

Teaching Profession Law According to the Perspective of Union Representative Teachers

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Abstract: This study, which aims to analyze the Teaching Profession Law in terms of purpose, content, and innovations, according to the opinions of teachers, was designed according to the phenomenology pattern. The study was determined by the criterion sampling method. The working group consisted of six workplace representatives of the three education unions affiliated with the Ministry of National Education and three teachers. A semi-structured interview form consisting of open-ended questions developed by the researchers was used. The content analysis method was used in the analysis of the research data. According to the results, participants find the law insufficient for reasons such as limited content, insufficient improvement of personal rights, not determining the general competencies, teachers' lack of access to professional development programs, not approaching teaching holistically, and not meeting the needs and demands of teachers. Participants stated that the law did not meet expectations regarding the selection, training, and on-the-job training of teachers and that the teaching career steps did not provide teachers with the motivation to improve themselves. It has been concluded that the issues of "supervision and guidance system" and "professional ethics" are not included in the Teaching Profession Law, which is an important deficiency.

Keywords: Teaching profession law, career steps, professional status, professional development.

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Introduction

It is only possible with a qualified education that societies protect their cultural existence and transfer it to future generations, develop economically and make scientific development continuous. Qualified education is directly related to the qualifications of teachers, which is the most important component of the education system. In this respect, it is extremely important that teachers, who are entrusted to future generations and who shape the individual and society, have the equipment required by their age and a good status in society. Considering the aims and objectives that are thought to be achieved in education, ILO/UNESCO (2016) considers that the way to reach these goals and objectives is to provide the status and dignity that teachers deserve.

Teaching is a profession that is at the centre of both the learning process and the social, cultural, and economic development of children and young people (MacBeath, 2012). Teaching includes many features that characterize pedagogical content knowledge, problem-solving strategies, adapting to diversity, decision-making, perception of classroom events, sensitivity, and respect for students (Guerriero, 2014). Teachers prepare new generations to deal with the difficulties they may encounter in the future by developing them intellectually (Hargreaves, 2009).

According to the 1st article of the Secondary Education Teachers Law dated March 13, 1924, "Teaching is a profession that takes on the duty of education and training, one of the public services of the state, and is divided into separate classes and degrees." It was accepted as a profession for the first time in accordance with the provision (Akyüz, 2007). In the National Education Basic Law No. 1739, published in 1973, teaching is a special profession that takes over the education, training, and related management duties of the state. Defined as. The idea of improving the personal and financial rights of teachers by accepting the teaching profession as a career requiring expertise was tried to be implemented in 2004. In this context, with the amendment made in Article 43 of the National Education Basic Law No. 1739, "Teaching profession; after the candidacy period, it is divided into three career steps as teacher, specialist teacher and head teacher." Then, based on this article of the law, the Regulation on Advancement in the Teaching Career Steps was published in 2005, and within the scope of the regulation, an examination was held for the first time in the same year to select head teachers and specialist teachers.

The Ministry of National Education announced that it will design graduate-level professional development programs for teachers in cooperation with universities to support the professional development of teachers under the title of "Development and Management of Human Resources" in the 2023 Education Vision, and that they will be made available to teachers by structuring their career specialization areas. Again, in the 2023 Education Vision, it was stated that the Teaching Profession Law will be prepared that will reorganize the assignments, promotions, working conditions and personal rights of teachers (MEB, 2018). President Recep Tayyip Erdoğan, in his speech at the

20th National Education Council on the subject, announced that the Law on the Teaching Profession will be enacted as soon as possible, and teaching will be accepted as a career profession and that an increase in the wages of teachers will be provided (trthaber.com, 2021). A recommendation was made to enact the Profession Law (MEB, 2021). Minister of National Education Mahmut Özer also stated to the press that teaching would be defined as a career profession in the Teaching Profession Law; those rights, duties and responsibilities would be clarified; and that teachers would be encouraged to pursue graduate education (trthaber.com, 2021). Shortly after these explanations, the Teaching Profession Law was published in the Official Gazette with the law number 7354 dated 03/02/2022 and entered into force.

When the Teaching Profession Law (MEB, 2022) is examined, the purpose of the law is "to regulate the assignment and professional development of teachers in charge of carrying out education and training services, and their advancement in career steps." Therefore, it can be said that the law aims to make arrangements in three main areas: teachers' assignments, professional development and career advancement. In the law, teaching is defined as a specialization profession, and it is seen that the teaching profession is divided into three career steps as teacher, specialist teacher and head teacher after candidate teaching: specialist teacher if they get at least 70 points from the exam. Those who have at least ten years of service as a specialist teacher can become a head teacher if they complete the 240-hour head teacher training program and get at least 70 points in the written exam. According to the relevant article, teachers who have completed their master's education will be exempted from the specialist teacher exam, and those who have completed their doctorate education will be exempted from the head teacher exam. In addition, there is a provision that teachers will be given a separate degree for specialist teaching and head teacher.

It can be said that the content of the Teaching Profession Law is largely similar to the Regulation on Promotion in Teaching Career Levels, which entered into force in 2005, and that both regulations generally regulate the promotion of teachers in career steps. In this context, the expert teacher exam, which was held for the first time in 2005, has brought with it ongoing debates in the education community. As stated by Eğitim-Bir-Sen (2010) as a result of lawsuits filed by both teachers and teachers' unions due to various reasons, the practice is the basis of the regulation with the decision of the Constitutional Court dated May 21, 2008, main number 2004/83 and numbered 2008/107. Some paragraphs of the law have been canceled (EBS, 2010). After the annulment decision of the Constitutional Court, discussions on the subject continued both in academic circles and on various platforms through educational organizations, but no arrangements were made for a solution. After the expert teacher exam held in 2006, thousands of teachers lost their rights because the regulation was not applied, the exam was not held again and the teachers who completed their postgraduate education were not given the title of expert teacher or head teacher. In addition, it can be said that nearly 100,000 teachers who have passed the expert teacher exam for

years have been paid additionally and that other teachers cannot benefit from this right, which damages the sense of justice and equality among teachers.

