

Evaluation of Teaching Profession Law through Pareto and Content Analysis Methods

Anıl Kadir ERANIL¹

Ministry of National Education

Hikmet ŞEVGİN²

Van Yüzüncü Yıl University

Abstract

This study investigates satisfaction with the Teaching Profession Law (TPL), evaluation of the current situation, and expectations in line with the opinions and thoughts of teachers and administrators. The study was designed in a sequential explanatory design, which is a mixed design. Quantitative data were collected from 241 educators through a 12-item survey by the researchers. Then, qualitative data were collected by conducting interviews with 12 participants through a semi-structured form. The Pareto technique was used in the analysis of quantitative data in the research, and content analysis was used in qualitative data. According to the results obtained in line with the quantitative data of the research, it was found that the career ladder application was not appropriate and the law did not increase teacher welfare and motivation to work. It has also been disappointing after the law came into force. In line with the findings that emerged in line with the qualitative data, the law is not comprehensive and inclusive, it is expected to be developed over time and does not sufficiently guarantee personal rights. It eliminates the practice of equal pay for equal work and disturbs the peace at school. The fact that the law came to the fore with its material aspect also damaged the professional reputation. Stakeholder views were not taken into account while drafting the law. It is expected that the job descriptions of educators, career planning, elimination of financial concerns, increasing professional reputation, specialization according to the branch, serving professional development, and securing teacher rights.

Keywords: Turkish Education System, Teaching Profession Law, Education Law

DOI: 10.29329/epasr.2023.600.20

Submitted: 25 March 2023

Accepted: 24 June 2023

Published: 30 September 2023

¹Dr., Ministry of National Education Nevşehir Provincial Directorate, Nevşehir, Türkiye, ORCID: (0000-0001-7804-735X)

Correspondence: eranilanilkadir@gmail.com

² Assist Professor, Van Yüzüncü Yıl University Faculty of Education, Van, Türkiye, ORCID: (0000-0002-9727-5865),
Email: hikmetsevgin@gmail.com

Introduction

Guaranteeing the professional rights, responsibilities, and duties of teachers by law allows teachers to carry out their profession more qualified. The thoughts of the members of the profession about their profession are closely related to their professional behavior, their commitment to the profession, and their professional success, thus their well-being. For this reason, how teachers evaluate themselves, their profession, and the social perception of their profession is as important as how the teaching profession is perceived by society (Altan & Özmusul, 2022). The rights and responsibilities of teachers in the Turkish education system (TES) have been governed by various laws and regulations, not by professional law for many years. However, there has always been a need for a professional law. The long-awaited teaching profession law (TPL) in Türkiye take effect in February 2022 (Yapucuoğlu & Ballı, 2022).

It is understood that various dissatisfactions, expectations, or positive opinions have arisen regarding the TPL before and after its entry into force. In the study of Öztürk and Yaylak (2022), teachers generally obtained information about TPL via social media and television. In addition, the official and non-governmental organizations that most concern teachers are not able to provide the necessary information to teachers in the face of the situation. Teachers state that the draft TPL was prepared without consulting the education stakeholders and is not inclusive.

As claimed by Altan and Özmusul (2022), TPL aims to increase teacher welfare and add professionalism to the teaching profession. However, due to the predominant economic approach to the law, the rights of teacher welfare remain insufficient. In addition, the fact that teachers continue their profession as they started and that there is no serious career planning in TPL, except for the salary arrangement based on seniority, creates uneasiness for teachers. According to the research of Gürbüz, Aydın, and Gürbüz (2022), teachers think that TPL will not improve their rights and will not increase the prestige of the profession. TPL has not been sufficiently critical and is not based on scientific data. TPL does not encourage professional development and it causes criticism for its preparation without teachers' opinions.

As maintained by the research results of Gürgen-Akıcı and Canik (2022), there is a need for a classification regarding the teaching profession. Classification of teachers by professional career creates competition and enables them to develop themselves. However, it causes ostracism within the school and can reveal the consequences that disturb the peace. In the study of İş and Birel (2022), it was determined that with TPL, teachers' salaries would increase, and career ladders and teaching reputation would increase. However, some teachers concluded that career practice will cause separations and groupings among teachers. As claimed by the research of Bulut and Karataş (2020), when the TPL becomes law, it is expected that the professional definition of school management and career stages will be enacted. In the study of Güler, Kayıkçı, and Sabancı (2022), the orientation

studies carried out by the Ministry of National Education on career practices related to the teaching profession and school administration are insufficient. Career ladders are inadequate and unmotivating. In addition, there are problems in terms of fairness and compliance with merit.

