



Status of Teaching Profession from the Perspective of the Teachers

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ABSTRACT

Purpose: The status of the teaching profession is essential because it can affect teachers' perspective on the profession, motivation levels, and professional disciplines. This study aims to investigate which direction the status of the teaching profession has changed from past to present, factors affecting the change in the status, and what can be done to increase the status of the teaching profession.

Methods: A total of 54 voluntary teachers from 18

districts in Trabzon province participated in this study. In light of the conceptual framework, a semi-structured interview form was used to collect data. Data were resolved and interpreted by content analysis.

Findings: In this research, all teachers affirmed that the status of the teaching profession has changed from past to present negatively. Teachers expressed the factors that affect this change most, the policies followed by the system, the value of teachers in society, the loss of prestige and the low income of teachers. Teachers' opinions on what can be done to increase the status of the teaching profession, most of all, the Ministry of National Education (MoNE) values the teacher, teachers' working and personal rights to improve, teachers self-development statements are prominent.

Implications for Research and Practice: The findings obtained in this study suggest that teachers should conduct a wider range of research and take measures to improve their status levels using different methods.

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Introduction

Profession concept which determines our social position is defined as “work based on knowledge and skills acquired through a certain education system, which is determined by the rules for producing useful goods, serving people and earning money in exchange” in the Turkish language institution dictionary (TDK, 2018).

The teaching profession deserves to be defined as a profession because it is a primary profession that plays a role in teaching cognitive, dynamic subtleties of other professions (Turer, 2006). As teaching in Turkey requires receiving formal vocational training, expertise, professional culture, preference and control for starting the profession and as it contains fundamental values and ethical principles, it is considered as a profession (Celep et al., 2004).

Although there are many changes in education, the importance of the teacher in the education process has not changed. Teaching, social, cultural, technological dimensions, seeking particular expertise, knowledge, and skills in the field, requiring academic work and professional performance, are a field of professional status (Alkan, 2000). The notion of status for teaching is defined in the document titled “Teachers' status recommendation” published by the International Labour Organization (ILO) and the United Nations Educational, Scientific and Cultural Organization (UNESCO) as “includes the given position and the working conditions, wages and other financial benefits identified for them in comparison with other professions”. In this document, the fifth article of the central principle is asserted as follows: "the status of teachers should be relevant to the needs of education, considering the aims and objectives to be achieved in the field of education; to achieve these aims and objectives, teachers should be entitled to a fair status and the profession of teaching should get respect from the society" (Gulmez, 2010, p. 38).

The high value of social status for a profession also increases the perception of prestige for that profession. Professional prestige, which is expressed as a "generalized subjective respect attitude," plays an essential role in shaping the attitudes and perceptions of individuals concerning their profession. The profession's high status in the social structure of the people, the importance of their profession and the degree of meaning can be useful and can increase their professional satisfaction and dedication to the profession (Kusluvan & Kusluvan, 2000, p.262).

As a result of the rapid increase in knowledge in the world and the changes in lifestyle, technology and life perspectives, the teaching profession has gained a different dimension in a social structure (Azar, 2011). In Turkey, exciting results have been obtained in research on the status of the teaching profession. The research conducted by the Turkish Statistical Institute in 2014 entitled “The status of working life and professions in Turkey,” teaching profession took place in fourth place after a medical doctor, University professor, and judge. However, in many studies, the results are varied from the literature. In Karaman et al.'s (2013) study, teachers stated that the status of the profession is lower than those of other professions that require

a bachelor's degree. In a study carried out by the Turkish Education Association-TEDMEM (2014, p. 2), teachers and administrators carried out a negative assessment of the social status of teaching as a profession. In the research conducted by Unsal and Bagceci (2016), they emphasized the significance of teachers concerning society but pointed out that they could not see the value and respect they deserve. Such negative evaluations for teachers' professional esteem also discussed in research conducted in 2015. In this research, teachers were asked about the most disturbing issues in their professional lives. Accordingly, one-third of the teachers expressed the lack of professional esteem as the most disturbing issue (Education and Science Workers' Union- Eđitim-Sen, 2015). In a study conducted by Yurdakul et al. (2016), it is stated that although three-fifths of teachers define teaching as one of the most respected professions, more than two-thirds of teachers (65.7%) said that the social status of teachers decreases day by day. Within the framework of the Eurydice report (2013), one of the critical problems facing education systems is the low status of the teaching profession.

The higher the status of teachers and their working conditions, the better the country's development and well-being. Therefore, it is needed to give the teacher the necessary value in social structure; to be better educated and to solve their difficulties and problems so that they can do their jobs better (Habaci et al., 2013).

