

## Teachers' opinions on the teaching profession law

Talip Öztürk <sup>1</sup>, Erhan Yaylak <sup>2</sup>

<sup>1</sup> Social Studies Education, Ordu University, Ordu, Turkey; <sup>2</sup> Social Studies Education, Ordu University, Ordu, Turkey

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### CORRESPONDENCE

Erhan Yaylak, erhanyaylak@gmail.com

### ABSTRACT

Many countries in the world have defined the teaching profession as professional and legalized this situation within the framework of the teaching profession law (TPL). In recent years in Turkey, upon teachers' demands on this subject, the Ministry of National Education (MoNE) prepared a plan of the TPL, and it was published in the official newspaper on February 14, 2022. TPL suspended this plan law until March 15, 2022, and the teachers who wanted to review the plan and conveyed their views about the plan on the related web page of the MoNE. This research aims to examine teachers' views about the plan of Teaching Profession Law. In this context, interviews were conducted on the membership status of the teachers participating in the research, the preparation process of the plan teaching profession law and the methods of obtaining information about the teaching profession law, the evaluation process of the candidate teachers, their teaching career steps and their desire to do postgraduate education, the personal rights of the teachers and the solution proposals for them. The research was designed within the framework of phenomenology, one of the qualitative research methods. Within the scope of the research, data were collected through online semi-structured interviews with eight male and twelve female teachers from different branches. The data were collected in March, and April 2022, read by the researchers, and they removed weak data interviews from the data set. The obtained data were transferred to Atlas.ti qualitative data analysis program and analyzed by the researchers with the content analysis method. Based on the research results, it will be tried to scientifically reveal the views of teachers about the Teaching Profession Law, which will be enacted.

## Introduction

In many countries in the world, the teaching profession has been seen as a professional profession and this has been made a law within the framework of the teaching profession law (TPL). It has been talked about for a long time in Turkey that there is a need for a 'Teaching Profession Law' that defines the teaching profession, reveals the place, value and direction of the profession, as well as determines the rights and responsibilities of teachers at the basic level (Tedmem, 2022). In recent years in Turkey, upon the demands of teachers on this issue, the Ministry of National Education (MoNE) has prepared a draft of the TPL and published in the Official Gazette on

February 14, 2022. This draft law was suspended until March 15, 2022, and teachers, who wanted to, had the opportunity to express their opinions about the draft on the related web page of the MoNE after examining the draft.

The TPL is seen as the main source that guides the policies to be put forward in all matters concerning teachers and the decisions and practices based on them. In this respect, a professional law that institutionalizes the profession becomes an important requirement wherever teachers are present (Tedmem, 2022). In the draft law prepared by the MoNE, the teaching profession will be divided into three career steps as ‘teacher’, ‘expert teacher’ and ‘head teacher’ after the candidate teaching period, a degree will be given separately for each title to those who have the title of specialist teacher or head teacher, It has been stated that education compensation will be increased from 20 percent to 60 percent, and education compensation paid to head teachers will be increased from 40 percent to 120 percent (Eğitim Reformu Girişimi, 2021).

Subjects and regulations within the scope of the teaching profession laws draw the framework of the teaching profession with all its dimensions and bring the inherent professionalism to the teaching profession (Tedmem, 2022). As defined in the National Education Basic Law No. 1739 and re-expressed in the TPL No. 7354, “*Teaching is a specialty profession that undertakes management duties related to education and training*”. This statement, which draws attention to the fact that teaching is a profession of expertise, indicates that the standards and practices required by the profession need to be clarified with a law for the teaching profession.

When the studies on the teaching profession are examined; It is seen that there is a concentration on career steps, candidate teaching process and professional development. Studies on teachers’ views on career steps in teaching (Bakioğlu & Banoğlu, 2013; Dağlı, 2007; Demir, 2011b; Gündoğdu & Kızıldaş, 2008; Kaplan & Gülcan, 2020; Özan & Kaya, 2009; Şirin et al., 2010; Tosun & Yengin Sarpkaya, 2014; Ural, 2007) stand out. School administrators and inspectors are consulted for their opinions (Kaplan & Gülcan, 2020; Özan & Kaya, 2009), problems are expressed (Akçay, 2005), and the effects of career ladder practice at school (Cımbız & Küçüker, 2015) etc. there are studies.

When the studies on the novice teaching process are examined, the opinions of novice teachers, counselor teachers and school administrators are examined (Akyıldız et al., 2020; Bozan et al., 2019; Cengiz, 2018; Dursun et al., 2018; Ekinci, 2010; Erçetin & Şayir, 2017; Gül et al., 2017; Kılıç et al., 2016; Kubilay & Sipahioğlu, 2022; Kozikoğlu & Çökük, 2017; Köse, 2016; Naillioğlu & Sezgin, 2021; Özan & Nanto, 2018; Özen et al., 2019; Sarıkaya et al., 2017; Topsakal & Duysak, 2017; Tunçbilek & Tünay, 2017; Ulubey, 2017; Yaman, 2018).