According to Özdemir, Doğan, and Demirkol's (2022) research on teacher career ladders, teachers argue that there should be a career system based on seniority rather than exam practice. They think that the training and exams in TPL will not contribute to professional development. When the results are listed; income earned is insufficient, has no effect on retirement, does not provide professional development, and ignoring postgraduate education creates a negative perception. As maintained by Doğan (2022), teachers and administrators in TPL state that the titles of specialist and head teacher should be given according to the seniority year. While the teachers state that the law is insufficient, the administrators think that regulation should be made on the law. Opinions of teachers and administrators differ on additional indicators and compensations. As claimed by the results of Pinar and Dönel-Akgün (2023), even if teachers advocate the existence of career steps, they state that this should be determined in regard to the seniority of the teacher, not the results of the exam. It is stated that there are concerns that the career steps will segregate teachers, discredit them, and cause inequality among teachers. It is stated that it is boring and monotonous to conduct trainings via the Internet. It is thought that the exam should be done on a branch basis.

Research findings reveal that TPL does not have a comprehensive structure, that it is insufficient to solve the existing problems, and that although expectations are higher, it cannot meet these expectations. In addition, it is seen that it creates various conflict environments in the education community with its current state. According to the research results of Uslu and Çeliköz (2020), the problems in TES stand out as the education system, teacher rights, and family issues. Problems are listed as the quality of the education system, constantly changing programs and practices, inequality of opportunity, exam-oriented system, and crowded classrooms. As claimed by Demirkol (2022), it is understood that there are stereotypes that the teaching profession is a female profession because it is comfortable and the holidays are long.

In various reports and documents, in the context of a career in TES, there is the possibility of transition to school management, administrative staff, and inspection staff in provincial and central organizations, and there are career steps (Gülmez, 2022). The reputation of the teaching profession is also low in the society (Ertan-Kantos, 2021). Economic inadequacies, insufficient personal rights, wrong attitudes of politicians, political attitudes of trade unions, negative news reflected in the media, and teachers' inability to provide professional unity are listed as reasons that lower reputation (Ertan-Kantos, 2021). Kösterelioğlu (2021) also states in his study that the teaching profession is sacred, but the perceived image of the teaching profession is negative. In Özdogru's (2022) research, problems such as working conditions, managerial attitudes, legal regulations, personal reasons, reasons

originating from students, reasons originating from parents, and economic reasons were identified in transforming teachers' professional competencies into performance.

As it can be understood from the above statements and research findings, expectations about TPL are quite high, but the current situation is not enough to meet these expectations. With its current situation, TPL includes the definition, qualifications and selection of teaching, candidate teaching, and career steps and consists of only five pages (Milli Eğitim Bakanlığı, 2022). Educators' satisfaction with TPL, how they evaluate the current law, and how they expect it to be are the problem areas that this research focuses on. In the first part of this study, the satisfaction levels of teachers and school administrators towards the teaching profession law are examined by Pareto analysis method. In the second part, how TPL is evaluated and in the third part, how it should be investigated.

The Pareto analysis in which the first part is investigated can be explained as follows. The Pareto principle has been widely studied and referenced in many fields from economics to health engineering and management (Hill, Maucione & Hood, 2007). In the field of education, especially in studies on increasing the quality of education in higher education and the status of the teaching profession, (Aziz et al, 2013; Pavlovic et al, 2014; Ünsal, 2018; Widrick, Mergen, & Grant, 2002) and examining the academic achievement of students (Bekereci, Yazıcı & Hamzaoglu, 2020) Pareto analysis is used. Pareto analysis is an effective method in terms of identifying problems such as low student performance or the most important causes of school dropout in the field of education, giving priority to the causes and focusing on the most important factors to be considered. In particular, it can help prioritize the identification of potential causes of a particular problem or problem, thereby enabling resources to focus on addressing these factors.

