9,T13,T17,T21,T26,T27,T30,T31,T33,T42,T43,T44,T45,T46,T47, AM51,T58,T59,T60,T63,T65,T82, T88	26	29.1
Seniority not exam.	T29, T32, T35, T38, T39, T41, T44, T45, T57, T62, T63, T65, T70, T72, T80, T80, T88	17	19
Wouldn't be fair.	T9, T38, T39, AM48, T63, T67, T73, T82	8	8.9
Teachers doing their jobs experts.	T31, T38, T40, T45, AM50, AM51, T63, T64	8	8.9
Title doesn't make difference	T3, T13, T25, AM51, T58, T59, T82	7	7.8
Not much will change.	T5, AM12, T25, T39, T57, T59, T74	7	7.8
Need improving themselves not titles.	AM2, T3, T25, T33, T39, T59	6	5.6
A superficial application.	T4, T58, T67, T73	4	4.4
No meaning rather than money.	T39, T58, AM61, T65	4	4.4
Won't help.	T58, T65, T74	3	3.3
A false impression is created.	T62, T70, T72	3	3.3
A distinction in the eyes of parents.	T27, T45, T46	3	3.3
A sense of inadequacy is created.	T62, T70, T72	3	3.3
A game for increasing salaries.	T39	1	1.1
Stress	T45	1	1.1
Not meeting the needs.	T16	1	1.1
A coercive law	T16	1	1.1
A distinction of qualified and unqualified	T27	1	1.1
System failure paid to teacher.	T62	1	1.1
No change	T5	1	1.1

When Table 2, which evaluates the transformation of teaching into a career profession and the training programs for specialist and head teacher titles, is examined, more than half of the participants (f=48, 53.7%) stated that they do not support the changes and training programs, only 46% of them stated that they support the training programs for career steps. As seen, there are two important themes expressed by those who support career programs. It is seen that those who support the changes evaluate the applications as good and an opportunity for teachers to improve themselves. The participants who do not support the regulations and training programs fear that they may create duality (discrimination) at the school. Those who do not support the changes also seem to think that it would be more appropriate to give the titles of specialist and head teacher according to seniority rather than examination. Some statements of the participants regarding the coding in Table 2 are given below.

*Specialist teacher title is an already existing practice. Our friends, who have been specialist teachers for more than ten years, only received more salaries than us. Not much will change now. There will be only minor improvements in salaries (AM12).*

*I think such titles are unnecessary. I think that there will be confusion among the parents, whether my child's teacher will be a specialist or a head teacher. In addition, there may be problems such as inferiority among teachers (T13).*

*I don't see any harm in having career steps in teaching. However, I think it would be wrong if career steps depend on the exam. People who deals with education know that the exam is not a sufficient measurement. The aim should not be to evaluate the teacher. It would be more appropriate to assign the career titles according to the service year (T18).*

*The introduction of these training programs are a good step for teachers to develop themselves professionally. In this way, the teaching profession can become more dynamic (T24).*

*I think it is a good opportunity for teachers to develop themselves. I can't say anything about the method whether it is wrong or right, but there is no profession as stable as the teaching profession in our country. The teachers who started this job with the logic of "Let me be appointed, the rest is easy" are the people who say that it is enough to win the university. That's why I think it is reasonable to force this group of people who work and are not eager to learn something to learn something (T34).*

*The teaching profession is a profession with obligations that just graduating from undergraduate programs is not enough. It should be planned as a continuous learning journey equipped with quality programs. It is necessary to have a vision that can see the future, suitable for the era, both in terms of psychological competence and methods of transferring knowledge. Naming it as a specialist, head teacher or university career steps can meet the career steps of teaching. A school principal or teacher Prof. should be able to reach its status in terms of efficiency. The "teacher", who has been on the spot for years, thinks that he should leave school even though the bell rings with the perception of an officer, but he cannot use his potential to practice this profession. The education of children is more important than any education that appeals to other ages. A colleague of mine, who has been a teacher for years with the perception of a civil servant, does not contribute at all to rise in the career steps without improving himself (AM49).*

*I think that a perception of inadequacy is created by repeatedly putting teachers who have gained a certain experience in their profession into exams. I am of the opinion that the deficiencies in the education system*

are attributed to the teachers, and the society has been given a false impression that the more exams they take, the better the system can be (T63).

I find it right to divide teaching into career steps. It will enable the person who develops himself to climb the career ladder faster. I think that a person who develops himself/herself in his/her field will also be more beneficial to his/her students (T83).