In the literature, it is seen that the topics related to the professional development of teachers vary widely. It can be said that efforts are made to ensure the professional development of teachers with different methods and practices. Perceptions of professional competence and development towards methods and practices for teachers’ professional development (Eroğlu & Özbek, 2018)(Ertürk et al., 2014)(Köse, 2016), obstacles and solution suggestions for teachers’ professional development (Bümen et al., 2012; Can , 2019; Genç, 2010), determining the proficiency levels of teachers (Buldu, 2014; Kaçan, 2004; Yılmaz & Gülçiçek, 2022), determining the needs and expectations of teachers in the professional development process (Aslanargun & Atmaca, 2017; Özan & Kaya, 2009), It is possible to say that there are studies that examine the effect of postgraduate education on the professional development of teachers (Aktan, 2020)(Alabaş et al., 2012) and the relationship between teachers’ professional development and job satisfaction (Akçay Kızılkaya, 2012; Altinkurt & Yılmaz, 2014; Bozca, 2015).

Although there are studies examining the opinions of teachers and administrators on the teaching profession law (Altan & Özmuşul, 2022; Canatan Doğan, 2022; Gül & Güngör, 2022; İş & Birel, 2022), this research also provides solutions for the articles in the professional law of teachers. It differs from the aforementioned studies. It is thought that this research, which aims to reveal the opinions of teachers about the articles of the draft law of the teaching profession, will contribute to the teachers in terms of presenting their own solution suggestions about the articles in the law. Within the scope of the research, teachers were asked to answer the following questions offline;

1. Do you have information about the teaching profession law published on February 14, 2022? What is your source of information? (For example: TV, social media, colleagues, etc.).
2. Do you think that the teaching profession law was prepared in a multi-participatory way (NGO, academics, teachers) together with the education stakeholders? Can you explain why?
3. What are your views on the candidate teaching process amended in the Draft Law on the Teaching Profession? Can you explain?
4. It is aimed to ensure the professional development of teachers with the application of career steps (teacher, specialist teacher and head teacher) in the Draft Law on the Teaching Profession. What do you think about this, can you explain?
  - 4.1. Can you explain what improvements should be made for the professional development of teachers in your opinion?
5. Can you explain what you think about the solution proposals of the Draft Law on the Teaching Profession regarding the personal rights of teachers (3600, wage increase, retirement, etc.)?
  - 5.1. Can you explain what improvements should be made regarding the personal rights of teachers in your opinion?
6. Do you want to pursue a master's or doctorate after the Draft Law on the Teaching Profession comes into force? Why?

## Method

This section includes the research design, study group, data collection tool, data collection and data analysis.

### Research design

The research was carried out within the framework of phenomenology (phenomenology), one of the qualitative research designs. Qualitative research is a study in which the explanatory and inductive method is used, aiming to make sense of the participants' point of view (Huberman & Miles, 2002). Phenomenology, on the other hand, aims to gain an in-depth understanding of the meaning or nature of our daily experiences (Patton, 2002). The aim of the phenomenological research is to gain a perspective on the life world of the participants in the research and to reveal the personal meanings they construct with their "lived experiences" and what the subject/situation means to them (Johnson & Christensen, 2019). In this direction, the views of teachers on the Teaching Profession Law published in February 2022 were examined based on the opinions of the teachers during the research process.

### Research group

20 teachers were included in the study group of the research. Eight of the participants in the study group are male and twelve are female teachers. The professional seniority years of the participating teachers ranged from 1 to 20. Again, it can be said that almost every region of Turkey is included in the research from different cities. In order to provide data diversity in the research,

teachers from different branches, different cities and with different professional seniority were interviewed. Demographic information of participant teachers is given in Table 1.