This research focuses on the question 'what are the satisfaction levels and expectations for TPL'. According to the opinions and thoughts of education administrators and teachers who are the stakeholders of the education system:

1. What is the level of satisfaction with TPL?
2. How is the TPL evaluated?
3. How should the TPL be designed?

Method

Model of the Research

In order to determine the level of satisfaction with the current TPL, a survey was applied to teachers and administrators. As a result of the analysis of the collected data, the sequential explanatory design, which is one of the mixed designs, was used in the research. In the sequential explanatory mixed design, firstly, quantitative data are collected and analyzed. Then, qualitative data are collected

and analyzed in order to explain the results obtained with quantitative data in more depth (Creswell, 2009). In this study, first Pareto analysis on quantitative data and then the content analysis method on the collected qualitative data was used to deepen the research.

Quantitative Section

Research Group

The data obtained from the research were obtained from the participation of teachers, school principals, and assistant principals working in different schools through the random sampling method in the spring semester of the 2021-2022 academic year. Participants were reached through the Internet via an online survey on a completely voluntary basis. A total of 241 educators in the positions of teacher (76.3%), school principal (14.1%), and assistant principal (9.5%) participated in the survey. The data of the research were analyzed using the Pareto technique.

Data Collection Tool

Quantitative data collected from the participants consists of two stages: personal information form and TPL satisfaction survey. TPL satisfaction survey was developed by researchers. There are seven questions in the first draft survey. These questions aim to determine the level of satisfaction with the TPL. The survey, sent to two assessment and evaluation experts, an education policy expert and a language expert, was revised in line with the feedback of the relevant experts. There was expert feedback that the items did not direct the participant and that the questions were unambiguous, and the items were revised accordingly. Participant information regarding the data collected in the quantitative part of the study is presented in Table 1 below.

Table 1. Descriptive Statistics of Demographic Variables

Demographic variables	Variable type	Categories	%
Gender	Nominal	Female	38,6
		Male	61,4
Age	Continuous	between 21-30	4,6
		between 31-40	45,6
		between 41-50	32,8
		51+	17
Education level	Ordinal	Bachelor's degree	72,2
		Master's Degree	24,5
		PhD	3,3
Professional seniority	Continuous	between 1-10	25,1
		between 11-20	37,7
		21+	37,2
Marital status	Nominal	Single	17,4
		Married	82,6
School type	Ordinal	Pre-school	1,2
		Primary education	66,0
		Secondary education	32,8
Position at school	Ordinal	Teacher	76,3
		A vice-principal	9,5
		School Principal	14,1

District where the school is located	Nominal	Village	17,4
		Town	4,1
		District	38,6
		Province	12,9
		Metropolitan city	27,0
Level of review of the TPL	Ordinal	Never	5,4
		Some	33,2
		Enough	42,3
		Detailed	19,1

With the personal information form in Table 1, descriptive statistical information about demographic variables such as participants' gender, age, education level, professional seniority, marital status, type of school they work in, their position in the school, the region they work in, and the level of TPL examination are given. It was aimed to determine the satisfaction levels of the participants towards TPL through the TPL satisfaction survey, which was developed by the researchers and has a triple Likert structure (never/partially/ completely) consisting of 12 items. Items related to TPL are presented in Table 3 in the findings section.

Analysis of Data

Pareto Analysis: It is a widely used analysis method to identify the important causes of a problem and rank them within itself (Harvey & Sotardi, 2018). The Pareto principle states that 80% of the results are due to 20% of the causes (Brooks, 2014; Pareto, 1896) and is also known as the 80/20 rule. This principle was first put forward by the Italian economist Vilfredo Pareto in the early 20th century. Vilfredo Pareto said that 20% of the pea plants in his garden account for 80% of the entire crop, and 80% of the land distribution in Italy belongs to 20% of the population, again this principle is valid in many other areas such as income distribution and industrial productivity, so most of this principle stated that it was provided a lot in case or condition.