### Evaluations of 3600 Additional Indicators

Additional indicators of teachers were increased from 3000 to 3600 with the Teaching Profession Law published in February 2022. With the change made, teacher retirees will also receive their wages with labor over 3600 additional indicators as of January 15, 2023. It is interpreted that raising the additional indicator will reduce the loss of salary, especially in retirement, and that teachers who postpone retirement due to livelihood concerns will have the opportunity to retire earlier. Regarding the subject, it was asked how the participants evaluated the introduction of 3600 additional indicators and the data obtained from the participants were analyzed and codes and themes are given in the table below:

**Table 3.** Evaluations of giving 3600 additional indicators to teachers

Evaluations	Participant Codes	f	%
A positive development	T1,T3,T4,T5,M7,T8,T9,AM10,M11,AM12,T13,T14,T15,T16,T17,T18,T19,T20,T21,T22,T23,T24,T25,T26,T27,T29,T30,T32,T33,T34,T35,T36,T37,T38,T39,T40,T41,T42,AM43,T44,T45,T46,AM47, AM48,AM50,AM51, T52,T53, T54,M55T56, T57, T58,T59,T60,AM61,T62,T63,T64,T65,T66,T68,T69,T70,T71,T72,T73,T74,T75, T76, T77,T78,T79,T80,AM81,T82,T83,T84,T85,T86, T87,T88,T89	84	94
Too late.	Ö1,AM2,M7,AM10,AM12,Ö18,Ö19,Ö20,Ö25,Ö35,Ö37,Ö40, Ö41,Ö42,Ö45, Ö46, AM50, Ö56,Ö60,Ö66,Ö67,Ö74,Ö76, AM81,Ö82	25	28
Many will retire.	AM10,Ö24,Ö27,Ö52,Ö53,Ö54,Ö58,Ö59,Ö62, Ö65, Ö69, Ö70, Ö73, Ö83, Ö89	15	16.8
Economic relief	Ö30, Ö37, Ö38, Ö52, Ö53, Ö54, M55, Ö59, AM61, Ö65, Ö69, Ö83	12	13.4
No salary decrease in retirement	M7, Ö24, Ö25, Ö53, Ö54, M55, Ö58, Ö59, Ö65, Ö69, Ö73, Ö83	12	13.4
Retirement living standards rises.	Ö58, Ö65, Ö69, Ö73, Ö83, Ö86	6	6.7
Should be given to all teachers.	Ö6, M11, Ö16, Ö78, Ö87	5	5.6
New graduates will get a chance.	T53, M55, T62, T65, T73	5	5.6
Not enough.	T32, T33, AM49, T85	4	2.4
Negative.	T28, T31, AM49,	3	3.3
Increased demand to teaching profession.	AM61	1	1.1
More determined teachers.	T71,	1	1.1
Wrong application.	T16	1	1.1

When Table 3 is examined, almost all of the participants (f=84, 94%) consider the increase in teacher supplement indicators to 3600 as a positive development. According to the participants, regulation is a late development. With the arrangement, teachers and retired teachers will be relieved economically. Since the pension will not decrease, the living standard of the retirees will not decrease, and many retired teachers who do not retire due to economic concerns will also retire, paving the way for young people to start their profession. They evaluated that these developments will increase the number of those who prefer

teaching and that teachers will work more determinedly in their profession. Some statements of the participants regarding the subject are given below:

*It should definitely be applied. The teachers rightfully do not want to retire, and there is no opportunity for teachers waiting for appointment (T14).*

*I find the application method wrong. 3600 is given to the teacher whose reason is his retirement. 1st level means the retirement of the teacher, it should be given to all teachers before (T16).*

*I think the number of retired teachers will increase. Many teachers do not want to retire for fear that their salaries will decrease in retirement. This additional indicator will relieve their financial concerns and they will retire (T27).*

*It will be very useful when I deduct from the retirement aspect. Economic improvements for retired teachers, especially those who are considering retiring, will provide some relief. If 3600 additional indicators, which have been on the agenda for a long time, are implemented, even if it is late, many teachers will be retired (T52).*

*That may be a reason for preference among other professions. All criteria are now indexed to salary figures. Occupation is preferred by salary (AM61).*

*Frankly, I have an opinion on this subject, but it will be an opportunity for our young, dynamic and enthusiastic new colleagues to be appointed (T73).*

#### *Evaluations on the Effects of the Law on the Life of Teachers*

The Teaching Profession Law makes the teaching profession a career profession. While trainings such as master's and doctorate aim to increase the orientation of teachers, they make the teaching profession more dynamic. It is stated that there will be a significant increase in the incomes of teachers with their titles according to the stages in their professional careers, the quality of the education they receive, and their titles according to the evaluation exams to be held. The participants were asked how these changes would affect the lives of the teachers in order to determine how the financial support would cause a change in the lives of the teachers while they were encouraged to develop themselves. The content analysis of the data obtained is divided into themes and codes and given in Table 4.