**Table 1** Demographic information of participant teachers

Participant	Gender	Branch	Seniority	City
T1	Male	Classroom	1	Gaziantep
T2	Female	Classroom	1	Van
T3	Female	English	18	İzmir
T4	Male	Social Studies	6	Erzincan
T5	Female	Social Studies	7	Afyon
T6	Male	Mathmatic	14	İstanbul
T7	Female	Classroom	19	Eskişehir
T8	Female	Turkish	1	İstanbul
T9	Female	English	14	Manisa
T10	Male	Music	2	Şanlıurfa
T11	Male	Science	3	Şanlıurfa
T12	Female	Pre-School	1	Siirt
T13	Female	Classroom	1	Ağrı
T14	Male	Special Education	9	Sivas
T15	Female	Religious Culture and Moral Knowledge	10	Kırşehir
T16	Female	Science	8	İzmir
T17	Female	Classroom	20	Denizli
T18	Male	Guidance and Psychological Counseling	1	Şırnak
T19	Male	English	10	Aydın
T20	Female	Mathmatic	12	Ordu

### Data collection tools and procedure

A semi-structured interview form was used in the research. The questions in this form were submitted to the opinion of two academicians who are experts in their fields. According to expert opinions, the number of interview questions remained the same, and several language and expression suggestions were offered. After the corrections made according to expert opinions, the interview form took its final form. Data from the teachers in the study group were collected online in April 2022. Before the interview with the teachers, the purpose of the research was explained, and it was stated that their identity information would not be shared anywhere. Interviews with the research group were carried out on a voluntary basis. There are no strict rules regarding sample size in qualitative research; therefore, the sample size may vary according to the nature of the study. In the literature, it is recommended to collect data until the information repeats itself (Patton, 2002). The maximum variation sampling method was used to capture a wide variety of perspectives regarding the research focus (Creswell, 2007). For this purpose, the researchers tried to communicate with teachers working in different education levels and different types of K-12 schools in different provinces of Turkey. In the study, a total of 24 teachers were provided to fill in online interview forms until the data saturation (Francis et al., 2010; Merriam, 2009). After examining the online interview data, the interview data of 20 teachers were analyzed after the interview forms containing insufficient data were removed from the data set.

## Analysis of data

In order to ensure the validity and reliability of the themes and codes reached in the research, independent and simultaneous coding was provided by two academicians who are experts in the field of all data, and then the coding system of the researcher and the experts was compared. As a result of this comparison, the reliability value was calculated as approximately 92.4% by applying the formula (Reliability = Number of Agreements / Number of Agreement + Number of Disagreements X 100) recommended by Huberman & Miles (2002) and in which comparisons with a value above 70% are considered reliable. Validity in qualitative research can be achieved through studies such as making data diversity, explaining the characteristics of the study group in detail, reporting the data in detail, and quoting the data (Creswell, 2007; Johnson & Christensen, 2019). For this reason, it is presented in tables on which teachers' statements the codes are based on and how often the code statements are expressed. In addition to these studies, the validity and reliability of the study was tried to be increased by expressing the codes given in the presentation of the findings clearly and clearly and supporting them with direct quotations. The data obtained from the research were analyzed using Atlas.ti 2022 qualitative data analysis program.

## Findings

The teachers who participated in the research were asked questions about the teaching profession draft law and the data obtained were given in the form of themes and supported by the sample statements of the participants.

### To have knowledge about the teaching profession law

Before the interview questions, the teachers participating in the research were asked questions about their knowledge of the draft law of the teaching profession. First of all, it was asked whether the teachers were members of any union. The obtained results are given in Table 2.

**Table 2** Teachers' union membership status

Yes	T1, T2, T5, T6, T8, T9, T12, T14, T15, T18, T19, T20
No	T3, T4, T7, T10, T11, T13, T16, T17

12 of the teachers participating in the research stated that they are members of any union, and 8 of them are not members. Then I asked the teachers, 'Have you read the teaching profession law published in the Official Gazette on February 14, 2022?' question was posed.

**Table 3** Teachers' reading status of the Official Gazette professional law

Yes	T1, T2, T3, T5, T6, T7, T8, T9, T10, T12, T13, T14, T15, T16, T17, T18, T19, T20
No	T4, T11

When the answers given by the teachers participating in the research are examined, it can be said that most of the teachers do not read the professional law that concerns them. The last question in this section was 'Have you reviewed the draft law on the teaching profession and sent your comments to [ogretmenlikmeslekkanunu@meb.gov.tr](mailto:ogretmenlikmeslekkanunu@meb.gov.tr)?' question was posed. The data regarding the opinions obtained are given in Table 4.

**Table 4** Feedback on the teaching profession law

Yes	-
No	T1, T2, T3, T4, T5, T6, T7, T8, T9, T10, T11, T12, T13, T14, T15, T16, T17, T18, T19, T20

According to the data obtained from the interviews, it is possible to say that the teachers do not convey their requests and complaints about a draft law that concerns them to the necessary authorities within the legal time limits.

### Teachers' source of information on professional law

The question 'Do you have information about the teaching profession law published on February 14, 2022? What is your source of information? (For example: TV, social media, colleagues, etc).'

 was asked to the teachers participating in the research within the scope of the source of information theme. The obtained results are given in Table 5.