According to the Pareto analysis, it is stated that the problems that make up the 80% of cumulatively should be solved first. The Pareto analysis process begins with compiling a list of possible causes of a problem, and a Pareto chart is used to graphically display the results. The Pareto chart is a powerful visual tool that makes it easy to identify the most important causes of a problem. The graph is divided into two parts, causes on the x-axis and frequency or cumulative percentage on the y-axis. The bars in the table represent each cause and the length of the bar corresponds to the frequency or cumulative percentage of that cause. The diagonal line on the graph represents the cumulative percentage that helps identify the causes that are most of the problems. Thus, it allows to quickly identify which causes constitute most of the problem (Zasadzień, 2014). In this study, satisfaction levels for TPL are explained through graphics.

In this study, a survey form consisting of 12 items for TPL was prepared. Satisfaction and dissatisfaction with TPL were determined separately according to the categories of “never, partially, and completely” with the 80/20 principle. However, Pareto analysis is only a tool to understand where

a problem comes from, and it does not claim that it is always valid to assume that fewer factors than the majority of the problem or problem are effective. Therefore, various quantitative and qualitative methods should be used in order to obtain more in-depth information on both the comparison of the results and the possible causes of the problems. In this study, Pareto analysis was performed on the information obtained by the TPL satisfaction survey. In order to examine and analyze the problem in-depth, interviews were conducted with teachers, school principals, assistant principals, and branch managers, and the obtained data were analyzed by content analysis, one of the qualitative analysis methods.

Qualitative Section

Study Group

Information about the participants in the qualitative dimension of the research is given in Table 2 below.

Table 2. Participant Information

Participant	Gender/Age	Province	Professional Seniority	Position	Education Level/Union Membership	Interview Time	Number of Coding
P1	Male/54	Gaziantep	32 years	Teacher	M. License/Yes	15 min.	28
P2	Male /36	Nevşehir	14 years	Teacher	M. License/Yes	21 min.	9
P3	Female/32	Aydın	10 years	Teacher	M. License/None	14 min.	8
P4	Male /35	Uşak	14 years	School Principal	PhD/None	14 min.	16
P5	Female /37	Ankara	13 years	Teacher	M. License/None	19 min.	15
P6	Male /36	Mersin	10 years	Teacher	License/Yes	12 min.	17
P7	Male /35	Aksaray	14 Years	Teacher	M. License/Yes	13 min.	18
P8	Male /44	Nevşehir	22 Years	Branch Director	M. License/Yes	12 min.	13
P9	Male /30	Niğde	7 Years	Teacher	M. License/Yes	11 min.	16
P10	Male /38	Konya	11 Years	County Manager	M. License/Yes	14 min.	16
P11	Female /37	Tokat	16 Years	School Principal	PhD/Yes	13 min.	14
P12	Male /35	Isparta	12 years	Teacher	License/Yes	15 min.	18
<i>Total</i>						<i>173 min.</i>	<i>188</i>

Table 2 presents the information about the participants interviewed in the study. In this context, a total of 12 people participated in the interview part of the research. Participants are educators who work actively in 11 different provinces of Türkiye. In addition, attention was paid to the differentiation of the duties (teacher, principal, public, private sector) and branches of the participants, and their professional seniority ranged from seven to 32 years. The interviews lasted 173 minutes in total.

Data Collection Tool

The data collection tool of the research is a semi-structured interview form. The authors of the study created an item pool for TPL. Both authors evaluated the item pools they created independently of each other. In order to present the draft format to expert opinion, they received opinions by presenting the draft format to a total of five experts, including two assessments and evaluation, two education policies, and a language expert. Items were revised or removed in line with the opinions received.

Data Collection Process

The data of the research were collected by interviewing the participants via the 'Zoom' application via remote connection. Beforehand, the participants were informed about the interview, and an appointment time was set. Participants were shared by both researchers and both researchers conducted the interviews independently. Prior to the interview, permission was requested from the participants for audio and video recordings. All of the participants permitted the interviews to be recorded. The data collection process took approximately one month. As stated above, a total of 173 minutes of interview was conducted by 12 participants.

Analysis of Data

The audio recordings that emerged after the interview were first deciphered and then analyzed with the MAXQDA software program. As a result of the transcription process, the audio recordings were converted into text files. A 55-page Word file consisting of 18,907 words emerged. The text files were first read from the beginning and then twice by the researchers and it was decided to choose 'words' as the unit of analysis. The data were analyzed by content analysis management. In this direction, in the analysis of the data, firstly the codes and then the themes where the codes can be found together were discovered. Thus, the induction method was used. In line with the opinions of the participants, the minimum coding process for a participant is 8, while the maximum is 28. In total, 188 coding processes were carried out.