A lot of research has been done on the subject in the literature; Dağlı (2007), in his study in which he examined the views of primary school teachers on the system of promotion in the teaching career step, found that teachers adopted the system of promotion in the career step at a moderate level. Urfalı (2008), in his research on the promotion of teachers in the career step, revealed that while teachers look positively on seniority and other activities, they do not view exams positively. Gündoğdu and Kızıldaş (2008), on the other hand, in their study with expert teachers on the career step system and examination, stated that teachers are satisfied with the implementation of the career system, but they think that the system should be brought to more objective criteria. Özan and Kaya (2009), in their study examining the views of teachers and administrators on the system of self-renewal and career advancement, determined that they thought that the system would not positively affect the quality of education and teachers. Şirin, Erdoğan, and Mülazımoğlu (2010) found that physical education teachers did not view the career system positively in their study, in which they examined the views of physical education teachers on promotion in the teaching career step. Demir (2011), in his research evaluating the teaching career steps, revealed that although the practice was prepared based on fairness and merit, it did not achieve its purpose due to the lack of continuity. Bakioğlu and Banoğlu (2013) examined teachers' views on the career step system through metaphors, and it was concluded that the practice was unplanned and unstable. Kaplan and Gülcan (2020) concluded that the system will contribute to the professional development and motivation of teachers in the study of examining the views on the creation of teacher career steps. The results of the research show that, apart from very few studies, teachers generally think that the career step system and examination within the system will not contribute positively to the teaching profession. As can be seen, the Regulation on Advancement in the Teaching Career Levels, which defines teaching as a career profession and provides for the professional development of teachers, while doing this, foreseeing an increase in teachers' salaries, could not meet the expectations.

In the Teaching Profession Law, it is seen that the 6th article, which regulates the teaching career steps in general, comes to the fore and many other important issues are not mentioned. However, when the international literature on the subject is examined, the legal texts related to the teaching profession in many countries are related to the selection, training, salaries, promotions and assignments of teachers, career advancement, professional development, duties and responsibilities, selection of managers and supervisors, additional payments, social rights, retirement, teacher It is understood that it covers many issues such as autonomy, reward, discipline and professional ethics (Voisin & Dumay, 2020; Matnuh, 2018). In addition, when the law on Judges and Prosecutors No. 2802 and the Turkish Armed Forces Personnel Law No. 926 are examined in Turkey, it is seen that the said laws deal with almost every issue related to the profession, starting from the selection and training of the members of the profession and their employment, until their retirement. In this context, the Law is related

to the teaching profession, such as the qualifications and selection of teachers, contracted and paid teaching, encouragement of teachers working in compulsory service regions, manager assignment system, rewarding, examination and investigation, supervision and guidance system, and professional ethics. It can be said that it does not meet expectations in terms of restructuring the teaching profession by considering many subjects with a different understanding.

Although the teaching profession is defined as a profession and a career profession in the relevant legislation, it can be stated that the teaching profession has not achieved the status it deserves and the desired standards in Turkey. In this respect, it is a matter of curiosity whether the Law on the Teaching Profession will contribute to both the social status of the teaching profession and the professional development of teachers. In this context, the research aims to evaluate the Teaching Profession Law in terms of its purpose, content and innovations. The sub-objectives of the research are the purpose of the Teaching Profession Law, the selection, training and on-the-job training of teachers, the career steps of teaching, the status of the teaching profession and the contracted and paid teaching system that is not included in the law, the encouragement of teachers working in compulsory service regions, the administrator assignment system, rewarding, examination and investigation, supervision and guidance system and teaching profession ethics. On the other hand, it is thought that the research will contribute to the field since there is no previous study on the Teaching Profession Law in the literature.

Method

Research Model

This study, which aims to analyze the Teaching Profession Law in terms of purpose, content, and innovations it tries to realize, according to the opinions of teachers, was designed according to the phenomenology pattern, which is one of the qualitative research methods. Phenomenology studies are the inquiry strategy that the researcher applies to reveal human experiences about a phenomenon defined by the participants (Creswell, 2007). In this respect, phenomenology is defined as a research method that borrows the experiences of individuals to describe and interpret their experiences (Miller, 2003).

Since all kinds of changes in the teaching profession in Turkey, where there are more than one million teachers and therefore approximately 18 million students, the subject has emerged as a phenomenon that needs to be examined in depth due to its nature and the phenomenology design has been used in this study.

Sample Group of the Research

In phenomenological studies aiming to investigate the subject in depth, the number of participants should be limited to between 6 and 12 people (Silverman, 2009). Rather

than working with large groups in qualitative studies, working with the sample that can obtain the most and qualified data for the purposes of the research will make the research more realistic (Coyne, 1997). The study group of the research was determined by the criterion sampling method, one of the purposive sampling methods. In the purposeful sampling method, the researcher determines the units to be included in the sampling with his judgment based on the purpose of the research and his previous knowledge, experience and observations. Since the researcher acts with his judgments and evaluations, he should have an idea about it. (Ural & Kılıç, 2011: 45). Criterion sampling, on the other hand, is the selection of all situations that meet certain criteria predetermined by the researcher (Patton, 2014). The participants of the study were determined according to the criteria list created by the researcher. In this context, the study group of the research was composed of 6 teachers who work in schools affiliated with the Ministry of National Education and who are the representatives of the three education unions that have the highest number of members in Turkey, and 3 teachers who are representatives of the district. The formation of the working group was based on volunteerism. The group was formed from representatives who were willing to answer questions and could spare enough time for interviews. In the study, the names of the teachers who participated in the research were coded as "P1, P2, P3... as Participant", in the findings section, paying attention to the principle of confidentiality.

Data Collection Tool

In the research, the purpose of the Teaching Profession Law is the selection, training and on-the-job training of teachers, teaching career steps, the status of the teaching profession and the contracted and paid teaching system that is not included in the law, encouraging teachers working in compulsory service regions, the manager assignment system, rewarding, A semi-structured interview form consisting of open-ended questions was used to determine teachers' views on subjects such as examination and investigation, supervision and guidance system, and teaching professional ethics. In the interview, it is aimed at systematically revealing the feelings and thoughts of the people through the questions prepared by the researcher. During the interview process, the researcher tries to make sense of and define the subjective feelings and thoughts of the target person by asking questions. (Kvale 1996). Interviewing is a method of collecting data using the participants' statements. In the interview, the researcher is not expected to get answers to the questions he asks or to test his hypotheses, but to try to understand and make sense of the experiences of the people. The researcher can thus develop an understanding of how the participants make sense of and interpret their inner world (Seidman, 2006). Although he asks the questions that he has planned and prepared in advance, he can ask different questions to the people in line with the flow of the interview and enable them to detail their answers (Bogdan & Biklen, 2007).