**Table 5** Teachers' source of information on professional law

Internet	T13, T17
Ministry of National Education	T5, T17
Colleagues	T1, T13, T15, T17, T20
Official Gazette	T3, T17, T18, T20
Sendicate	T5, T17
Social Media	T1, T2, T6, T8, T13, T14, T16, T17, T18, T19, T20
Television	T1, T5, T7, T8, T15, T16, T17, T18, T19, T20

It is seen that participant teachers generally access information about the teaching profession law through social media and television. Teachers use the official newspaper and their teacher friends as second sources of information, which is usually due to the communication in the teacher's rooms. It is interesting that the tertiary information sources of the teachers are the ministry, the union and the internet.

### Preparation process of the teaching profession law

'Do you think that the teaching profession law was prepared in a multi-participatory way (NGO, academics, teachers) together with the education stakeholders? Can you explain why?' question was asked to the teachers regarding the preparation of the teachers' professional law together with the education stakeholders during the drafting process. Opinions given to the question are given in Table 6.

**Table 6** Teachers' views on the preparation process of the teaching profession law

I don't think	T1, T4, T5, T8, T9, T10, T12, T13, T14, T15, T16, T17, T18, T19, T20
I think	T11
No idea	T7
Does not meet needs	T3, T4, T5, T6, T8, T9, T10, T13, T14
Not inclusive	T2, T4, T6, T9, T12, T14, T15, T16, T17, T18
A political decision	T18

The majority of the teachers participating in the research stated that the teaching profession law was not prepared together with the education stakeholders during the drafting process. Another majority group stated that this law was not inclusive and did not meet the needs. Regarding the mentioned codes, T8 said, 'I don't think it was prepared with a multi-participation. I do not believe that especially the opinions of teachers and academicians are consulted.' He stated that he did not think with his opinion. 'The fact that it was prepared in such a short time and its scope was insufficient made me think that there could be no multiple participation, frankly.' T16 and 'Does not include the social, financial and legal rights of teachers in all areas. I think it is a hastily prepared arrangement with a very narrow scope.' T14 states that the draft law is not inclusive and does not meet the needs of teachers. In addition, one teacher stated that he did not have an opinion, while another teacher stated that this law was a political decision. Contrary to the general opinion, one teacher who participated in the study stated that it was prepared together with the stakeholders, another

teacher stated that it was a political decision, and lastly, one teacher did not have an opinion. 'Yes. Information about the problems and needs in the teaching profession can be obtained from them.' T11 expresses a positive opinion towards the process.

### Pre-service teacher training process

In the teaching profession draft law, the question 'What are your views on the candidate teaching process amended in the Draft Law on the Teaching Profession? Can you explain?' was asked to the teachers about the process of training teacher candidates and the opinions obtained are given in Table 7.

**Table 7** Teachers' views on the pre-service teacher training process

I feel insecure.	T3, T4, T9, T14, T17, T18, T20
Partially changed/name change	T3, T4, T9, T14, T17, T20
The exam should be removed.	T2, T7, T10, T13, T14, T18, T19
Positive developments.	T1, T11, T12, T15
Mobbing can be done.	T6, T16, T18
It's a difficult process.	T2, T13, T16
Recognition of personal rights.	T2, T13

When the views on the candidate teaching process in the teaching profession draft law are examined; The teachers who participated in the research stated that the exam should be abolished, that they do not trust the system, that it is a compulsory process, and that teachers should be given personal rights. For example, T2 said: *'The candidacy process can be a tiring and challenging process. In addition to the familiarization process, the candidacy-related forms and the files that need to be prepared can scare the teachers. There are also ideas about not having a candidacy removal exam. It is clarified that it would be more appropriate to abolish the exam. I think that more rights should be given to candidate teachers, such as contracted and permanent teachers.'* explained in his words. Some of the teachers stated that there was not much that changed, but that there was only a partial or only name change. T8 said, *'As a newly appointed teacher, I have not been in contact with any of these items. I see them as empty and unfillable items. No one has any information about any of the programs written yet. We are still preparing the candidacy file and even this is a formality. I do not believe that any of the articles or amended articles herein will improve the teaching profession, that something will be left for teacher candidates, and that it will carry it forward professionally. Some suspended items. When we go down to the field, we see that everything is procedure and formality. Unfortunately, this law does not seem very convincing and realistic to me. Even if it does, everything will still be a formality at the local level, while proceeding this way in the center.'* explained as. There were teachers who stated that the presence of commissions in the novice teaching process would put the teachers in a difficult situation and that mobbing could be done in this process. T16 explained this situation with the following statements: *'It is seen that the previous practices (time in office, training given, etc.) continue. I think there are decisions that can put heavy pressure on teachers. With the decision of a few people (commission!), you are either a teacher or you are NOT! It shows that it will be a difficult process for our teachers, who started to work with an interview at the end of a process like KPSS, to audition again at the end of the process.'*