Results

What Are the Satisfaction Levels from The Current TPL?

The percentage and frequency values calculated for the 12 items and their subcategories (never/partially/completely) in the TPL satisfaction survey are presented in Table 3.

Table 3. Distribution of The Items in The TPL Satisfaction Survey into Subcategories According to Pareto Analysis

Item No	Survey Item	Never		Partially		Completely	
		f	%	f	%	f	%
M1	To what extent do you believe it will contribute to your professional development?	114	8,31	115	11,76	12	2,21
M2	To what extent do you think the teacher's evaluation of the career ladder according to the exam is positive?	170	12,39	52	5,32	19	3,51
M3	In your opinion, is the statement "Restricting the salaries of the candidate teacher or being punished for not advancing their career leads to their dismissal" appropriate?	147	10,71	73	7,46	21	3,87
M4	To what extent do you positively evaluate having at least 10 years of professional experience to be a chartered teacher?	85	6,20	95	9,71	61	11,25
M5	To what extent do you positively evaluate the exemption from the chartered teacher exam for those who have completed their master's education?	95	6,92	73	7,46	73	13,47
M6	To what extent do you positively evaluate the exemption from the head teacher exam for those who have completed their doctorate education?	83	6,05	77	7,87	81	14,94
M7	To what extent do you positively evaluate career rankings as a teacher, chartered teacher, and head teacher?	120	8,75	77	7,87	44	8,12
M8	Do you think TPL is sufficient to increase teacher well-being?	162	11,81	76	7,77	3	0,55
M9	Do you think TPL is sufficient to increase the motivation of the teacher to work?	160	11,66	77	7,87	4	0,74
M10	To what extent is the TPL useful in increasing the professional reputation of teaching?	166	12,10	73	7,46	2	0,37
M11	What level of disappointment did you experience before and after the law was enacted?	20	1,46	85	8,96	136	25,09
M12	Does the fact that the teacher is a chartered teacher and there is no school principal negatively affect the peace in the school?	50	3,64	105	10,74	86	15,87
Total		1372	100	978	100	542	100

In Pareto analysis, the frequency or effect of each cause is measured and the causes are ranked in descending order. A cumulative percentage is calculated for each cause.

As can be seen in Table 3, the values obtained for each sub-category are determined separately, and the items representing the 80% cumulative percentage are colored separately in the sub-categories, from the highest to the lowest. The graphical representation of each category in Table 3 is presented through the Jamovi (2.3.18.0) package program, with Pareto graphs specific to the Pareto analysis, which can be examined in Figure 1, Figure 2, and Figure 3. It has been observed that some items are in more than one category, making up 80%. Such items were interpreted under the category with the highest value.

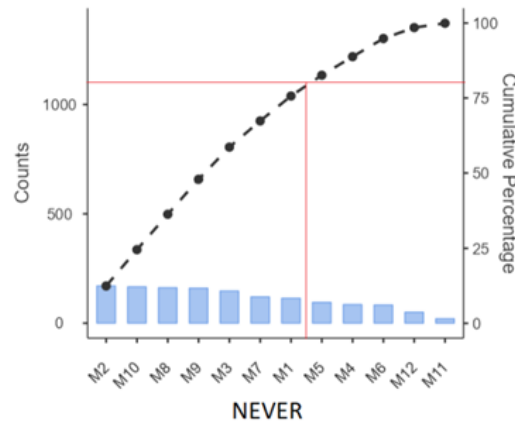


Figure 1. Pareto Chart of the Never Category of The TPL Satisfaction Survey

When Figure 1 and Table 3 are examined, it is understood that M2, M10, M8, M9, M7, and M1 items make up 80% of the items, respectively, starting with the item with the highest percentage for the never category. The marker line in Figure 1, the first 7 items below the point where the cumulative line intersects, constitute 80% of the TPL satisfaction survey's none category, and the remaining 5 items constitute 20%. The item with the highest percentage in the Never category was obtained as the M2 item. In this category, it can be stated that the rate of those who do not participate in the evaluation of the teacher in the career ladder is high.