Draft questions, aligned with the research purpose, were presented to the opinions of an academician who is an expert in research methods and another academician who is an expert in the field of educational sciences. Afterwards, the prepared questions were

directed to two teachers who were not among the participants of the research, and a pilot application was made. The interview form was finalized with the feedback obtained from the pilot application. Research data were collected between April 15 and May 15, 2022. The participants were asked whether they would participate in the interview by presenting a directive explaining the purpose of the research, the confidentiality protocol, and the conditions of participation. The questions in the interview form were asked of the teachers who wanted to participate. The interview with each participant lasted approximately 30-35 minutes. To prevent data loss during the interviews, a voice recorder was used with the consent of the participants. After the interviews were over, the transcripts were presented to the participants and their approval was obtained that the statements belonged to them.

Analysis of Data

All the interviews with the participants during the research were recorded with a voice recorder. In this context, the 270-minute audio recording was deciphered and transferred to the computer in raw form. The transcript of the obtained data was read by the researcher and the interviews were written word for word (Merriam, 2009).

The content analysis method was used in the analysis of the research data. Qualitative content analysis consists of a series of techniques that require the systematic analysis of the data obtained (Mayring, 2004) and provide the opportunity to identify previously undetermined themes and different dimensions of the research (Çepni, 2001). In this context, first, the data obtained from the research was coded; the codes expressing similar concepts were brought together to form categories and themes were determined in this direction. Finally, the determined codes and themes were arranged and analyzed by going through the stages of defining and interpreting the findings. In addition, direct quotations were included in the study, and the findings obtained because of the content analysis were strengthened.

Validity and Reliability

In qualitative research, it is emphasized that the concept of plausibility should be used rather than the concepts of validity and reliability. Persuasiveness is expressed in four main categories: transferability, reliability, credibility, and confirmability (Guba & Lincoln, 1982; Houser, 2015). To ensure the credibility of the research, the participants were given the opportunity to refuse the interview, and interviews were conducted with the participants who were willing and only wanted to contribute to the research. To ensure the transferability of the research, detailed information was given about all stages of the study, such as the location of the study, the number and qualifications of the participants, data collection methods and duration, and data analysis methods. To avoid mistakes that could endanger the dependability of the study, a faculty member specializing in qualitative research methods was asked to evaluate the research in all its aspects. Confirmability in the study was ensured by comparing the data study after being analyzed separately by two researchers.

Results

In this section, the data obtained from the teachers regarding the Teaching Profession Law, which was accepted in the Parliament with law number 7354 and dated 03.02.2022, is structured under 8 themes, 22 categories and 189 codes.

The theme of opinions about what the teaching profession means for the participants is presented in Table 1, structured in four categories "society", "individual", "work/profession" and "the sacred one":

Table 1.
What Does the Teaching Profession Mean?

Category	Code
Society	Shaping society
	Ensuring the healthy continuation of social life
	The only profession that raises future generations
Individual	Giving personality to individuals
	Affecting life positively or negatively
Job/Profession	Career profession
	Occupation carried out by mutual agreement with the state
	Occupation for the maintenance of life
	A profession in which education and training services are performed Childhood dream
The Sacred One	Sacred profession
	A way of life that cannot be reduced to time and space
	A process from the cradle to the grave
	Respect, compassion, love, responsibility

In the theme of opinions about what the teaching profession means for the participants, the category of "sacred (f: 6)" comes to the fore, as do the categories of "society" and "work/profession".

According to the findings of the study, it is seen that the participants attribute sacredness to the teaching profession. While some of the participants expressed their thoughts as "Sacred profession", "A way of life that cannot be reduced to time and space", P3 considers the teaching profession as "a profession where feelings of dignity, compassion, love and responsibility come to life." In the "Society" category, the participants evaluated the teaching profession in terms of its effects on society. Participants expressed this as "Shaping the society" and "Ensuring the healthy continuation of social life". P6 defines the teaching profession as "the only profession that raises future generations." Participants also consider teaching a "job/profession".

The theme of the purpose of the Teaching Profession Law and teachers' views on whether this objective has been achieved is structured in three categories: "purpose of the law", "partially achieved" and "not achieved" and is presented in Table 2:

Table 2.

Purpose Of the Teaching Profession Law

Category	Code
Purpose of the Law	Regulating the teaching profession Organizing the career step Editing content related to their professional development To improve the personal rights and working conditions of teachers It is trying to get rid of the grievance caused years ago. A limited and inadequate response to teachers' demands It is the message of keeping the promise of the political authority
Partially Achieved Its Purpose	The desired goal was achieved in terms of career and merit.
Didn't Achieve Its Purpose	It has not achieved its purpose in terms of personal rights. It did not reach its purpose as it has very limited content. Since the general competencies of the profession have not been determined, it has not reached its goal. Because teachers are not given access to professional development programs suitable for them. Because he does not have authority in every subject in the education process. As general competencies in professional development are not determined. Because it does not handle the profession holistically. Because teachers' opinions are not taken enough. Creating a perception in the public that teachers are overpaid The enacted law did not satisfy anyone. It lacks in meeting the needs and demands of teachers. Incomplete and inadequate, far from embracing teachers.

In the theme of the purpose of the Teaching Profession Law and the teachers' opinions on whether this purpose has been achieved, first, the opinions on what the "purpose of the law" were compiled, then it was examined whether the purpose of the law was achieved or not, and it was seen that the category of "not achieved" came to the forefront.

According to the opinions of the teachers, the purpose of the Teaching Profession Law is expressed as "To regulate the teaching profession", "To regulate the career step" and "A limited and inadequate response to the demands of teachers", while P7 on the subject is evaluated as "To try to eliminate the victimization caused by taking an exam once years ago and not doing it later."The participants expressed these ideas as follows: "It has not achieved its purpose because it has very limited content", "It has not achieved its purpose because the general competencies of the profession have not been determined", "It has not achieved its purpose because it does not consider and regulate the profession holistically" and "It is incapable of meeting the needs and demands of teachers", P8: "It is an incomplete and inadequate law, far from embracing teachers."

The theme of teachers' views on whether the issues related to the selection of teachers meet expectations as they are addressed in the Teaching Profession Law is structured under the category of "did not meet expectations" and presented in Table 3:

Table 3.
Selection of Teachers

Category	Code
Did Not Meet Expectations	<p>Since the selection criteria are not determined. Just because it was left in the air on the condition of the written exam. As it does not measure professional competence and field skills. Because the pre-service internship process is insufficient. Because the process of entering the profession is not described. Because a modern and process-oriented system has not been established. Since the criteria for the selection of teachers were not determined. Because it can negatively affect candidate teachers with interview and evaluation anxiety. As there is no objective evaluation system. Because it's an interview.</p>

It is seen that only the category of "did not meet expectations" is formed in the theme of teachers' opinions on whether the issues related to the selection of teachers meet expectations with the way they are handled in the Teaching Profession Law.