On the other hand, although it is seen that the negative opinions about the candidate teaching process are intense, there are also teachers who approach positively. They stated that the exam was abolished, the process was shortened, and it was made better with the relevant regulations. For example, T1 *'It is a good practice not to have an exam, I do not think that there will be many problems in the commission. Of course, it is important in the regulations to be issued accordingly.'* He stated that the commission implementation would not be a problem. T11 *'Candidate teaching can be more qualified. The abolition of the nomination exam is a very correct decision.'* and T12 *'I think*

that the abolition of the candidate teacher exam is a positive development. Because teachers are already entitled to this title by passing tough years of exams. After gaining this right, they were subjected to a test again. This situation put our young teachers psychologically stressed and caused them to have difficulty adapting to their profession.' They stated that the abolition of the exam was a positive development with their opinions.

### Professional development

In the theme of professional development, teachers' opinions were taken with the question "It is aimed to ensure the professional development of teachers with the application of career steps (teacher, specialist teacher and head teacher) in the Draft Law on the Teaching Profession. What do you think about this, can you explain?" regarding the career steps planned to be implemented in the professional law to provide professional development. These opinions are given in Table 8.

**Table 8** Professional development

Positive feedback	T1, T3, T11, T13
Negative feedback	T1, T2, T3, T4, T5, T6, T7, T8, T9, T10, T12, T13, T14, T15, T16, T17, T18, T19

It is seen that the number of teachers who stated that the career steps in the draft teaching profession law, that is, titles such as specialist and head teacher, will not contribute to the professional development of teachers. In this category, there are teachers who gave negative opinions due to many reasons. The most important of these reasons is discrimination. There is a prevailing view that there will be discrimination among teachers, among students, among parents, in the community, and in matters of personal rights. They also think that the emergence of this situation will cause a negative school climate environment. About the topic; T2 'These career steps will cause discrimination among teachers and will cause some problems, be it assignments at the school or the choice of teachers by parents.' and T1 'Separation of teachers as specialists and head teachers in order to ensure their professional development can provide professional development, but more demand by parents for teachers who are experts and head teachers may cause a negative climate within the school.' etc. used expressions. In addition to the view that discrimination will occur, teachers; They stated that this law is unnecessary, titles should be given according to seniority or performance, they cannot be trusted that it is not impartial, they can recruit all teachers in time and the quality of in-service training should be increased.

On the other hand, it should be noted that the number of teachers who think positively about this issue is low. For example, T3 'This is an attempt to regulate teachers' salaries', T11 'It will motivate teachers to improve themselves.' and T13 'The exemption of teachers who have completed a master's degree for specialist teaching will encourage teachers to pursue a master's degree. This will greatly contribute to the development of our teachers.' With similar statements, there are teachers who think that the law is made for regulating salaries and will provide professional development.

With the second question of the professional development theme (Can you explain what improvements should be made for the professional development of teachers in your opinion?), the opinions of the teachers were sought about what improvements could be made. These are given in Table 9.

**Table 9** What needs to be done for the professional development of teachers

Economic contribution	Economic improvement must be made	T5, T6, T13, T17, T20
	Qualified in-service training should be provided.	T2, T3, T4, T6, T8, T9, T11, T12, T14, T16, T18, T19

Professional development	Postgraduate education should be facilitated	T1, T6, T13, T20
	Performance should be rewarded	T6, T15
	Use of technology should be improved	T4, T10
	Cultural products should be free	T19
	Foreign language requirement should be abolished	T1
School climate	Physical facilities should be improved	T2, T7, T11
	Schools should be funded	T6
	Students in the classroom should be reduced	T2
Perception towards the teacher	Professional value should be increased	T4, T17
Personal rights	Gradual transition to staff	T15
	Exam requirement should be removed	T5
About the process	Must be impartial and fair	T3, T6

After the opinions of the teachers on the draft law of profession, their opinions about the problems that need to be solved in the profession law were taken. According to these views, teachers created codes under the headings of professional development, school climate, teacher perception, economic contribution, personal rights and solution suggestions for the system. Teachers especially; They stated that their professional development would be positively affected if the conditions such as quality of in-service training, ease of postgraduate education, rewarding good performance, providing infrastructure for technology use, free cultural products and abolishing foreign language requirement. T19 *'Seminars can be planned more effectively and efficiently. Books for teachers to read can be provided free of charge or for a fee. In addition, teachers should have 1 free theater or movie ticket per month.'*, T1 *'Masters and doctorate degrees should be provided to teachers for their professional development.'*, T15 *'Performance-based pricing can be made. In this way, teachers who make progress are encouraged.'* expressions are examples.