Teachers need to perceive their work as a situation that develops and strengthens their professional identities gives them the opportunity to show leadership behavior and includes social responsibility (Collay, 2006). Valuing teachers and providing support for leadership roles is of great importance concerning the educational change (Gabriel, 2005). Although they are based on different conceptual frameworks, the common points of various scientific studies that approach the teaching profession and teachers from various perspectives and bring them to the research agenda are that they allow teachers to express their own experiences with their own expressions based on reality, that is, to draw the voice of the teachers into the focus of scientific research (Esen, 2005). Thus, it is important to examine the status of the teaching profession from the perspective of teachers in the quest for quality in education.

The present research aims to reveal the factors that affect the status of the teaching profession and what can be done to increase the status of the profession from the perspective of teachers. In this way, it is aimed to give an idea about what can be done to increase the status and contribute to the production of more effective and efficient education policies. Thus, the following questions were asked to the teachers, and they were asked to answer the questions in the scope of system, individual, society and so on.

1. The status of the teaching profession has changed from past to present in which direction? Why? What are the factors that affect the status?
2. What can be done about increasing the status of the teaching profession?

Method

Research Design

In this study, a qualitative research method was used to define, analyze and provide in-depth information to interpret the behavior and beliefs of individuals or groups (Creswell, 2002). This research was designed as a case study in the context of qualitative research. The aim of the case studies is to reveal the experiences, perceptions and meanings of the individuals related to a case (Yildirim & Simsek, 2016).

Research Sample

The study group was chosen based on the maximum variety sampling, one of the purposive sampling techniques, to illustrate the different dimensions of the problem and to provide various views (Yildirim & Simsek, 2016). Demographic distribution is shown in Table 1.

Table 1

Demographic Characteristics of the Study Group

School type	Gender	Seniority	Level of Education	Branch		
Primary School	7F, 11M	Range	f	Classroom Teaching: 18		
		1-5 Y.	3			
		6-10 Y.	5			
		11-15 Y.	7			
		16-20 Y.	2			
20+ Y.	1					
Secondary School	8F, 10M	1-5 Y.	3	Bachelor's Degree: 14	Informatics 1	English1
		6-10 Y.	9	Master's Degree: 4	History 1	Sciences 1
		11-15 Y.	4	Physical Education 3	Special Education 1	Counselling 1
		16-20 Y.	1	Social Sciences 3	Technology 1	Turkish 1
		20+ Y.	1	Mathematics 3	Religious C.1	
High School	8F, 10M	1-5 Y.	9	Bachelor's Degree: 10	History 2	Mathematics 3
		6-10 Y.	4	Master's Degree: 8	History 1	English 1
		11-15 Y.	2	Turkish Philology 1	Chemistry 3	Geography 1
		16-20 Y.	1	Counselling 3	Philosophy 1	Sociology 1
		20+ Y.	2			

F=Female M= Male

Following this purpose, the study group consisted of 54 teachers from 18 districts, including Trabzon province capital, who were voluntary, randomly selected teachers who worked at primary school, secondary school and high school level. In the determination of the study group, firstly, a randomly chosen school principal at a primary school, secondary school and high school level was reached in each district, and then a volunteer teacher from each school was reached through them. The teachers who participated in the pilot application did not participate in the main application.

Research Instruments and Procedures

Following the literature study, a semi-structured interview form consisting of open-ended questions, which was based on people's experience, which examined perceptions, ideas, feelings, and knowledge and provided answers in depth (Patton, 2015). Two questions were prepared to understand teacher status from the perspective of teachers and pilot applications were carried out with eleven teachers. Since there was no problem with the application results, an interview form was created with two questions and demographic information. After that, the form was ready to be applied by receiving a consultation from a field expert.

During the data collection process, primary schools, secondary schools, and high schools were listed in all districts of Trabzon province, and the purpose of the survey was discussed with the administrators of the schools selected randomly. Through administrators, teachers were reached from every school that was voluntary to participate in this research. After sharing information about the purpose of this research with teachers, it is assured that the data will be reliable, that the information will be kept confidential, and that the identities of the participants will be kept confidential and that the names of their or their institutions will not be mentioned in any part of this research. Face to face interviews with duration of 15-20 minutes were conducted with teachers; interview questions that consisted of two questions and demographical information were submitted to them. All of the participants' views were classified by considering the district and school levels and all of the views were recorded electronically.

Data Analysis

The data obtained as a result of the research were analyzed using the content analysis method. With this analysis, the data were identified by deeper processing, and the facts declared by the data were tried to be revealed (Yıldırım & Şimşek, 2016). As the first step in this process, the data were encoded, and then the associated codes were assembled, and themes were created, and then these themes were tried to be explained (Buyukozturk et al., 2016).