**Table 4.** The impact of the Teaching Profession Law on teachers' lives

Evaluations	Participant Codes	f	%
<b>Positive Evaluations</b>			
Material gain.	T3, T6, M7, T8, M11, T14, T16, T19, T20, T25, T27, T29, T30, T36, T37, T39, T40, T41, T42, M55, T56, T58, T59, T64, T70, T71, T75, T77, T78, AM81, T89	31	34.7
Motivation.	T9, M11, T19, T25, T36, T52, M55, T68, T69, T71, T76, T79, T83, T89	14	15.6
Development	T1, T34, T36, T54, T62, T65, T69, T71, T73, T76, T83, T89	12	13.4
Carrier Development	AM10, T37, T39, T52, T71, T75, T76, T79, T83, T89	10	11.2
Professional satisfaction.	T4, T19, T20, T22, T29, T36, T39, T68, T79	9	10
More effort,	T9, T36, T54, T71, T76, T79, T83, T89	8	8.9
Professional reputation.	AM2, T20, T24, T29, T33, T42, AM43,	7	7.8
Occupational status.	M7, T24, T37, T39, T76	5	5.6
More retirees.	T63, T70, T86	3	3.3
Feeling more valuable.	T20, T80	2	2.2

Giving way for the young.	T63, T70	2	2.2
A more dynamic profession.	T24	1	1.1
More hope	T25,	1	1.1
<b>Negative Evaluations</b>			
No change.	T5,AM12,T15,T17,T18,T21,,T26,T28,T31,T32,T34,T35,T38, T44, T46,AM47,T57,AM61,T67,T74,T84,T85,T87,T88	24	26.8
More stress,	T13, T45, T60, T66, T70, T82, T84	7	7.8
Disruption of in-school harmony.	T35, AM48, AM49, AM50, T63, T64	6	6.7
More disintegrating factors,	T64, T66, T70, T72, T82	5	5.6
Preparation for exams.	T45, T54, T60, T66	4	4.4
An application worsening the profession.	T35, T66, T70	3	3.3
An unnecessary application.	T60, T66	2	2.2
Harder work.	AM50, AM51	2	2.2
Loss of belief in titles.	T60	1	1.1
Increased responsibilities.	T53	1	1.1
There must be greater changes.	T23	1	1.1
Parents in pursuit of title.	AM51	1	1.1
No increase in quality.	T65	1	1.1

When Table 4 is examined, the evaluations of the participants are grouped under two themes as positive and negative evaluations. The opinion that "material gain" (f=31, 34.7%) comes first among the positive impacts of the new regulation. Secondly, participants evaluated that new regulation will increase the teachers' motivation. Thirdly, the new Teaching Profession Law will lead professional development as an opportunity to improve themselves. According to the participants, new regulations can enable teachers to improve themselves and increase the prestige and status of the profession. Among the negative evaluations, the first evaluation is the opinion that the new regulation will not change anything (f=24, 26.8%). Secondly, it is evaluated that the new Law will bring more stress. Thirdly, the harmony within the school will deteriorate. According to the participants, the teaching profession law is evaluated negatively as it will allow more discriminatory elements to enter the profession. The views of the participants supporting the table above are given below:

*As an educator in the developing world, I am a person who wants to constantly update myself. I believe that if arrangements are made in accordance with the requirements of the age and new regulations will contribute to education and training, it will improve us as teachers a lot (T1).*

*Personally, I do not think that the changes made will not benefit teachers unless the value given to teachers increases, and unless education is above politics when teachers' salaries are like this (T32).*

*I'm already doing a master's degree, I'm constantly reading and trying to improve myself. I will benefit from these changes, but I don't think it will make any difference in my life (T34).*

*There will be a fight between parents whether the student's teacher will be a specialist or the head teacher (AM50).*

*I think it will contribute to our academic proficiency since there will be an exam for specialist and head teacher titles and certain educations should be taken (T54).*

*I feel left out with the 10-year requirement. I'm stressed by the exam requirement. And the fact that all this is due to the increase in the salary makes me lose my faith in these titles. I think it is an unnecessary application (T60).*

*I don't think there will be any changes. The teacher is the same teacher, will he come back because he's been wrong for ten years? Or what training will be more valuable than the experience gained by all this time (AM61).*

*As someone who has completed his master's degree, I thought of the idea of a doctorate. I said that if I don't get a doctorate, I must take the exam and get the title of head teacher. Having a professional goal is a good thing to experience the feeling of success (T71).*