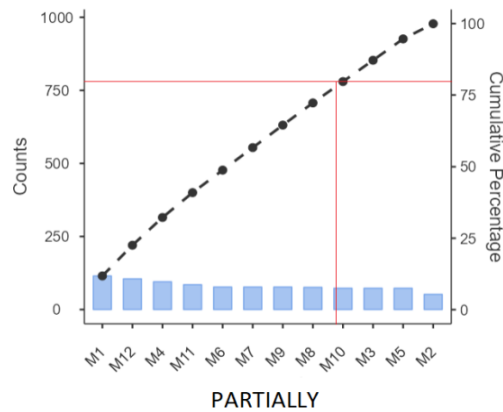


Figure 2. Pareto Chart of The TPL Satisfaction Survey Partially Belonging to The Category

When Figure 2 and Table 3 are examined, it is understood that starting from the item with the highest percentage in the partial category, 80% of the items M1, M12, M4, M11, M6, M7, M9, and M8, respectively. The first 8 items below the intersection of the cumulative line make up 80% of the partial category in the TPL satisfaction survey, and the 4 items above it make up 20%. The item with the highest percentage in the partial category was obtained as item M1. In this category, it is seen that the rate of those who believe that TPL will partially contribute to their professional development is high.

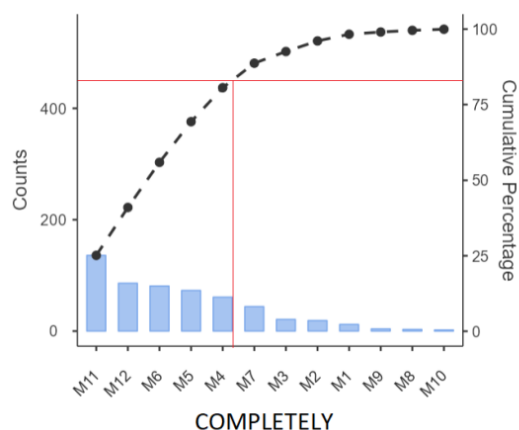


Figure 3. Pareto Chart of the Complete Category of The TPL Satisfaction Survey

When Figure 3 and Table 3 are examined, it is understood that starting from the item with the highest percentage for the complete category, the items M11, M12, M6, M5, and M4 make up 80% of the items, respectively. The first 5 items below the intersection point of the cumulative line constitute 80% of the total category of the SPC satisfaction survey, and the 7 items above it make up 20%. The item with the highest percentage in the complete category was obtained as item M11. In this category, it is seen that the rate of those who stated that they were disappointed after the law was passed is high.

How Is TPL Evaluated?

Table 4. Perceive The Current TPL

Themes	Sub Themes	Frequency	Themes	Sub Themes	Frequency
Dissatisfaction (43)	Not inclusive	17	Union (19)	Insufficient response	6
	Education via video	7		Not behaving cordially	4
	Does not include the private sector	4		To be powerless	4
	Different pay for equal work	4		Political influence	3
	Insufficient personal rights	3		The problem of reconciliation between the unions	2
	Lack of branching in career	3		Insufficient measurement and evaluation	13
	Insufficient criteria	2		Not sustainable	4
	Money and exams stand out	2		low distinctiveness	2
	Professional seniority for Chartered and head teacher	1		Exam (19)	Insufficient planning
	Parent's choice of teacher	12	Not getting feedback from stakeholders		5
Polarization between teachers	7	be under the influence of the union	1		
Impact on the teacher (34)	Being a chartered teacher due to economic problems	3	Decision (14)	Not doing an impact analysis	1
	Disappointment	3		Enactment is a win	1
	loss of reputation	3	Functionality (9)	There is no rational purpose	5
	Injustice	2		Not sustainable	2
	Compromise of career	1		Insufficient planning	2
	Psychological destruction	1			
	feeling of inadequacy	1			
	Decreased professional dignity	1			

Table 4 presents the current view of the TPL. Six themes and 34 sub-themes emerged. 138 coding processes were carried out to determine the current state of TPL. The themes according to the coding density are explained below, respectively. The issue that stands out in TPL and is emphasized most frequently by the participants is dissatisfaction with the law. In this regard, the opinions of the participants are as follows:

“I do not think that private schools will be affected a lot by the enactment of the new law and that teachers in private schools will be greatly affected. Because in us, the fees are determined not against such titles, but according to the popularity of the teacher, how much the parents like the teacher or whether they are the preferred teacher (P3, Position, 20)”.