The validity of qualitative research means that what is wanted to be measured is accurately revealed through the measurement tool and that it is being examined neutrally. In brief, it signifies the accuracy of the research results (Yildirim & Simsek, 2016). To ensure internal validity, the teachers' views on the status of the teaching profession were coded, and codes were supported with direct quotations. The researcher continuously tested the relevance and integrity of the findings. The notions constituting the themes were evaluated with each other and with other themes to ensure the coherence of the findings. Then, it was tested whether or not they created a meaningful whole. The details of the research process were explained to ensure external validity. The results were compared with the field literature, and the results were interpreted, and real situations in the application were tried to be reached (Ozdemir et al., 2015). To ensure reliability in this research, an expert in educational administration and qualitative research has been asked to provide a critical evaluation of the processes, from the determination of the research pattern to the analysis of the

collected data and the writing of the results to the researcher (Streubert & Carpenter, 2011). Also, to ensure reliability, the demographic characteristics of the participants were presented in a table to identify the individuals who created the data source of the research. Besides, teachers who were willing to participate in this research were chosen to ensure the reliability of validity (Yildirim & Simsek, 2016). Furthermore, in this research, while trying to reveal the views of the participants about the status of the teaching profession, external reliability was tried to be ensured by displaying an objective manner as possible. To ensure the accurate classification of the themes, the literature, and expert judgment were used in this research. The results obtained from the expert judgment were compared with the themes and the articles under the theme created by the researcher. The reliability of this research was calculated using the expert and researcher evaluations with $X 100$ if the number of consensus and disagreement were determined in the comparisons and the formula ($\text{Reliability} = \frac{\text{Consensus}}{\text{Consensus} + \text{disagreement}}$), size, and range of Miles and Huberman (1994) were considered. As a result of the expert judgment survey, the factors affecting the status of the teaching profession were five items in the sub-problem and four items in the sub-problem that can be done to increase the status of the teaching profession. In the reliability study, which is explicit to this research, 85% and 88% reliability were obtained, respectively. In cases where the alignment between the encoding scheme was 85% and above, it was assumed that the coveted level of reliability was obtained. In the presentation of the findings, participants' original statements were included to reinforce the themes.

Results

Teachers' Views on the Status of the Teaching Profession and Factors Affecting the Status

When asked which direction the status of the teaching profession changed from past to present, all 54 teachers stated their views as "decreased." Teachers' views on the factors affecting the status of the teaching profession were examined; "Factors affecting the status of teaching profession" are classified as the MEB-system (16 themes), society (5 themes), teachers (9 themes), education faculties (2 themes), media (1 theme) and politicians (1 theme). When we looked at the distribution of views, in the MEB-system category, the policies-system being followed ($f=34$) had the highest frequency, while in the society section, loss of reputation and social value ($f=24$) had the highest second frequency. Then, the highest frequency ranking continues again from the MEB-System category; low income ($f=22$), deemed worthless by the system ($f=19$). Teachers' views on factors affecting teaching status are displayed in Table 2.

Table 2*Factors Affecting the Status of the Teaching Profession*

Themes	F	%
The Ministry of National Education (MEB)-System		
1 Policies being followed	34	63
2 Low income	22	41
3 Deemed worthless by the system	19	35
4 Spoiled student profile	15	28
5 Parent profile created by the system	13	24
6 Assignment problems	10	19
7 Perception of "Inadequate teacher"	9	17
8 Perception of "Teacher for the exam"	7	13
9 Teachers decisions not being taken into account	4	7
10 Contract-paid teachers	4	7
11 Difficulties in working conditions	4	7
12 Non-branch assignments	3	6
13 Teacher complaints line	3	6
14 Teacher's isolation	3	6
15 System-based motivation loss	2	4
16 Selection of the teachers	1	2
Society		
17 Loss of reputation and social value	24	44
18 Easy access to information	8	15
19 Not a preferred profession	7	13
20 Formed "simple job" perception	5	9
21 Environmental pressures	4	7
Teachers		
22 Teachers cannot develop themselves	11	20
23 Do not value themselves and their profession	9	17
24 Do not do their job precisely	8	15
25 Loss of idealism	6	11
26 Spiritual dissatisfaction	4	7
27 Decrease of qualified teachers	4	7
28 Problem of adaptation to system change	2	4
29 Civil disobedience actions	2	4
30 Lack of organization of teachers	1	2
Education faculty		
31 Low scores	6	11
32 Poor quality education	5	9
Media		
33 Negative statements regarding the profession	9	17
Politicians		
34 Contradictory discourses of politicians	11	20

Some of the teachers' views on factors affecting the status of the teaching profession are presented in direct quotations below:

"The main task falls to politicians and the Ministry of Education. If they bring a new opening to teaching as a profession whose authority has been increased, raised as status, and valued the perspective of society will change [...] Sanctions should be required on the student/parent who disrespects his/her teacher or uses a manner that exceeds the limit." (P 17)

-“I think our teachers did not endear this profession very much to teacher candidates. Reading from the slide, giving additional homework or lecturing sloppy lessons, I think the quality is discarded in the background [...]The excess of teachers who cannot be assigned leads to unpreferable of the profession [...]” (P 18)

-“Teachers involved are always seen as the main reason for failure. This situation causes teachers to feel bored and discouraged. Teachers do not strive to develop themselves; they do not read books; they do not learn foreign languages. Social activity is close to zero [...] Educators who tired of life [...] How can such a teacher be respected? [...]” (P 20)

- “[...] As a result of the modification made in the system that can be seen ten years later, the system is changed by saying that it did not become helpful ten months later. This rapid and unplanned change creates the impression that the problem arises from the teachers because teachers cannot adjust to both the information and the physical infrastructure at the same pace.” (P 11)

Teachers' Views on What can be Done to Improve the Status of the Teaching Profession

According to the teachers' views, “Views on what can be done to increase the status of teaching profession” is classified in MEB-system (20 themes), teachers (4 themes), society (3 themes), educational faculties (3 themes), politicians (2 themes) and media (1 theme) categories. When we look at the distribution of views, in MEB -System category, the state should give importance to MEB (f=25), in the teacher's category; teachers ' working and personal rights should be amended (f=23), teachers should control their fields, develop themselves (f=16). These views continued as follows: changes in the MEB-System category should be long-term and well-structured (f=15); teachers should be straight in the face of parents and students (f=14). Teachers' views on increasing the teaching status are displayed in Table 3.

Table 3

Actions can be Done to Increase the Status of the Teaching Profession

Themes	f	%
The Ministry of National Education (MEB)-System		
1 Value for the teacher	25	46
2 Improving personal rights	23	43
3 Structured amendments	15	28
4 Strengthen teaching	14	26
5 Fair assessment	12	22
6 Qualified teacher preference	10	19
7 To gain status	8	15
8 Add teachers to the decision process	7	13
9 Administrators of education	7	13
10 Supporting teacher development	6	11
11 Eliminating physical deficiencies in schools	6	11
12 Educated administrators	5	9
13 Increasing the scores of the Faculty of Education	4	7
14 Scientific decisions	4	7

Table 3 Continue

Themes	f	%
The Ministry of National Education (MEB)-System		
16 Re-vocational qualification	3	6
17 End of paid, contracted teaching	3	6
18 Less education faculty	2	4
19 Re-teacher high school	1	2
20 Teachers with a master's degree	1	2
Politicians		
21 Should not be too involved in education	9	17
22 Positive attitude	6	11
Education Faculty		
23 Qualified education	7	13
24 Application-oriented	2	4
25 Qualified instructors	1	2
Society		
26 Loss of value should be prevented.	8	15
27 Easy business perception" should be ended.	1	2
28 "Teacher is an expert" approach should be noticed.	1	2
Teachers		
29 Should develop himself/herself	16	30
30 He/she must respect his profession and his/herself	9	17
31 Must be an example	5	9
32 Should not be in politics	4	7
Media		
33 Positive news	6	11

Some of the views of teachers about what can be done to increase the status of the teaching profession are given in direct quotations. Some of these quotes are:

-"MEB should make the teacher feel "valuable." If a ministry makes its employees valuable in the eyes of society, society considers this and reviews it and accepts it [...]" (P 7)

-"[...] Teachers should partake in decision-making mechanisms, spiritual and material satisfaction should be given, working conditions should be improved, social value perception should be increased, and studies should be carried out for teachers' personal development." (P 42).

-"The teacher must have a spirit that trusts himself more, that he knows the right way, that he does not fail, that he does not oppress [...]"(P 10).

-"In the Press-Publication, positive examples of teachers should be included. Teachers should stop discussions on working hours and society should be aware that working hours should be different from public officials under the responsibility of the profession [...]" (P 26)

Discussion, Conclusion and Recommendations

This study aimed to display the views of teachers working in different schools and different branches on the status of the teaching profession, factors affecting the status of the profession and what can be done to increase the status of the profession.

All 54 teachers in this study asserted that the status of the teaching profession had changed negatively from past to present. Similar to the research result, in many studies

in literature, the teaching profession is represented as a low-status profession compared to other professions (Karaman, 2013; Unsal & Bagceci, 2016; Eurydice Report 2013). In the study conducted by TEDMEM (2014), teachers stated that the respectability of the profession has decreased. In the metaphor study of Yildiz & Unlu (2014), 41 of the 93 teachers emphasized that the teaching profession has lost esteem and has become insignificant.