*I think that the attitudes of the school administration and parents towards teachers can be determined according to these changes and titles. A teacher can be a better teacher than the head teacher without having a title like a specialist teacher (T72).*

*We will turn into teachers who work harder to achieve a career, make an effort to increase their own quality, regardless of the career ladder (T76).*

The statements above are quoted from the participants. Participants stated that they would have the opportunity to develop more with this professional law. As seen in the statements of the participant coded T72, the new law will encourage teachers to improve themselves and the reputation of teaching as a profession will increase, but it is also seen that the new regulation will cause more stress between administrators and teachers due to the desire to make a choice among parents. When we accept that career steps are a classification according to the knowledge and skills of teachers, it is seen that some teachers will naturally be negatively affected, that parents will demand that specialists or head teachers attend their students' lessons, and this will impose a different stress burden on school administrations. Such a distinction between teachers will have positive and negative effects, and teachers who are not specialists or head teachers and who have not completed ten years will not be preferred much by parents.

#### *Evaluation of the Qualitative Effects of the Teaching Profession Law*

While the teaching profession turns into a career profession with the new teaching law, the aim is to encourage the qualitative development of teachers and to increase the quality of education in general and to ensure that young people receive training from better equipped teachers, who are the guarantee of our future. For this reason, specialist teacher and head teacher training programs are prepared and teachers are asked to take these trainings and take the exam. Regarding all these initiatives to increase the quality of education, the participants were asked how the new regulations would affect the quality of

education and teachers. The following table was created by analyzing the content of the data obtained from the participants.

**Table 5.** Evaluation of the qualitative effects of the teaching profession law

Participant Evaluations	Participant Codes	f	%
<b>Negative evaluations</b>			
Doesn't increase quality.	AM2,T6,T8,T9,AM10,AM12,T13,T15,T16,T17,T18, T21,T23, T27,T28,T29,T30,T31,T33T35,T38,T39,T41,T42,AM43,T44,T46, AM47,AM49,AM50,T54,T57, T58,T59,T60,AM61,T62, T63, T64,T65,T66,T67,T72, T73,T74,T75,T80,T82,T85,T86, T87,T88,	52	58.2
Causes discrimination.	T30, AM48, 49, T65, T87	5	
System must change.	T52 T60, T63, T79	4	
Whoever wants can improve himself.	T5, T19, T78	3	
The job is the same.	T57, T58, T82	3	
Title doesn't increase the quality.	T8, T9, T73	3	
The teacher is already improved enough.	T38, T54	2	
Student, family, environment, material, system must change for quality.	T63, T74	2	
No effect on raw material (students)	AM61, T74	2	
Should be no examination	T18, T20	2	
Few do their job right.	T73	1	
Quality is not determined by the exam.	T72	1	
Devalues teachers.	T13	1	
Tuition fees have increased.	T16	1	
Quality increases with education program.	T65	1	
Education and teachers are already of high quality.	T64	1	
Education faculty graduates should attend classes.	T62	1	
The charm of teaching is gone.	T25	1	
Quality comes from self-improvement.	T29	1	
The problem is the point of view, not law.	T32	1	
A sense of inadequacy develops.	T35	1	
Difficult and sacred profession.	AM2	1	
Administrators do not concern with quality.	T42	1	
Doesn't motivate teachers.	T57	1	
Ministry must also try its best.	T67	1	
Career counselling should be expanded.	T74	1	
<b>Positive Evaluations</b>			
Quality increases.	T1,T3,T4,T5,M7,M11,T14, T19,T20,T22,T24,T25,T26 T32, T34,T36, T37,T40,T45,AM48,AM51,T52,T53, M55,T56, T68, T69,T70, T71,T76, T77,T78,T79,AM81, T83,T84,T89	37	41.4
Not enough.	M7,T8,AM10,M11,T14,T19, T24,T25, T26, T32, T36, T37, T40,T45, AM48, T52, T56, T68, T71,T75, T76, T77, T84, T89	24	26.8
Will be encouraging.	T6, M7, T34, T53, M55, T78	6	6.7
Provides academic development.	T3, AM51, T53, AM81	4	4.4
Helps to update.	M7, T34, AM51	3	3.3
Provides financial reliefs	T59, T60, T87	3	3.3
Teacher productivity increases.	T14, T78	2	2.2
Learning space increases.	T22, T34	2	2.2
Creates a competitive environment.	T1	1	1.1
Will be helpful.	M7	1	1.1
Young teachers will come.	M55	1	1.1