According to the findings of the research, all the participants think that the issues related to the selection of teachers in the Teaching Profession Law do not meet the expectations. Teachers state that the law does not meet the expectations for reasons such as "Selection criteria are not determined", "Since it does not measure professional competence and field skills" and "Because the process of entering the profession is not described". In addition, P4 says *"It does not meet the expectations because a modern and process-oriented system has not been established."* The issues related to teacher training and on-the-job training are presented in Table 4, structured in two categories as "partially" and "did not meet the expectations", with the theme of teacher opinions on whether it meets the expectations as it is handled in the Teaching Profession Law:

Table 4.
Training Of Teachers and On-the-job Training

Category	Code
Partially Met Expectations	Giving seminars and courses to teachers is positive.
Did Not Meet Expectations	<p>As it does not support continuing professional development. It does not include teacher training and on-the-job training. Because it does not give the teacher an independent view. This issue has not been addressed. There is no element that will motivate the teacher to grow up. As the relevant topics are covered superficially. Because it was not made according to the requirements of the field. The law does not innovate in this regard.</p>

Trainings are daunting, tiring and challenging for teachers. Because those concerned can improve themselves and do not appeal to the public.

On the theme of teachers' views on whether the issues related to the training and on-the-job training of teachers meet the expectations as they are addressed in the Teaching Profession Law, the participants generally agree that "they have not met the expectations". On the other hand, few respondents think that they have "partially met".

The participants express this as "Since it does not support continuous professional development", "It does not include teacher training and on-the-job training" and "There is no element that can mobilize the teacher for training". Another participant, P6, talked about teacher training and on-the-job training: "The trainings do not meet expectations because they are daunting, tedious and challenging for teachers."

The theme of teachers' opinions on the level of motivation of teachers for self-development by the teaching career steps (item 6) is presented in Table 5, structured in two categories as "provides motivation" and "does not provide motivation":

Table 5.

The Level of Motivation of Teachers For Self-development By Teaching Career Steps

Category	Code
Provides Motivation	It is a positive development that they develop/train themselves for a longer period with master's and doctorate degrees.
Does Not Provide Motivation	<p>The exam is not a motivational tool.</p> <p>It does not consider the experience and development of the teacher.</p> <p>Since the process is long and tiring, it does not provide motivation.</p> <p>Because it does not allow teachers to career planning.</p> <p>It is not in a way that reflects professional development and success.</p> <p>Because the career steps are not built-in relation to duties and authorities in the education system</p> <p>Labor peace will be damaged.</p> <p>Because teachers are evaluated in terms of form rather than efficiency.</p> <p>Motivation may be adversely affected as it will be driven by economic concerns.</p> <p>Missing the exam lowers motivation.</p> <p>The wage difference will not provide motivation.</p> <p>Because it will cause discrimination among teachers.</p> <p>The professional motivation for the exam-oriented teacher decreases.</p> <p>It does not contribute to improving the quality of education and the competence of the teacher.</p> <p>Waiting 20 years for a doctorate teacher to become a head teacher negatively affects motivation.</p>

It is seen that the category of "does not provide motivation" comes to the fore in the theme of teachers' opinions on the level of motivation for teachers to improve themselves and it reflects the general opinion.

According to the research findings, the participants think that the career step system, especially the career step process, exam, and professional development, will not provide teachers with self-development motivation. Teachers mostly state that "Exam is not a motivational tool", "Work peace will be damaged", "it does not take into account the experience and development of the teacher" and "It is not in a way that reflects professional development and success". On the other hand, P8 on the subject says, "It does not contribute to the quality of education and the competence of the teacher." and "Waiting 20 years for a doctorate teacher to become a head teacher negatively affects motivation" expressed as an opinion.

The theme of teachers' opinions on the effects of the Teaching Profession Law on the status of the teaching profession is structured in two categories "no effect" and "positive effects" and presented in Table 6:

Table 6.
Effects Of the Teaching Profession Law on The Status of The Teaching Profession

Category	Code
Positive Effects	If the wage increases, the status is positively affected. It will have an impact on teachers.
No Effect	It will not have any effect because it does not bring innovation. As there is no structural idea in the law, there will be no change in status Because a similar app already exists. Because it is nothing more than a material difference. Disrespect of the teacher, lack of regulations to prevent verbal and physical violence. It does not affect as teacher wages are already low. The adjectives that come before the title of "teachers" do not affect on the status of the profession. Because it will cause discrimination among teachers. Because the expected times to obtain titles are very high. The difference in wages does not affect the status. It has no effect because it's about the value on education.

In the theme of teachers' opinions on the effects of the Teaching Profession Law on the status of the teaching profession, it has been determined that the views of the participants as "it has no effect" come to the fore. Some participants expressed their opinions as "positive effects".

Teachers argue that the proposed law will not impact the status of the teaching profession, as they believe it lacks substantial innovation and fails to address teachers' real problems. Participants expressed concerns such as "discrediting teachers" and "lack of regulations to prevent verbal and physical violence." One participant (P4) stated, "There will be no change in the status because there is no structural idea in the law," while another (P8) mentioned, "The difference in wages does not affect the status." Conversely, those who anticipate a positive impact on the teaching profession assert, "If the salary increases, the status will be positively affected". "Contracted and paid teaching

system", "teachers working in compulsory service regions", administrator assignment system", "rewarding, examination and investigation system", "supervision and guidance system" and "professional ethics" which are not included in the Teaching Profession Law. The theme of teachers' opinions on the subject is structured into six categories and presented in Table 7:

Table 7.

Teachers' views on Subjects Not Included in The Teaching Profession Law

Category	Code
Contract and paid teaching	It show that the professional code is not a problem solver. It is one of the shortcomings of the law. This should be included in the law and the rights of all teachers should be equal.
Teachers working in compulsory service areas	It is a shortcoming, to encourage teachers to stay there, it is necessary to support them economically and to improve their conditions. It is not a subject that needs to be included in the law.
Administrator assignment system	The lack of new merit-based regulation is a shortcoming of the law. The law should provide permanent solutions to fundamental problems. No arrangement has been made "especially" so that the government and the supporter union can appoint the person they want to the place they want, regardless of any merit. The subject has been ignored. It may not have been included because it provides the flexibility of the political authority to act in the direction it wants in this area.
Award, review and investigation system	The lack of a fair and rewarding award based in concrete investigation system criteria and the subject of investigation is a shortcoming. Failure to address these issues indicates the immaturity of the law. No regulation was made for political reasons. The law is far from responding to needs, demands and deficiencies.
Supervision and guidance	It is a deficiency that developer, supportive and remedial supervision and guidance are not included in the law. For the education process to continue in a healthy way and to bring about change, it must be in the law. It is a deficiency; it can be regulated by regulation. It shows the immaturity of the law. It is proof that the law is not inclusive, incomplete, insufficient and will not be permanent.
Professional Ethics	It does not have to be in the professional law. It will be arranged over time. Professional ethics should have been enshrined in the law.