In this study, when the factors affecting the status of the teaching profession are evaluated from the perspective of teachers, the ranking of the factors affecting them was found as; MEB-System, individual attitudes of teachers, social components, education faculties, and media and politicians which are considered to be effective at the same level.

In the research conducted by Karaman et al. (2013) regarding the status and esteem of the teaching profession, similar views on these research data were obtained. In Karaman et al.'s research, teachers stated that contrary explanations were made by MEB about teachers, unenthusiastic teacher characters in television series, teachers who cannot be assigned, teacher candidates who have negative attitudes, regulations that confront teachers and students, problems, such as low salaries affect the status and esteem of the profession negatively. The research also stated that the contradictory statements of policymakers and superior practitioners regarding the respectability, status, and quality of teachers caused the deterioration of social status against teachers. Eđitim-Bir-Sen (2004, p. 208) expressed 90.7% of teachers who think that MEB does not care enough for the teacher in the research they conducted. Lankford et al. (2014) evaluated the difficulties experienced in teachers' training as the reason for the relatively low status of the teaching profession, factors such as students' mid-level achievement in international examinations, lack of qualified documents and lack of teacher competence. Similar to the results of the research, Akyuz (2001) suggest that the economic return of the profession is vital in determining the status of the teaching profession, Cohen (2012) refers to the low level of teacher status as government intervention in programs, and standard methods discourage teachers' intellectual abilities and diminish their assurance and value. In the study, the lack of knowledge of teachers' rights and the lack of organization of teachers were among the factors affecting the status. Helvacı and Simsek (2008) discussed the importance of the existence of a professional organization founded by teachers as a way of protecting the interests of the teaching profession, individual rights, and respectability in society. Also, they suggested that occupations with strong organizations could be used to determine the political and economic decisions of society. Also, they suggested that occupations with strong organizations could be used to determine the political and economic decisions of society.

Celikten, Sanal and Yeni (2005) indicate that the reputation and status of the teaching profession in Turkish society are far behind compared to some other professions. In the research, when the teachers' point of view to increase the status of the teaching profession are evaluated, the fields that need to be improved most are MEB-System, attitudes of teachers, social structure and education faculties at the same level, politicians and media.

As in the world, it is observed that the role and value of the state and society given to the teacher are essential in determining the representation of teachers in Turkey (Unal, 2005). In addition, Karamustafaoglu and Ozmen (2004) stated that in order for teacher candidates and social value judgments to be developed positively, individuals should be concerned about the future of the teaching profession, and the university quotas should be shifted to more predominantly which required teaching profession branches and the graduates of related fields should be assigned to the task. Therefore, it can be said that Ozturk (2010) indicated that teachers' living standards should be improved and steps should be taken to increase their social status and reputation. Similar to the results of the research, it is possible to say that the teachers' recommendations regarding the improvement of working conditions of Habaci et al. (2013) are consistent with the findings of the research and that the professional job perception of the teachers improved they put forward as a result of the researches of Unsal and Bagceci (2016) is correct. These suggestions are that to take the views and thoughts of the teacher in each study about education, to avoid the concept of keeping the teacher responsible for all problems related to education, not to take the students from outside the profession, to give up the concept of "parents are right in every issue" and to provide essential contributions to teacher candidates in the education faculties and teachers develop themselves continuously.

In the research on the improvement of teacher status, teachers perform their developmental tasks and manage the field is one of the most emphasized expressions. In the studies carried out by Abazaoglu, Yildirim and Yildizhan (2016), it is argued that teachers should be creative, thinking, criticizing, questioning, researching, and on the other hand, learning to learn, masterminds knowledge, and having full knowledge of technology and using technology. In addition to these, they stated that teachers need to be sensitive to the environment, continually improving themselves, understanding people and society, having problem-solving skills, using an active learning environment and contributing to the multi-faceted development of society.

In addition to the research findings, Atanur Baskan, Aydin and Madden (2006) mentioned that a continuous evaluation of the teacher education system, questioning the process and continual improvement should be made to train teachers equipped with access and use of information.

In the research, it was found that teachers in the individual category should be self-respecting, idealistic, and valuing their profession, to increase the status of the profession. Yilman (2006) explained this situation by emphasizing the importance of teacher candidates primarily in terms of their emotional integration with the teaching profession and then the importance of their beliefs, attitudes, values, and thoughts in shaping their future. In the research report prepared by TEDMEM (2014), the question of how the social perception and status of the teaching profession is strengthened, and similar to the results of the research, it is stated that teachers should actively participate in decision-making processes and consider their views in educational policies. On the other hand, in the selection process of the profession, specific criteria should be sought. Personal and professional competencies should be considered. Besides, similar to the research, Azar (2011, p. 38) considers pedagogic formation certificate training

programs as a factor that reduces the status of the way of teaching by neglecting the qualifications of the nominated teacher.