When Table 5 is examined, the qualitative effects of the teaching profession law are grouped under two important themes: positive and negative effects. In the light of the information in the table, it is seen that more than half of the participants ( $f=52$ , 58.2%) evaluate that the quality would not increase. When the negative evaluations are examined, the new professional law of teachers is evaluated to cause discrimination. Moreover, a systematic change is thought to be required for the quality of education. Participants evaluate that the one who wants can already developed himself. They believe that the job done is the same, and it has no relation with education. Interestingly they cite that title will not increase the quality. In the table, 41.4% of the participants evaluates that new law will increase the quality of the education. However, they also share the opinion that the changes made are not sufficient ( $f=24$ , 26.8%). When the positive evaluations are examined, participants evaluate those changes are encouraging that they will provide academic development will increase the quality, and help teachers to update themselves. Some of the evaluations of the participants are as follows;

*Many teachers can be positively affected as many teachers have started do master's degree. However, many teachers will evaluate the subject in the triangle of exam-career step-money (T3).*

*It may not be enough to increase the quality, but it will still be beneficial. If the conditions improve, the efficiency of the teacher will be higher (T14).*

*I think it will improve quality. However, instead of evaluating this with an exam, it will be more appropriate to evaluate with the success they have achieved and the different results they have revealed (T20).*

*We will inevitably take the exam to get a better wage. And we will learn regulations, law and a few concepts about education theorems. I do not know how this will contribute to my teaching (T45).*

*It won't be enough. In fact, people who have really done extra work in their field (may be a thesis) and people who have made a difference can be awarded. This may be a title, but a person who has become a teacher should not be asked questions outside of his field and leave him as an expert or not. This will bring the torpedo (AM48).*

*To a certain extent, the quality of education and teachers will increase. But it seems unlikely that the effect will be too much, because in order to increase the quality of education, the number of sufficient teachers should be more and there should be a curriculum with a strong social aspect, teachers who do not have economic concerns, students who do not have exam anxiety and no worries about finding a job (T52).*

*Of course, it will make a difference, but I'm not sure if it will reach the expected size. Teacher, specialist teacher and head teacher... some more detailed conditions can be evaluated instead of three levels. In addition, I think that besides having theoretical knowledge, studies on practical applications can be done (T71).*

*It does not increase the quality of teachers; it only increases their salaries. A teacher who works with devotion and an ordinary teacher who only completes his/her course receive the same salary. What might*

*these teachers be doing differently from other teachers; I think it also leads to schism among teachers (T87).*

It is seen that the above evaluations of the participants regarding the qualitative effects of the teaching profession law on education support Table 5. Considering the opinions of more than half of the participants that they thought it would not have a qualitative effect and would contribute financially, they argued that the participants did not believe that there would be a change in someone who had been a teacher for a certain time, that the quality of the students they described as raw materials is the same, and that the teacher would not be effective in teaching the same topic.

#### *Evaluations on the Abolition of Contract and Permanent Teacher Distinction*

With the new regulation, the distinction between contracted and permanent teacher will be abolished and all teachers will be gathered under one roof. The evaluations of participants regarding the abolition of distinction between contracted and permanent teachers are analyzed and given in the following table.

**Table 6.** Evaluations regarding the abolition of the distinction between contracted and permanent teacher

Participant Evaluations	Participant Codes	f	%
A right application	T1,AM2,T3,T4,T5,T6,T8,T9,AM10,M11,AM12,T13,T14,T15,T16,T17, T18,T19,T20,T21,T22,T23,T24,T25,T26,T27,T28,T29,T30,T31,T32, T33, T34,T35,T36,T37,T38,T39,T40,T41,T42,AM43, T44,T45,T46, AM47, AM48, AM49,AM50,AM51, T52, T53,T54, M55,T56,T57,T58, T59, T60,AM61, T62,T63,T64, T65,T66,T67,T68,T69,T70,T71,T72,T73, T74,T75,T77, T78,T79,T80,AM81,T82,T83,T84,T85,T86,T87,T88,T89	87	97.4
Distinction is injustice.	AM2,T4,T5,T13,T15,T17,T19,T20,T21,T22,T23,T24,T26,T25,T27,T30,T33, T34,T37,T38,T42,T44,T45,AM47,AM50, T52, T53, T56,T57,T58,T62, T63, T64, T65,T69,T70,T72,T73, T74, T77, T78, AM81,T84,T85,T87,T89	46	51.5
Same job.	T3,T4,T9,AM12,T14,T18,T24,T25,T27,T31,T35,T38,T40, T41,AM48, AM50,T68,T73,T75,T80,AM81,T82,T84,T86, T88	25	28
Going through the same stages.	T6,T8, T9, T14, T24, T25, T27, T33, T39,AM43,T46, T52, T60, T66, T67,T71,T73, T75, T79,T83,T84	21	23.5
A teacher is a teacher.	T4,T5,T6,AM10,T16,T24,T29,T32,T38,AM47,AM51,T52,T67,T75	14	15.6
All should be the equal.	M11, T35, T53,T54, M55, T62, T69,T72,T75, T84,T89	11	13.3
Reduces anxiety and pressure.	T36, AM49, T54, T59, AM61,T71, T75, T78, T80	9	10
The dispute will be over.	T1, T64, T84	3	3.3
May form unity.	T1, T43	2	2.2
Not a right application.	M7, T76	2	2.2
Contracted should be expanded.	M7	1	1.1
Contracted works a lot.	M7	1	1.1
Permanent doesn't work.	M7	1	1.1