The solution suggestions of the teachers for the school environment are; improving the physical conditions and facilities of schools, reducing class sizes and sending funds to schools. Teachers related to these situations; T7 *'I am sure that when the physical conditions and opportunities in schools are improved, it will have a positive impact on the teaching profession.'*, T6 *'Schools should be allocated from the central budget. Along with this appropriation, appropriations should be allocated for educational studies for branches.'* and T2 *'The number of students in a class should be reduced.'* expressed their opinions with expressions.

Teachers want an improvement in their salaries. In addition, they stated that contracted teachers should be recruited gradually and that the titles included in the teaching profession law should be given without examination, and they expressed their views on economic contribution and personal rights. Regarding the economic contribution code, for example T6, *'Teachers' salaries should not be below the poverty line first of all. Teachers have to do other jobs to make a living.'*, T5 on personal rights *'Exam requirement should be abolished, career ladder transition processes should be rearranged.'* have expressed.

Finally, teachers think that professional value should be increased. They state that the respect and value of the teaching profession in society has decreased compared to previous years. For example, T17 on professional reputation says *'I think reputation comes first. I can say that teachers find their place both professionally and economically.'* was of the opinion. Teachers also state that the evaluation processes in the teaching profession draft law are not impartial and give distrust. T3 states that *'Professional development should be handled by an absolutely impartial committee.'*

*This is not possible with 170-240 hours of classes. In-service training should be made compulsory. Teachers should be subjected to an impartial and fair performance evaluation, and their approach to the developing and rapidly changing educational developments in recent years should be supported.* with his opinion.

### Personal rights of teachers

To the teachers regarding the personal rights theme of the draft law of the teaching profession; *'Can you explain what you think about the solution proposals of the Draft Law on the Teaching Profession regarding the personal rights of teachers (3600, wage increase, retirement, etc.)?'* By asking the question, their opinions about the personal rights provided by the law were taken and these opinions were shared in Table 10.

**Table 10** What needs to be done for the professional development of teachers

Personal rights	Economic improvements need to be made	T2, T4, T10, T13, T16, T18
	Each teacher should be given 3600 indicators	T5, T6, T7, T19, T20
	Positive development	T8, T11, T14
	Retirement period should be shortened	T15
Insufficient	Not believable	T9, T12, T14, T17
	Positive development	T1, T3, T15
Employment	New teachers should be appointed	T2

When the views of teachers on issues such as 3600, wage increase and retirement in the profession draft law are examined; In addition to personal rights, there are opinions that appointments and improvements are insufficient. For example, T2 said, *'I think that there should be improvements in the salaries of our teachers who will retire, and that teachers who are not appointed should be replaced by these teachers. As much as the wage increase is pleasing, I don't think it's enough because the purchasing power is getting weaker.'* He emphasizes that there should be new appointments and that the wages of retired teachers should be improved. The demand for early retirement and giving everyone the right to 3600 is also an important point. T6 *'In this way, there should be no additional indicator application according to the degree. All teachers should have equal rights.'*, T19 *'All teachers should benefit from 3600 additional indicators unconditionally.'* and T7 *'Additional indicator long awaited. Salary is the biggest motivation source not only for teachers but also for all employees.'* They explained the situation with their statements.

Some teachers stated that they did not find the developments regarding personal rights convincing, and some teachers stated that although there were positive developments, they were not sufficient. Regarding this situation, T12 said, *'I do not find the solution proposals for personal rights sufficient. I don't even believe the suggestions are the solution. It is as if it was written so that we could write something about it so that there would be no space. They are not capable of responding to needs and requests. Of course, why is the time of entry into force a later date, not the date it was published in the official gazette? This and many more question marks.'* and T1 *'Although there is a material improvement, the wishes of the teachers have not been fulfilled adequately in general terms.'* have expressed their views.

Teachers were then asked about their own solution suggestions for teachers' personal rights; *'Can you explain what improvements should be made regarding the personal rights of teachers in your opinion?'* question was posed. The opinions obtained are also given in Table 11.