There should be ethical principles binding teachers in the law.
It can be regulated by regulation.
It shows the immaturity of the law.
Occupational law has deficiencies in many titles.
It shows that it was prepared hastily and is not inclusive.

"Contracted and paid teaching system", "teachers working in compulsory service regions", administrator assignment system", "rewarding, examination and investigation system", "supervision and guidance system" and "professional ethics" which are not included in the Teaching Profession Law. When the opinions of the teachers on the subject are examined, it is seen that almost all of the participants emphasized that the law was insufficient in terms of the subjects expressed.

While the participants expressed that a regulation should be made in the law regarding the "contracted and paid teaching system", "It is one of the missing parts of the law", "This should be included in the law and the rights of all teachers should be equalized". Regarding the teachers working in the compulsory service regions, the participants stated that "it is necessary to support the teachers economically and to improve their conditions in order to encourage them to stay there." P2 said, "It is not an issue that needs to be included in the law". The teachers stated that the absence of the administrator assignment system in the law is a deficiency in terms of the law.

Regarding this issue, "The absence of a fair reward and examination-investigation subjects based on concrete criteria is a deficiency." While using the expression P6, "No particular arrangement has been made for political reasons." While emphasizing with the statements P7, "It shows the inefficiency of the law." According to the participants, another subject that should be included in the law is "professional ethics".

In this context, teachers emphasized the deficiency in the law with the statements "The law should have binding ethical principles", "It shows that it was prepared hastily, it is not inclusive", while P7 expressed it as "It shows that the law is not efficient".

The theme of suggestions for the improvement of the Teaching Profession Law is "Teacher Employment", "Professional Development", "Career Steps", "Manager Assignment", "Personnel Rights", "Rewarding, Examining, Investigation" and "Professional Ethics". It is structured into seven categories and presented in Table 8:

Table 8.
Suggestions For Improving the Law on The Teaching Profession

Category	Code
Teacher Employment	Contracted and paid teaching should be abolished. Teachers working in compulsory service areas should be encouraged. Teacher assignment, transfer and employment model should be included. Teacher training should be reconsidered in the law. Teacher qualifications should be determined.

Professional development	They should be allowed to pursue master's and doctoral studies. Professional development should be considered holistically. Starting from the university, a mechanism should be established to follow the entrance to the profession and their development in the profession. Giving the teachers who receive service training the chance to progress in the profession There should be a developer, supportive and remedial control and guidance system.
Career Steeps	Career steps are based on working hours, not exams. The time limit for teachers with master's and doctorate degrees should be reviewed. Candidate teachers should be removed from the interview. There should be no nomination commission.
Administrator assignment	There should be a merit-based manager assignment system. The opinions of school personnel should be sought in the assignment of administrators Legal and administrative arrangement should be made to prevent violence against teachers. The monthly course to be entered must be 15 hours. Education-Training allowance must be at least one salary. Teachers should be provided with a rental housing contribution.
Personal Rights	Legal and administrative arrangements should be made to prevent violence against teachers. The monthly course to be entered must be 15 hours. Education-Training allowance must be at least one salary. Teachers should be provided with a rental-housing contribution. Pension compensation should be equal to the cost of a new 100 square meter flat in metropolitan cities The monthly course to be entered must be 15 hours. Education-Training allowance must be at least one salary. Sanctions should be applied to those who unnecessarily complain about the teacher. The basic rights and duties of the teacher should be specified in the law.
Award, review and investigation	Rewarding system based on fair, transparent and concrete criteria.
Professional Ethics	Professional ethics principles should be specified in the law.

It is seen that the categories of "teacher employment", "personal rights" and "professional development" come to the fore in the theme of suggestions for the improvement of the Teaching Profession Law, and the views of the participants are mostly concentrated in these areas.

According to the study findings, "teacher employment" emerged as the primary focus for the participants. Teachers emphasize that numerous issues related to teacher employment, particularly those concerning contracted and paid teaching, as well as teachers in compulsory service areas, should be addressed in the law. Statements such as "Contract and paid teaching should be abolished," "Teachers working in compulsory service areas should be encouraged," "Teacher training should be reconsidered in the

law," and the opinion of participant P6, "Teacher qualifications should be determined," highlight their perspective on the matter. One of the issues that the participants emphasized on was "personal rights (f:14)". The views of "Legal and administrative regulations should be made to prevent violence against teachers" and "Sanctions should be applied to unnecessarily complaining teachers" come to the fore. Participants also said, "Teachers should be provided with a rental-housing contribution (P6)", "The fundamental rights and duties of the teacher should be specified in the law (P7)." Another suggestion of teachers is about "professional development". Teachers demand the development of postgraduate education opportunities, the effective execution of teachers' vocational training, guidance and supervision activities. They express their suggestions with the following statements: "It should be possible for them to do master's and doctorate degrees", "A mechanism should be established starting from the university, following the entrance to the profession and their development in the profession" and "There should be a developmental, supportive and remedial control and guidance system". P3 is "Professional development should be considered holistically," emphasizing his view.

Teachers also put forward suggestions such as "career steps" arrangements should be "based on working time, not exams", "Time limits for teachers with master's and doctorate degrees should be reviewed" and "interviews should be abolished for candidate teachers", while P7 says "There should not be a nomination commission". However, the law states that a merit-based "administrator assignment" system should be included, and P1 states, "School staff should be consulted for administrator assignments." In addition, while the participants emphasized that the "rewarding system based on fair, transparent and concrete criteria", the examination and investigation system and the principles of professional ethics should be included in the law, P9 "Professional ethics principles should be specified in the law."

Discussion, Conclusion and Recommendations

The research aims to evaluate the Teaching Profession Law in terms of the purpose, selection, training and on-the-job training of teachers, the career steps of teaching, the status of the teaching profession and the innovations it tries to realize.

Although the Teaching Profession Law is a first in our education history, it is significantly similar in content to the Regulation on Advancement in Teaching Career Steps, which came into force in 2005. In this respect, the results of academic studies on the regulation in question are frequently included in the research. In this context, regarding the meaning of the teaching profession for the participants, it is seen that most of the teachers attribute sacredness to the teaching profession and describe the teaching profession as a respected profession that builds the society of the future.