When Table 6 is examined, almost all of the participants (f=87, 97.4%) supports the idea that distinction between the contracted and permanent staff should be abolished. More than half of the participants (f=46, 51.5%) states that the distinction between contracted and permanent staff creates injustice. Another issue that stands out from the evaluations made is that such discrimination is not right as the job they do is the same. Again, it was seen that a significant number of participants evaluate that “all teachers do the same job as a profession, the teacher is the teacher, it is not right to make a distinction, and that all teachers should have equal rights.” Some statements of the participants regarding the abolition of distinction between the contracted and permanent teachers are given below;

*It would be the right approach because there should be no distinction between permanent and contracted teachers, or even a paid one. The important thing is that the teacher should improve himself and update it according to time. In this way, unity and solidarity among teachers will be better. Otherwise, distinction such as you are permanent staff, you are contracted, and this leads to disagreements among teachers (T1).*

*In my opinion, it would be better to increase performance by expanding number of contracted teachers because contracted teachers are working hard and rushing to every job. Permanent teachers are not like that. When he is a permanent teacher, he wants a lesson program according to himself. He does not want to do some works by saying that it is not my duty (M7).*

*It was not a pleasant situation to have this distinction at the very beginning. This classification of people who were in exactly the same position caused things that were not good in terms of profession (T24).*

*Since the cost of teachers working for wages is low, it is beneficial for the system, but it is a great injustice, I wish all our teachers to be appointed and be permanent (T33).*

*A teacher is a teacher and there is no paid, contracted or permanent teacher, this distinctions are unacceptable. It is unfair that there is a distinction between people doing the same job in terms of wages and personal rights (T38).*

*Job anxiety in teaching causes psychological wear. The spiritual structure of the teacher who will educate our children should be very valuable (AM49).*

*It is important for contracted teachers to feel more secure and at home. I was a contracted teacher once. I had constant anxiety. Unemployment anxiety. Therefore, this distinction should definitely be removed (T59).*

*I regret that there is such a distinction, frankly, I am a contracted teacher and I do everything that permanent teachers do, even I work with more devotion, but I do not get any reward. This distinction should be removed as soon as possible. Seeing as a contracted teacher candidate in the eyes of students also damages our reputation (T75).*

*This distinction should be abolished and everyone should work at equal conditions, have the same rights (T89).*

As seen in above statements, the participants support Table 6. The participants evaluated that it is not right to discriminate between teachers who received the same education, passed the same exams and taught the same courses, that it may cause problems

among teachers, that this is an injustice, that contracted teachers are not comfortable with the anxiety of losing their jobs, and that psychology is important for teachers to be productive.

### Discussion and Conclusion

Human being needs to acquire knowledge and learn at every stage of his life. This need is first met by the parents, then by the teachers in the immediate environment and at the school. The knowledge that the teacher gives to his students at school, the skills he acquires, the attitudes and values he acquires have a lifelong effect on the students. In this sense, the teacher himself and his teaching profession have been positioned in a different and special place from other professions from past to present and seen as valuable (Karataş, 2020). So teaching as a profession should be valued by the regulations and earning as well to raise professional satisfaction.

Teachers play a leading role in the development of a country, in raising qualified manpower, in ensuring peace and social peace in the society, in the socialization of individuals and their preparation for social life, and in transferring the culture and values of the society to the younger generations (Özden, 2002). Teachers are like architects who shape society. The quality of teachers, who have important contributions in the life of every individual who makes up the society, will directly affect the quality of the society we live in (Legodi-Rakgalakane, & Mokhampanyane, 2022; Özden, 2002; Şahin & Üstüner, 2014). For this reason, it should not be forgotten that every positive regulation regarding the teaching profession is valuable.