In this study, the contradictory statements of politicians, the media and managers were expressed as a factor that reduced the status of teachers, and therefore the careful consideration of this issue was included in the recommendations to increase the status. Ozoglu et al. (2013) in their research, they also mentioned the impacts of many issues, such as media, news, programs, and series, on the social status of teachers. In the statements made by politicians and policymakers on the prestige and status of teachers in public opinion, they expressed that they influenced the social status of teachers.

As a result of the National Teacher Strategy Workshop organized by MEB, "Teacher Strategy Document 2017-2023" was prepared. In this document, to improve the perception of the teaching profession and to strengthen the status of the profession, to improve the working conditions of teachers, to take remedial measures according to differences between institutions and regions, to develop career and the rewarding system is included. In addition, although the "2023 Educational Vision Document" has not been implemented, many innovative plans are mentioned, such as the adoption of the "teacher profession law" and the provision of regulations in favour of teachers in many fields, from the definition of the profession to the rights of the individual, and the promotion of the development of teachers at master's degree level.

Teachers, who are also an essential factor in social development, are expected to be successful in their fields, pedagogically adequate, idealistic and aware of the value of their profession. Teachers' perceptions of their profession can influence their views and behaviors in the profession (Kasapoglu, 2016). It can be said that the social perception of the teaching profession is an essential component in the formation of individual perceptions of teachers about their profession. Increasing the status of the teaching profession will affect teachers' perception of themselves and their profession and motivate teachers to develop themselves and do better. Therefore, it can be said that to increase the quality of education, to increase the professional passion of teachers, it is necessary to take the required steps to increase the status of the teaching profession and to produce educational policies in this direction.

As a result of this research, it may be suggested to conduct a broader range of research with different methods regarding the status levels of teachers. Also, decision-makers may be advised to take measures to improve their status by evaluating the factors affecting the status within scientific criteria. Since increasing the status of the teaching profession may increase the motivation of teachers, it may be suggested to investigate the factors affecting the status of the profession properly, to take precautions in this direction and to create educational policies.

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Öğretmenlerin Bakış Açısıyla Öğretmenlik Mesleğinin Statüsü

Atf:

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Özet

Problem Durumu: Meslek kavramı toplum içinde ünvan kazanmamızı sağlama ve toplumdaki önemine bağlı olarak statüyü belirlemenin yanı sıra, bireylerin psikolojik doyumunu ve dolayısıyla yaşam kalitesini etkilemektedir. Öğretmenlik mesleği, toplumsal gelişmede önemi olan, alanında teknik bilgi ve beceri, özel uzmanlık isteyen, akademik donanım ve mesleki etkililik gerektiren profesyonel statüde bir meslektir. Bir mesleğe ilişkin toplumsal statü düzeyi ne kadar yüksekse o mesleğe ilişkin prestij algısı o kadar yüksek olabilir. Mesleğe ilişkin prestij algısı, kişilerin mesleklerine ilişkin tutum ve davranışlarının şekillenmesinde önemli bir rol oynar. Bir mesleğin statü derecesinin yüksek oluşu, o meslek işgörenlerinin mesleklerine bakış açısını değiştirebilmekte yükledikleri anlam ölçüsünde mesleki doyumlarını ve mesleğe bağlılıklarını artırabilmektedir. Öğretmenlik mesleğinin ülkenin sosyal, kültürel ve teknolojik gelişmişliği ile de ilgisi olduğu düşünüldüğünde öğretmenlerin statüsü ve çalışma koşulları ne kadar yükseltilirse, ülkenin gelişmişlik düzeyinin de o kadar yükseleceği söylenebilir. Bu yüzden eğitimde kalite arayışlarında toplumsal yapıda öğretmene gereken değerin verilmesi, statüsünün yükseltilmesi için öğretmenlik mesleğinin statüsünü etkileyen etmenler ve statüyü arttırmak için yapılabileceklerin öğretmenlerin bakış açısıyla irdelenmesi önem taşımaktadır.

Araştırmanın Amacı: Bu çalışmada öğretmenlik mesleğinin statüsünü etkileyen etmenleri ve mesleğin statüsünü arttırmak için yapılabilecekleri öğretmenlerin bakış açısıyla ortaya koymak hedeflenmiştir. Bu şekilde öğretmen gözüyle öğretmenlik mesleğinin statüsünü etkileyen etmenleri ortaya koyarak, statüyü arttırmak konusunda yapılabileceklerle ilişkin fikir vermek ve daha etkili ve verimli eğitim politikalarının üretilmesine katkı sağlamak hedeflenmektedir.