**Table 11** What needs to be done for the professional development of teachers

Employment	Appointment due to family	T13, T14, T19
	New teachers should be appointed	T3
	Must be replaced at certain times	T16
Working hours	Working hours should be reduced	T9
Retirement	Allowance should be given	T1, T7
Teacher distinction	All teachers must be permanent	T1, T6, T7, T9, T12, T13, T18
	Titles should be given according to seniority	T16, T17
	The rights of private school teachers should be improved	T6
	Staff segregation among teachers should continue	T16
Salary and supplementary fees	Economic improvements need to be made	T9, T10, T11, T13
	Each teacher should be given 3600 indicators	T5, T6
	Additional course fees should be removed	T13
Professional development	Qualified professional development should be provided	T2, T3, T8, T20
Guard and days off	Permission rights should be improved	T8
	Guard duty should be abolished	T9
Perception towards the teacher	The value of the profession should be increased	T2, T4, T6, T11
Teacher involvement	Teachers should be consulted	T2, T8
Health	Health rights should be improved	T10, T14
Technology	Access to technology should be supported	T14

When the opinions of the teachers on the solution proposals for the personal rights in the draft law of the teaching profession are examined, it is seen that they have expressed this situation in many titles. Accordingly, teachers; assignment and assignment, working hours, retirement, staff separation, salary and additional course, professional development, shift and leave, teacher perception, teacher participation, health and technology, etc. have created codes. Teachers are the most; It demands that all teachers be permanent and equal pay. T13 '*The distinction between paid, contracted and permanent staff should be abolished and equality should be ensured in salaries.*' can be given as an example of this situation. It is also stated that salaries should be improved in economic terms and everyone should be given the right to 3600 additional indicators. On the other hand, they stated that it is necessary to provide all kinds of support for the professional development of teachers, to organize domestic and international training activities, to increase the quality of in-service training, and to provide graduate education opportunities. T2 said, '*I believe that every contribution should be made to the professional development of teachers.*' expressed his opinion.

Teachers state that necessary arrangements should be made in appointments based on spouse status and health, and teachers' access to technological infrastructure should be increased for professional development. This situation T14 '*I think that their rights regarding spouse and health disability should be expanded and teachers' access to technological devices and products should be facilitated.*' explained in his words. Finally, one of the issues that teachers consider most important is the perception of society towards teachers. They are disturbed by the fact that the value of the

teaching profession is decreasing day by day. T4 states this situation as *'The rights that the teacher's hands are not tied should be provided in the professional sense, which also increases his prestige.'* explained in his words.

For the first time, a permanent teacher expressed an opinion on the personal rights of teachers working in private schools and the regulation of working conditions. Accordingly, the T6 situation is *'Teachers should come to a stronger position legally. Complaints and unfair investigations of teachers by parents and students should be prevented. Studies should be carried out for teachers working in private schools and their rights should be guaranteed by law.'* expressed as.

### Postgraduate education

At the end of the interviews with the teachers, the situation of wanting to do postgraduate education for the improvements in the teaching profession draft law, *'Do you want to pursue a master's or doctorate after the Draft Law on the Teaching Profession comes into force? Why?'* tried to be determined by the question. Obtained opinions are given in Table 12.

**Table 12** Teachers' opinions on Draft Law

I would like	For career ladder	T1, T9, T12, T13, T18, T19
	For professional development	T2, T3, T6, T10, T15, T16
	I'm doing a master's degree.	T1, T8, T13
I do not want	I do not want	T6, T11, T20
	For career ladder	T1, T8, T14, T17, T18
	It reduces the quality of postgraduate education.	T5
	Writing a thesis is more difficult than an exam.	T4
I'm undecided		T7

After the draft law for the teaching profession was enacted, when the opinions of the teachers on the desire to do graduate studies were examined; More than half of them are willing to pursue postgraduate education. While some of these teachers want to take postgraduate education for their career steps, the other part wants them for their professional development. Meanwhile, three teachers are already in postgraduate education. T18 *'The reorganization of the salary according to the draft, the high personal rights will push many people to graduate or doctorate.'* T10 *'I would like to do this, but I would like to do this not for a salary increase, but to further develop and build on my professional knowledge.'* and T13 *'I am currently doing a master's degree. However, after this draft law, I say I am glad I did.'* explained with expressions.

On the other hand, there are also teachers who have negative opinions about the idea of getting a postgraduate education. These teachers; They have reported negative opinions only because they do not want to, for the teaching profession law, because it will reduce the quality of postgraduate education and because it is easier to write a thesis than to take an exam. T20 *'I don't want to'* and T8 *'The enactment of this draft law was not effective in my graduate education. But even if I had not started, I would like to do it for my own development and professional career rather than the financial return or the title it will provide.'* explained with their opinions. Lastly, one teacher stated that she was undecided about getting a postgraduate education.

### Conclusion, discussion, and suggestions

This research; The aim of this study was to reveal the opinions of teachers about the items in the teaching profession law. It can be said that the teachers participating in the research have ideas about the issues that concern them. Teachers about the teaching profession law generally obtained information from social media and television. This shows that teachers actually get

information from sources that they should not have, rather than from sources they should have. On the other hand, it can be said that official and non-governmental organizations that most concern teachers cannot provide necessary information to teachers in the face of the situation.