By making a new regulation regarding the personal rights of teachers, the Ministry of National Education has taken steps to make some innovations so that teachers can feel better both materially and morally. The first of these steps is to transform teaching into a career profession. With the introduction of specialist and head teacher titles, teachers are encouraged to develop themselves qualitatively by holding professional titles, while earning financial gain on the one hand. However, the majority of the participants objected to the fact that these titles are given depending on the exam and education. The participants evaluated that such titles in teaching would cause dichotomy, that it would not be fair, that every teacher who did his duty properly is an expert, and that it would be appropriate to give titles according to seniority. However, teachers who support the changes (46%) stated that teachers are positive because they will have up-to-date knowledge, increase their motivation

and academic progress and will be forced to learn, and they are only worried about transitions with exams.

One of the important changes made with the Teaching Profession Law is the improvements in additional indicators. The increase in the number of teachers at the first level to 3600 additional indicators and the proportional increase in the additional indicators of other levels were considered as a positive development by almost all of the participants (94%). It is evaluated important that the change made will pave the way for teacher candidates waiting for appointment by encouraging the teachers who are about to retire as they will relief financially.

When we look at the evaluations on how the new regulations will affect the lives of teachers, a significant part of the participants (34.7%) state that they will have financial gain, their motivation will increase (15.6%), and they will have the opportunity to improve themselves in terms of knowledge and skills (13.4%). The participants who made negative evaluations stated that the new regulation would not make any difference in their lives (26.8%). They state that there will be more stress, harmony in the school will deteriorate more, new titles and more distinctive features may create problems in the profession.

Another question sought to be answered in the study is the evaluations of participants on the changes made regarding the qualitative improvement of teachers and education. In the study, the majority of the participants (58.2%) made evaluations that there would be no qualitative contribution. According to the participants, the new regulations are more discriminatory. The participants who argued that it would increase the quality of the teachers were encouraged to work more with the new regulations, they would improve academically and they would get financial relief.

Another change brought by the teaching profession law is that the distinction between contracted and permanent teachers will be abolished. In the evaluations on the subject, almost all of the participants (97.4%) evaluated the change as positive. According to the participants, it is unfair to discriminate among teachers because they do the same job and go through the same education stages.

As a result, the teachers positively evaluate the changes made, especially about the increase of the additional indicator. They made negative evaluations about the method to get the specialist teacher and head teacher titles. Teachers suggest that these titles be given

through seniority instead of the exams and trainings foreseen for specialist and head teacher positions.

### Suggestions

1. This study is a qualitative study and it is aimed to obtain a more holistic perspective by conducting it with the contributions of teachers and school administrators from different provinces and branches. However, one of the limitations of qualitative research is that it is not possible to generalize the findings to the population. Therefore, new studies can be conducted using more comprehensive quantitative or mixed methods.

2. Studies should be carried out to determine to what extent the title differences between teachers will affect the teacher preference of the parents, and predictions should be developed about whether a chaos environment will occur in the school and measures should be taken in this direction.

3. Considering that teachers in the teaching profession have to convey very little of what they know to students and are limited to the subjects in the curriculum, more realistic planning regarding the content of the trainings regarding the specialist and head teacher exams and the way the exams are held.

#### *Ethical Committee Permission Information*

*Name of the board that carries out ethical assessment: Tokat Gaziosmanpaşa University*

#### *Social and Humanities Research Ethics Committee*

*The date and number of the ethical assessment decision: 27.04.2022-07/07.54*

#### *Author Contribution Statement*

**Münir ŞAHİN:** *Conceptualization, literature review, methodology, implementation, data analysis, translation, and writing.*