Araştırmanın Yöntemi: Araştırmada davranış ve inançlara ilişkin derinlemesine bilgi sağlayan nitel araştırma yöntemi kullanılmıştır. Olgu bilim deseninde tasarlanan çalışmada çalışma grubu değişik görüşlere yer verebilmek için maksimum çeşitlilik örnekleme temel alınarak seçilmiştir. Bu doğrultuda Trabzon ili merkez dahil 18 ilçeden ilkokul, ortaokul ve lise düzeyinde görev yapan gönüllü, rastgele seçilmiş birer öğretmen olmak üzere toplam 54 öğretmen çalışmaya katılmıştır. Çalışma grubunun seçiminde öncelikle her ilçede ilkokul, ortaokul, lise düzeyinde rastgele seçilen birer okul müdürüne, onlar aracılığı ile her okuldan bir tane gönüllü öğretmene ulaşılmıştır. Araştırmanın verileri 11 öğretmenle pilot uygulaması gerçekleştirilen, demografik bilgileri de içeren yarı yapılandırılmış görüşme formu ile toplanmıştır. Araştırma sonucunda elde edilen veriler içerik analizi yöntemiyle analiz edilmiştir. Bu süreçte ilk adım olarak veriler kodlanmış, daha sonra birbiriyle ilişkili kodlar bir araya getirilerek temalar oluşturulmuş, sonra da bu temalar açıklanmaya çalışılmıştır. Araştırmada iç

geçerliliği sağlamak için; öğretmenlerin öğretmenlik mesleğinin statüsüne ilişkin görüşleri kodlanmış ayrıca doğrudan alıntılarla kodlar desteklenmiştir. Bulguların anlamlılığı ve bütünlüğü araştırmacı tarafından sürekli test edilmiştir. Bulguların tutarlılığını sağlamak için temaları oluşturan kavramların kendi aralarında ve diğer temalarla tutarlılığı değerlendirilmiş ve anlamlı bir bütün oluşturup oluşturmadığı test edilmiştir. Dış geçerliliği sağlamak için; araştırma sürecinin detayları açıklanmıştır. Alanında uzman bir kişiden, araştırma deseninin belirlenmesinden, toplanan verilerin analizine ve sonuçların yazımına kadar olan süreçleri eleştirel bir gözle değerlendirmesi ve araştırmacıya dönüt vermesi istenmiştir. Ayrıca güvenilirliği sağlamak adına katılımcılara dair demografik özellikler tablo halinde sunulmuştur. Araştırmada temaların doğru sınıflandırıldığından emin olmak için literatürden ve 1 uzman görüşünden yararlanılmıştır. Uzman görüşünden elde edilen sonuç ile araştırmacının oluşturduğu tema ve altında yer alan maddeler karşılaştırılmıştır. Araştırmanın güvenilirliği (Güvenirlilik=görüş birliği/görüş birliği + görüş ayrılığı) büyüklüğü ve aralığı da dikkate alınmak koşuluyla, uzman ve araştırmacı değerlendirmeleri x100 kullanılarak hesaplanmıştır. Uzman görüş incelemesi sonucunda, öğretmenlik mesleğinin statüsünü etkileyen etmenler alt probleminde 5 madde, öğretmenlik mesleğinin statüsünün artırılması için yapılabilecekler alt probleminde ise 4 madde farklı çıkmış, bu araştırmaya özgü olarak gerçekleştirilen güvenilirlik çalışmasında sırasıyla, %85 ve %88 oranında bir uzlaşma (güvenirlilik) sağlanmıştır. Bulguların sunumunda temaları güçlendirmek adına katılımcıların özgün ifadelerine de yer verilmiştir.