These findings obtained from the research show that teachers generally have a positive perspective on the profession. In parallel with the findings of the research, Kolesnik (1970) emphasized that the teacher has an extremely important role in social development, directing the future of society, apart from being the leader in the classroom, providing discipline and increasing the student's desire to learn. Özden (1999) also stated that teachers, who are the architects of the future, are the foundation of the education system, and that teachers play the most important role in the development of society and transferring its cultural values to future generations.

Yurdakul, Gür, Çelik, Kurt, and Olçum (2016) stated that most teachers see the teaching profession as a respectable profession in society, but there has been a decrease in the rate of participation in the idea that teaching is a respectable profession in recent years. Contrary to these views, Keskin and Yüceer (2017) concluded in their study that people belonging to the teaching profession trivialize the profession, in parallel with this, society does not care enough about the teaching profession and the teaching profession is discredited in various ways. According to the research findings, teachers; believe that the Teaching Profession Law was enacted to regulate career steps, support the development of the teaching profession, and improve personal rights. However, all of the participants complied with the Law; it considers that it has not achieved its purpose due to reasons such as its limited content, insufficient improvement of personal rights, failure to determine the general competencies of the profession, lack of access to professional development programs suitable for teachers, lack of access to professional development programs suitable for teachers, failure to address the teaching profession holistically, failure to meet the needs and demands of teachers and insufficient teachers' opinions during the arrangement phase. Like the results reached in the research, the Union of Educators Union (2022) stated that the Teaching Profession Law is similar to Articles 43 and 45 of the Basic Law of National Education No. 1739. He thinks that the teaching profession is limited only to the candidacy process and career steps and removed from the identity of a professional law. Demir (2011), in his study on the Regulation on Promotion in Teaching Career Steps, revealed that although the practice was prepared based on fairness and merit, it did not achieve its purpose due to the lack of continuity. Urfalı (2008) concluded that teachers approached the exam practice negatively, which is a prerequisite for advancement in career steps, and that the regulation would not achieve its purpose in this context. Likewise, Bakioğlu and Banoğlu (2013) stated that the examination system is at the centre of criticism and that teachers develop negative attitudes towards advancement in the career step. On the other hand, titles such as specialist and head teacher prevent teachers' professional development, so the regulation does not reach its purpose. As it is known, the Regulation on Advancement in the Teaching Career Steps was put into effect in 2005 with the claim of making the teaching profession a career, but it caused serious injustices among teachers because its continuity could not be ensured for various reasons. In this respect, it can be said that the Law on the Teaching Profession did not bring any significant innovations in its current form, and it gave rise to the idea that the Law could not achieve its purpose in the eyes of teachers who had a negative experience with the regulation in 2005. The

Ministry of National Education should proceed on its way by considering the criticisms directed at itself in this regard, by taking into account the expectations and wishes of the teachers, and by eliminating the deficiencies that arise during the application without causing injustice.

The participants stated that the issues related to the selection, training and on-the-job training of teachers did not meet expectations with the way they were handled in the Teaching Profession Law. According to the findings obtained in the research, it was stated that the qualifications to be sought in teacher candidates and the objective criteria to be used in the selection of teachers were not determined in the Law, and it was stated that the professional competence and field skills of the candidates were not measured in the selection process, and it was emphasized that the interview should be abolished in the transition from candidate teacher to teacher. In addition, the Law does not meet the expectations of teachers because it does not make professional development continuous and does not regulate it according to the requirements of the age. In this context, the selection, training and teacher competencies of teachers in Turkey have been discussed for many years in terms of their direct impact on the quality of education and have been included in many policy documents. "Teacher Competencies" were determined by the Ministry of National Education in 2002, "General Competencies for the Teaching Profession" were published in 2006 and entered into force, and the determined competencies were updated in 2017. Teacher competencies and professional development are among the targets in the 2015-2019 MEB Strategic Plan and the "Teacher Strategy Document" dated 2017. As can be seen, it can be said that the desired goals have not been achieved in practice, although admission to the profession, professional competences and professional development issues, which are extremely important for the teaching profession, are kept on the agenda and included in policy documents. It is thought that by describing the selection, training and on-the-job training of teachers in detail in the Teaching Profession Law, an important deficiency of the Law can be eliminated, the Law can become a professional law in real terms with the regulation, and the teaching profession can be brought to certain standards.

In the research, it was concluded that teaching career steps do not provide teachers with self-development motivation. Teachers think that the exams and training to be carried out to rise in the career step will not contribute to their professional development; on the contrary, they will affect teachers negatively. The opinions of the Turkish Education-Sen (2022) and the Education and Science Employees' Union (2022) on the effects of the practice on professional development coincide with the research findings. Kocakaya (2006), on the other hand, concluded in his study that career steps will provide teachers with the motivation to improve themselves. On the other hand, the teachers stated that the teachers who have completed their postgraduate education should wait for 10 or 20 years to receive the titles stipulated in the Law, which will negatively affect the motivation of the teachers. Demir (2011) and Kaplan and Gülcan (2020) think that the regulation encourages postgraduate education, and this can have a positive impact on the quality of education. In their current form, teachers who have completed 10 years

in teaching and 10 years in specialist teaching will participate in a professional development program for a few months just to pass the exam and may not need to do any work afterwards. To prevent this problem, continuous professional development of teachers can be ensured by determining the studies that teachers should participate in and complete every year. On the other hand, it can be facilitated for teachers to receive postgraduate education by cooperating with universities. Teachers who have completed their postgraduate education can be encouraged to take postgraduate education by shortening the time they have to wait for specialist teaching and head teacher positions. In addition, it is thought that the regulation should be continuous to contribute to the professional development of teachers.

Another of the results obtained from the research is the opinion of the participants that the Teaching Profession Law will not influence the status of the teaching profession. Teachers argue that the Law will not have any impact on the status of the teaching profession because it does not bring about a radical change, does not have a serious improvement in personal rights, and there are no regulations to prevent verbal and physical violence and discrediting teachers. Supporting these views, Dolton and Marcenaro-Gutierrez (2013), Odden and Kelly (2001), stated that teachers' rights such as economic conditions and working conditions are directly related to the status of the profession; Chen and Astor (2009) stated that the verbal and physical violence that teachers are exposed to lowers the status of the teacher in society and damages the reputation of teaching. In parallel with the results of the research, Gündoğdu and Kızıldaş (2008) state that the titles to be obtained through career steps will not have any effect on the status of the teaching profession; Çelikten (2008) and Demir (2011) think that the arrangement of career steps will contribute to the transformation of the teaching profession into a career profession. In this context, it can be said that making significant regulations in the Teaching Profession Law against the economic conditions of teachers, working conditions, personal rights, and prevention of verbal and physical violence will contribute to the status of the teaching profession.