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## Appendix A

Table 1. Participant characteristics

Rank	Age	Service Year	Gender		Province	Branch	School Type			Code
			F - M				Pr. Sch	Sec. Sch	High Sch	
1	34	6-10		+	Mersin	Class T.	+			T1
2	38	6-10	+		Muğla	Class T.	+			AM2
3	43	16-20	+		Malatya	P. Guidance	+			T3
4	36	11-15		+	Ş.Urfa	English	+			T4
5	47	21-	+		Muğla	Class T.	+			T5
6	30	6-10	+		Tokat	Class T.	+			T6
7	50	21-		+	Samsun	Class T.	+			M7
8	30	6-10	+		Tokat	Class T.	+			T8
9	28	6-10	+		Kars	Special Ed.	+			T9
10	31	6-10		+	Kilis	Class T.	+			AM10
11	38	11-15		+	Hatay	Class T.	+			M11
12	38	11-15		+	Ankara	Turkish		+		AM12
13	40	11-15	+		Ankara	Science		+		T13
14	28	6-10	+		Erzurum	Science		+		T14
15	39	16-20	+		Edirne	English		+		T15
16	35	11-15		+	Edirne	Music		+		T16
17	36	11-15		+	Edirne	Math		+		T17
18	39	16-20		+	Edirne	Science		+		T18
19	32	6-10	+		Edirne	Religion		+		T19
20	41	16-20	+		Edirne	Physical Ed.		+		T20
21	45	21-	+		Edirne	Social Sc.		+		T21
22	52	21-	+		Edirne	Turkish		+		T22
23	33	6-10		+	Edirne	Turkish		+		T23
24	30	6-10	+		Van	Science		+		T24
25	37	11-15		+	Edirne	Science		+		T25
26	39	11-15		+	Edirne	Math		+		T26
27	42	16-20	+		Edirne	Math		+		T27
28	42	16-20		+	Edirne	Science		+		T28
29	35	11-15	+		Edirne	Special Ed.		+		T29
30	42	16-20		+	Edirne	Turkish		+		T30
31	45	21-	+		Edirne	Social Sc.		+		T31
32	42	16-20	+		Edirne	Science		+		T32
33	42	16-20	+		Ankara	Informatics		+		T33
34	35	11-15	+		Ankara	Turkish		+		T34
35	34	11-15	+		Ankara	Turkish		+		T35
36	34	11-15	+		Ankara	Turkish		+		T36
37	30	6-10	+		Ankara	English		+		T37
38	52	21-		+	Adana	Religion		+		T38
39	47	21-		+	İzmir	Religion		+		T39
40	55	21-		+	Adana	Math		+		T40
41	35	6-10	+		İstanbul	English		+		T41
42	45	21-		+	Adana	Math		+		T42
43	29	6-10	+		Kilis	English		+		AM43
44	30	6-10	+		Ağrı	P. Guidance		+		T44
45	30	6-10	+		Ağrı	P. Guidance		+		T45
46	29	6-10	+		Ağrı	English		+		T46
47	43	11-15	+		Çankırı	Social Sc.		+		AM47
48	40	16-20	+		Çankırı	Informatics		+		AM48
49	42	16-20	+		Çankırı	Math		+		AM49
50	42	16-20	+		Çankırı	Math		+		AM50
51	38	11-15	+		Çankırı	English		+		AM51
52	30	6-10		+	Tokat	Math		+		T52
53	45	21-		+	Tokat	Physical Ed.		+		T53
54	37	11-15		+	Tokat	English		+		T54

55	43	16-20	+	Tokat	Turkish	+	M55
56	44	16-20	+	Tokat	Math	+	T56
57	42	16-20	+	Tokat	Math	+	T57
58	50	21-	+	Tokat	Social Sc.	+	T58
59	37	11-15	+	Tokat	Science	+	T59
60	32	6-10	+	Tokat	Music	+	T60
61	55	21-	+	Tokat	Art	+	AM61
62	34	11-15	+	Tokat	Math	+	T62
63	31	6-10	+	Tokat	Turkish	+	T63
64	52	21-	+	Tokat	Turkish	+	T64
65	33	11-15	+	Tokat	informatics	+	T65
66	41	11-15	+	Tokat	Religion	+	T66
67	56	21-	+	Tokat	Art	+	T67
68	37	11-15	+	Tokat	Science	+	T68
69	34	11-15	+	Sivas	Science	+	T69
70	38	6-10	+	Sivas	English	+	T70
71	35	11-15	+	K.Maraş	English	+	T71
72	32	6-10	+	Van	P. Guidance	+	T72
73	33	6-10	+	Manisa	P. Guidance	+	T73
74	29	6-10	+	Van	P. Guidance	+	T74
75	29	6-10	+	Erzurum	Arabic	+	T75
76	34	11-15	+	Erzurum	Religion	+	T76
77	32	6-10	+	Ş.Urfa	Arabic	+	T77
78	33	6-10	+	Hatay	Turkish Lit.	+	T78
79	29	6-10	+	Adıyaman	English	+	T79
80	34	6-10	+	Erzurum	Biology	+	T80
81	50	21-	+	Yozgat	Religion	+	AM81
82	49	21-	+	Adana	English	+	T82
83	42	21-	+	Van	History	+	T83
84	29	6-10	+	Yozgat	Math	+	T84
85	40	6-10	+	K.Maraş	Turkish	+	T85
86	50	21-	+	K.Maraş	Math	+	T86
87	46	21-	+	Malatya	Chemistry	+	T87
88	32	6-10	+	K.Maraş	Turkish	+	T88
89	38	11-15	+	Muğla	English	+	T89

\*\*\* T abbreviation for teacher, M for Manager (School Administrator), AM for Assistant Manager