Araştırmanın Bulguları: Öğretmenlere öğretmenlik mesleğinin statüsünün geçmişten bugüne hangi yönde değiştiği sorulduğunda Öğretmenlerin tamamı "azaldı" şeklinde görüş belirtmiştir. Öğretmenlerin "öğretmenlik mesleğinin statüsünü etkileyen etmenlere" ilişkin görüşleri incelendiğinde görüşler, MEB-sistem, toplum, öğretmenler, eğitim fakülteleri, medya ve siyasiler şeklinde sınıflandırılmıştır. Görüşlerin dağılımına bakıldığında MEB-sistem kategorisinde, izlenen politikalar-sistem en yüksek frekansa sahipken toplumsal alanda toplumda değer, itibar kaybı en yüksek ikinci frekansa sahip görüş olarak öne çıkmaktadır. Sonrasında en yüksek frekans sıralaması tekrar MEB-sistem kategorisinden düşük gelir, sistemce değersiz görülmeye, şımartılmış öğrenci profili, sistemin oluşturduğu veli profili, şeklinde devam etmektedir. Öğretmenlerin "Öğretmenlik mesleğinin statüsünü arttırmak için yapılabilecekler" ilişkin görüşleri" incelendiğinde ise görüşler, MEB-sistem, öğretmenler, toplum, eğitim fakülteleri, siyasiler ve medya kategorilerinde sınıflandırılmıştır. Görüşlerin dağılımına bakıldığında MEB-sistem kategorisinde görüşler, MEB öğretmene değer vermedir, öğretmenlerin çalışma ve özlük hakları iyileştirilmelidir şeklinde iken öğretmenler kategorisinde öğretmenler kendini geliştirmelidir görüşü takip etmektedir. Bu görüşleri MEB-sistem kategorisinde değişiklikler uzun süreli ve iyi yapılandırılmış olmalıdır, öğretmenler, veli ve öğrenci karşısında güçlü kılınmalı, değerlendirme sistemi hakça olmalıdır, öğretmen seçiminde nitelik ve başarı aranmalıdır şeklinde devam etmektedir.

Araştırma sonuç ve önerileri: Araştırmada katılımcıların tamamı literatürdeki görüşlere benzer şekilde öğretmenlik mesleğinin statüsünün geçmişten bugüne olumsuz yönde

değiştiğini belirtmiştir. Öğretmenlik mesleğinin statüsünü etkileyen etmenler öğretmenlerin bakış açısıyla değerlendirildiğinde, etkileyen unsurların sıralaması MEB-sistem, öğretmenlerin bireysel tutumları, toplumsal unsurlar, eğitim fakülteleri ve aynı düzeyde etkili olarak değerlendirilen medya ve siyasiler şeklinde bulunmuştur. Görüşlerin dağılımına bakıldığında izlenen politikalar-sistem en yüksek, toplumda değer, itibar kaybı ikinci en yüksek frekansa sahip görüş olarak öne çıkmaktadır. Düşük gelir, sistemce değersiz görülme, şımartılmış öğrenci profili, sistemin oluşturduğu veli profili, öğretmenlerin atanma problemleri, öğretmen kategorisinde öğretmenlerin kendini geliştirememesi, siyasiler kategorisinde siyasilerin olumsuz söylemleri görüşlerinde önemli bir yoğunluk olduğu söylenebilir. Araştırmada, öğretmenlik mesleğinin statüsünü arttırmak için yapılabilecekler öğretmenlerin bakış açısıyla değerlendirildiğinde, en çok düzeltilmesi gereken alanlar, MEB-sistem, öğretmenlerin tutumları, aynı düzeyde toplumsal yapı ve eğitim fakülteleri, siyasiler ve medya şeklinde sıralanmıştır. Görüşlerin dağılımına bakıldığında MEB-sistem kategorisinde, MEB öğretmene değer vermemelidir, öğretmenlerin çalışma ve özlük hakları iyileştirilmelidir şeklinde iken öğretmen kategorisinde öğretmenler kendini geliştirmelidir en yüksek frekansa sahip görüşler olarak öne çıkmaktadır. Uzun süreli ve yapılandırılmış değişiklikler yapmak, öğretmenleri veli ve öğrenciye karşı güçlendirmek, adil ödüllendirme, değerlendirme sistemi kurmak görüşleri de yüksek frekansa sahip görüşler olarak öne çıkmaktadır. Öğretmenlerin mesleklerine ilişkin bireysel algılarının oluşmasında öğretmenlik mesleğine ilişkin toplumsal algı önem taşır. Öğretmenlik mesleğinin statüsünün artırılması, öğretmenlerin kendilerine ve mesleklerine ilişkin algısını etkileyecek, öğretmenleri kendini geliştirme ve işini daha iyi yapma konusunda motive edebilecektir. Bu nedenle, eğitimde kaliteyi artırma ile ilgili yapılan düzenlemelerde öncelikle öğretmenlerin mesleki tutkusunu arttırmak için öğretmenlik mesleğinin statüsünü arttırmak adına gerekli adımların atılması ve bu yönde eğitim politikalarının üretilmesi gerektiği söylenebilir. Araştırma sonucunda öğretmenlerin statü düzeylerine ilişkin farklı yöntemlerle, daha geniş çaplı araştırmalar yapılması ve karar vericilerin statüyü etkileyen etkenleri bilimsel ölçütler içinde değerlendirerek statüyü artırıcı önlemler almaları önerilebilir.

Anahtar Sözcükler: Öğretmenlik mesleği, öğretmen statüsü, statü, öğretmenlerin bakış açısı, öğretmen