Participants stated that "contracted and paid teaching system", "teachers working in compulsory service regions", administrator assignment system, "reward, examination and investigation system", "supervision and guidance system" and "professional ethics" are in the Teaching Profession Law. They consider its absence to be an important deficiency. In addition to these issues, to make the Law better, determining the conditions of entry to the profession and teacher qualifications, abolishing the interview in candidate teaching, determining the basic rights and responsibilities of teachers, restructuring professional development, abolishing exams in career steps, social and economic rights (salary), rent assistance, retirement, additional payment, etc. should be taken into consideration with the teacher employment model and provisions that will protect teachers against physical and verbal violence. In this context, it is seen that the results of the research overlap with the studies of TEDMEM (2018), Voisin and Dumay (2020), Matnuh's (2018) and the statements of the Educators Union Union (2022). The fact that the subjects are not in professional law is considered an important deficiency,

and it is thought that the inclusion of these important issues related to the profession in the Law will strengthen the Law and the teaching profession.

It can be said that the Teaching Profession Law has serious deficiencies when compared to its counterparts in the world, it is quite inadequate as it only deals with some aspects of teaching, and it draws an image that is far from solving the problems of the teaching profession. In this context, if the teaching profession is to be brought to high standards and transformed into a career profession, it must first be reconsidered with all its dimensions: Entry requirements, qualifications to be sought in teachers and professional competencies of candidates, teacher basic rights and responsibilities, employment model, incentives for teachers working in compulsory service regions. It is a requirement that professional development, assignment and relocation, manager assignment system, reward and discipline, supervision and guidance, financial and social rights and professional ethics are included in the Law. There is a separate legal text on the subject, which from time to time leads to various difficulties and confusion. In this respect, it is thought that collecting all the legislation related to the teaching profession in the Teaching Profession Law can provide simplicity and convenience in practice.

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Genişletilmiş Türkçe Özet

Öğretmenlik Meslek Kanunu (MEB, 2022) incelendiğinde, kanunun amacı “eğitim ve öğretim hizmetlerini yürütmekle görevli öğretmenlerin atamaları ve mesleki gelişimleri ile kariyer basamaklarında ilerlemelerini düzenlemektir.” şeklinde ifade edilmiştir. Ancak Öğretmenlik Meslek Kanunu’nda genel olarak öğretmenlik kariyer basamaklarını düzenleyen 6. maddenin ön plana çıktığı, diğer birçok önemli konuya değinilmediği görülmektedir. Konu ile ilgili uluslararası literatür incelendiğinde Voisin ve Dumay (2020); Matnuh (2018), birçok ülkedeki öğretmenlik mesleği ile ilgili yasal metinlerin öğretmenlerin seçimi, yetiştirilmeleri, maaşları, terfi ve tayinleri, meslekte ilerlemeleri, mesleki gelişimleri, görev ve sorumlulukları, yönetici ve denetçilerin seçimi, ek ödemeleri, sosyal hakları, emeklilikleri, öğretmen özerkliği, ödül, disiplin ve meslek etiği gibi pek çok konuyu kapsadığı anlaşılmaktadır. Ayrıca Türkiye’de 2802 sayılı Hâkimler ve Savcılar Kanunu ile 926 sayılı Türk Silâhlı Kuvvetleri Personel Kanunu incelendiğinde söz konusu kanunların meslek mensuplarının seçilip yetiştirilmesi ve işe alınmasından başlayarak emekliliğine kadar meslek ile ilgili hemen her konuyu ele aldığı görülmektedir.

Bu bağlamda Kanun’un, öğretmenlerin nitelikleri ve seçimi başta olmak üzere, sözleşmeli ve ücretli öğretmenlik, zorunlu hizmet bölgelerinde görev yapan öğretmenlerin teşvik edilmesi, yönetici atama sistemi, ödüllendirme, inceleme ve soruşturma, denetim ve rehberlik sistemi ve meslek etiği gibi öğretmenlik mesleği ile ilgili birçok konuyu farklı bir anlayışla ele alınarak öğretmenlik mesleğini yeniden yapılandırması bakımından beklentileri karşılamadığı söylenebilir. İlgili mevzuatta öğretmenlik mesleği her ne kadar bir uzmanlık ve kariyer mesleği olarak tanımlansa da öğretmenlik mesleğinin Türkiye’de hak ettiği statüye ve istenilen standartlara kavuşturulamadığı ifade edilebilir. Bu bakımdan Öğretmenlik Meslek Kanunu’nun gerek öğretmenlik mesleğinin toplumsal statüsü gerekse öğretmenlerin mesleki gelişimine katkı sağlayıp sağlamayacağı merak konusudur. Bu bağlamda araştırmanın amacı, Öğretmenlik Meslek Kanunu’nu amaç, içerik ve gerçekleştirmeye çalıştığı yenilikler bakımından değerlendirmektir. Araştırmanın alt amaçlarını ise Öğretmenlik Meslek Kanunu’nun amacı, öğretmenlerin seçimi, yetiştirilmesi ve iş başında eğitimi, öğretmenlik kariyer basamakları, öğretmenlik mesleğinin statüsü ile kanunda yer almayan sözleşmeli ve ücretli öğretmenlik sistemi, zorunlu hizmet bölgelerinde görev yapan öğretmenlerin teşvik edilmesi, yönetici atama sistemi, ödüllendirme, inceleme ve soruşturma, denetim ve rehberlik sistemi ve öğretmenlik meslek etiği konuları oluşturmaktadır. Diğer taraftan alan yazında Öğretmenlik Meslek Kanunu ile ilgili daha önce yapılan bir çalışmaya rastlanmamasından dolayı araştırmanın alana katkı sunacağı düşünülmektedir.