To mention the results of the research; It is seen that the participating teachers are half of their union membership status and they do not seek their rights by not examining the draft law prepared by the Ministry of National Education regarding teachers and not giving the necessary feedback. Teachers think that the draft professional law was prepared without the opinions of education stakeholders and is not inclusive. They also stated that it did not meet the needs of teachers. Sunat (2022) stated that the opinions of teachers, education stakeholders, education unions and education experts were not taken while the law was being prepared, while Karabiyik (2022) stated that the law caused disappointment in the teachers' chamber.

Candidates stated that the teaching process is difficult and unnecessary, and that the exam is not objective. Dağlı (2007) also stated in his research that teachers have negative opinions about the examination application and non-exam performance evaluation. Sabiha Sunar stated that there is a need for a teaching profession law in order to accept teaching as a professional profession and to eliminate the disorganization in the current legislation regarding teachers. Comparing with other national and international professional laws, Sunar pointed out that the current proposal was insufficient in terms of scope, and stated that many important issues, starting with teacher training, were not included in the proposal (Education Reform Initiative, 2022).

They think that the teaching profession law will not contribute to the professional development of teachers. They stated that making a difference between teachers by career steps would cause discrimination, this would negatively affect the school climate, and students, parents and even teachers would discriminate among themselves. In Bakioğlu and Banoğlu's (2013) research on career steps, specialist teaching is perceived as an empty title, self-interest, social capital expansion, and a negative attitude towards the examination system is displayed. These results are similar to the research results of Gül and Güngör (2022). Demir (2011a) concluded in his research that parents' wanting their children to study in the class of expert teachers or head teachers may make teachers who do not have these titles uneasy and hurt. Alaaddin Dinçer, on the other hand, argued that there is no need for a new law, that necessary arrangements should be made in the existing legislation, and that the ILO and UNESCO recommendation on the status of teaching, adopted in 1966, should be implemented. Dinçer also drew attention to the uncertainty of where and by whom the bill was prepared, and the lack of field research on teachers' expectations. Dinçer reminded that the career ladder is a practice that has been tried in the past, that the results of the past practice are not evaluated, and its re-application will negatively affect the peace among colleagues (Education Reform Initiative, 2022). Differentiation of teachers by career ladder application is considered negatively in many studies. On the other hand, few teachers think that this law will provide professional development of teachers.

Teachers think that the process of preparing professional law is insecure and biased. They stated that teachers should be given these titles according to seniority or performance rather than taking exams. Kocakaya (2006), Gündoğdu and Kızıltaş (2008) concluded in their studies that more objective criteria (seniority, performance, etc.) should be present instead of exams in order for teachers to be promoted in their careers. The results of the mentioned studies are similar to the results of this study.

They state that the improvements made in economic terms are insufficient. In their work in İş and Birel (2022), almost all of the participants differed in terms of seniority, age, career, etc., especially in terms of salary. They stated that serious arrangements should be made regardless of the circumstances. Teachers stated that new appointments should be made, that all teachers should

be permanent, that personal rights such as retirement and 3600 should be improved, and that the developments in the law on these issues are insufficient. Similar results show that teachers have problems with personal rights and economic issues (Uygun, 2012; Cantürk, 2021).

Teachers want to feel economically secure. In addition, it is necessary to develop discourses and policies that will increase the value of the teaching profession in the society, to increase the physical opportunities of schools and to provide allowances, to provide qualified in-service training, to facilitate postgraduate education, etc. indicated that work needs to be done. Ease of assignment and relocation should also be provided, and improvements should be made in working hours, shift and leave, and health rights. Finally, while some of the teachers think about doing postgraduate education only to move up the career ladder, some of them think only for their professional development. On the other hand, while there are a few teachers currently doing a master's degree, a few teachers also stated that it is difficult to write a thesis and that's why they prefer to take the exam.

Based on the results of the research; In general, it can be suggested to come together with the professional stakeholders of the relevant institutions and organizations, to identify the problems and problems and to prepare a professional law that includes solutions for them. In a special sense; First of all, the economic situation of education workers should be improved, initiatives should be taken to increase the value of the teaching profession in the social sense, and improvements should be made in appointments and relocations, graduate education opportunities, and financial and physical opportunities of schools. Instead of distinguishing teachers with various titles, rewards can be made according to seniority or objectively supervised performance system. It should be ensured that the candidate teacher training process is objective and the mobbing (forced union membership, etc.) behaviors of the administrators should be prevented in this process. National and international quality education opportunities and environments can be prepared for teachers for their professional development. Instead of unqualified training, volunteer and willing teachers who really want to provide their professional development should be paved, these teachers should be rewarded and career development should be provided.

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