Öğretmenlik Meslek Kanunu’nu amaç, içerik ve gerçekleştirmeye çalıştığı yenilikler bakımından öğretmen görüşlerine göre derinlemesine incelenmesini amaçlayan bu çalışma, nitel araştırma yöntemlerinden olgubilim/fenomenoloji desenine göre

tasarlanmıştır. Miller (2003)'e göre olgubilimin başlangıç noktasını, olguların kendileri oluşturduğu olgubilimde, olgu ile olguyu deneyimleyen bireylerin aralarında bir ilişki olduğu ifade edilmektedir. Bu bakımdan olgubilim kişilerin deneyimlerini tanımlamak ve yorumlamak için bireylerden deneyimlerini ödünç alan bir araştırma yöntemi olarak tanımlanmaktadır. Konunun derinlemesine araştırılmasını amaçlayan olgubilim çalışmalarında katılımcı sayısı 6 ile 12 kişi arasında sınırlandırılmalıdır (Silverman, 2009). Nitel araştırmalarda büyük gruplarla çalışmaktan ziyade, araştırmanın amaçları doğrultusunda en fazla ve nitelikli veri elde edilebilecek örneklem ile çalışılması araştırmayı daha gerçekçi kılacaktır (Coyne, 1997). Bu bağlamda çalışmanın katılımcıları araştırmacı tarafından önceden oluşturulan ölçüt listesine göre belirlenmiştir. Bu bağlamda araştırmanın çalışma grubu Milli Eğitim Bakanlığına bağlı okullarda görev yapan ve Türkiye genelinde en fazla üyeye sahip olan üç eğitim sendikasının işyeri temsilcisi 6 öğretmen ile ilçe temsilcisi 3 öğretmenden oluşturulmuştur. Çalışmada gizlilik ilkesine dikkat edilerek bulgular kısmında araştırmaya katılan öğretmenlerin isimleri "K1, K2, K3...", şeklinde kodlanmıştır.

Araştırmada, Öğretmenlik Meslek Kanunu'nun amacı, öğretmenlerin seçimi, yetiştirilmesi ve iş başında eğitimi, öğretmenlik kariyer basamakları, öğretmenlik mesleğinin statüsü ile kanunda yer almayan sözleşmeli ve ücretli öğretmenlik sistemi, zorunlu hizmet bölgelerinde görev yapan öğretmenlerin teşvik edilmesi, yönetici atama sistemi, ödüllendirme, inceleme ve soruşturma, denetim ve rehberlik sistemi ve öğretmenlik meslek etiği gibi konulara ilişkin öğretmen görüşlerini belirlemek amacıyla açık uçlu sorulardan oluşan yarı yapılandırılmış mülakat (görüşme) formu kullanılmıştır. Kvale (1996)'e göre görüşmede, araştırmacı tarafından önceden hazırlanmış sorular vasıtasıyla kişilerin duygu ve düşüncelerini sistematik bir şekilde ortaya çıkarmak amaçlanmaktadır. Araştırmacı görüşme sürecinde, hedef kişinin araştırma konusu ile ilgili öznel duygu ve düşüncelerini sorular sorarak anlamlandırmaya ve tanımlamaya çalışmaktadır.

Araştırma verilerinin analizinde içerik analizi yöntemi kullanılmıştır. Nitel içerik analizi, elde edilen verilerin sistematik olarak analizini gerektiren bir dizi teknikten oluşur (Mayring, 2004) ve araştırmanın önceden belirlenmemiş olan tema ve farklı boyutlarını tespit etme imkânı sağlar (Çepni, 2001). Bu bağlamda öncelikle araştırmadan elde edilen veriler kodlanmış, benzer kavramları ifade eden kodlar bir araya getirilerek kategoriler oluşturulmuş ve bu doğrultuda temalar belirlenmiştir. Araştırmada doğrudan alıntılarla bulgular güçlendirilmiştir.

Araştırma bulgularına göre öğretmenler; Öğretmenlik Meslek Kanunu'nun kariyer basamaklarını düzenlemek, öğretmenlik mesleğinin gelişimini desteklemek, özlük haklarını iyileştirmek amacıyla çıkarıldığını düşünmektedirler. Ancak katılımcıların tamamı Kanun'u; kısıtlı içeriği, özlük haklarının yeterince iyileştirilmemesi, mesleğin genel yeterliklerinin belirlenmemesi, öğretmenlerin kendilerine uygun mesleki gelişim programlarına erişiminin olmaması, öğretmenlik mesleğini bütüncül olarak ele

almaması, öğretmenlerin ihtiyaç ve taleplerini karşılayamaması ve düzenlemenin yapılma aşamasında öğretmen görüşlerinin yeteri kadar alınmaması gibi gerekçelerle amacına ulaşmadığını düşünmektedir.

Katılımcılar, öğretmenlerin seçimi, yetiştirilmesi ve iş başında eğitimi ile ilgili hususların Öğretmenlik Meslek Kanunu'nda ele alınış biçimiyle beklentileri karşılamadığını ifade etmişlerdir. Araştırmada elde edilen bulgulara göre Kanun'da, öğretmen adaylarında aranacak nitelikler ile öğretmenlerin seçiminde kullanılacak objektif kriterler belirlenmediği gibi öğretmenleri seçme sürecinde de adayların mesleki yeterliği ve alan becerilerinin ölçülmediği ifade edilmiş, aday öğretmenlikten öğretmenliğe geçişte ise mülakatın kaldırılması gerektiği vurgulanmıştır. Ayrıca Kanun mesleki gelişimi sürekli hale getirmediği ve çağın gereklerine göre düzenlemediği gerekçeleriyle öğretmenlerin beklentilerini karşılamamaktadır.

Araştırmada, öğretmenlik kariyer basamaklarının öğretmenlere kendilerini geliştirme motivasyonu sağlamadığı sonucuna ulaşılmıştır. Öğretmenler, kariyer basamaklarında yükselmek için yapılacak olan sınav ve eğitimlerin mesleki gelişimleri için katkı sağlamayacağı, aksine öğretmenleri olumsuz yönde etkileyeceği düşüncesindedirler. Araştırmadan elde edilen sonuçlardan bir diğeri de katılımcıların, Öğretmenlik Meslek Kanunu'nun öğretmenlik mesleğinin statüsüne etkisinin olmayacağı yönündeki düşüncesidir. Öğretmenler, Kanun'un köklü bir değişiklik getirmemesi, özlük haklarında ciddi bir iyileşme olmaması, sözlü ve fiziksel şiddet ile öğretmenlerin itibarsızlaştırılmasını önleyecek düzenlemelerin olmaması gibi gerekçelerle öğretmenlik mesleğinin statüsüne bir etkisi olmayacağını savunmaktadırlar. Ayrıca katılımcılar, "sözleşmeli ve ücretli öğretmenlik sistemi", "zorunlu hizmet bölgelerinde görev yapan öğretmenler", yönetici atama sistemi", "ödüllendirme, inceleme ve soruşturma sistemi", "denetim ve rehberlik sistemi" ve "meslek etiği" konularının Öğretmenlik Meslek Kanunu'nda yer almayışını önemli bir eksiklik olarak değerlendirmektedirler.

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