“The views of all stakeholders should have been sought. In terms of content, I think everyone's common opinion is that the teaching profession law is not satisfactory (P5, Position, 10)”.

“Today, for example, when a student insults or beats his teacher in a school, there is no serious sanction against it... It would be much better if there was a system that protects the teacher's rights. (P7, Position, 18)”.

“We thought that positive things would come out regarding the teaching profession law, we were more hopeful, but the law is not very satisfactory (P8, Position, 18)”.

It can be stated that TPL is not a comprehensive law, career planning remains superficial, it is not sufficient to provide expertise only with video training, and the exam poses measurement and evaluation problems. In addition, it is understood that it does not adequately guarantee personal rights, does not create equal pay for equal work, ignores the private sector, and creates dissatisfaction because it confronts educators with a structure focused only on money and exams. TPL also had some effects on teachers. The participants' views on the teacher effect, which stands out in the research findings, are as follows:

“Some parents came to school last week. They said that we want our child's teacher to be a chartered teacher. We are 12 teachers in our school. Only one teacher chartered teacher (K2, Position, 18)”.

“There are 44 teachers in our school. I think that if any of these teachers fail the chartered and head teacher exam, they will retire. There are also teachers who will protest this exam. In short, polarizations began to occur at school (P4, Position, 14)”.

“We hear and see that there is unrest and strife among teachers right now. As a matter of fact, this is reflected in social media as well. The polarization of the unions among themselves is also reflected... It will be a situation as if the teachers who are not successful in the chartered and head teacher exam are inadequate (P8, Position, 14)”.

“While trying to add value to the teaching profession, it loses more value. As I said, with TPL, a teacher is given a title, and with this title, only a small improvement is made to his salary. Unfortunately, the teaching profession is still the subject of the media only through money (P9, Position, 20)”.

It can be stated that parents are trying to choose chartered and head teachers in schools, which disrupts the peace in the school. It is understood that there are polarizations among teachers with TPL, that teachers prefer to take the exam due to economic difficulties, that they experience disappointments with the law, and that there is a loss of reputation. In addition, it has emerged that their professional prestige has decreased, they have a feeling of inadequacy, and that the title of expertise will become commonplace over time. Since the early days of the TPL process, the attitudes of the unions and their decisions, actions, and inactions in the process have drawn the attention of education stakeholders. In this regard, the opinions of the participants are as follows:

“There are 4 big unions. As far as it is reflected, Eğitim Bir Sen did not object much at the headquarters level. Their views were that a teacher of 8 years should be given chartered teaching, and a teacher of 12 years should be given a head teacher. Türk Eğitim Sen's opinion was that a teacher of 10 years should be chartered, and a teacher of 20 years should be given a head teacher. Eğitim İş and Eğitim Sen unions are also completely against the law. Eğitim Sen's view is to organize a rally on October 15th. In fact, as of tomorrow, petitions of objection will be given in the parliament. There is a draft of the professional status of teachers, which was accepted by UNESCO in 1966, or rather, there are decisions. In line with these decisions, Eğitim Sen emphasizes the need for equal pay for equal work and the need to increase the salary of all teachers according to their seniority. In short, these 4 unions have such views. They cannot come together and object (P1, Position, 18)”.

“There is talk of everyone, but on the other hand, you look at the big unions, they have prepared exam preparation booklets. They send exam preparation files (P4, Position, 16)”.

“Of course, we have a general election ahead of us. Unfortunately, the election is the environment in which politicians act most pragmatically in our country... But let me say my opinion again, I don't think the exam is very long-term. I think that the life of TPL is a maximum of 1 year and it will be revised. (P5, Position, 28)”.

The participants state that the unions cannot act jointly, manage the process effectively, and do not find it successful in protecting the teacher's right. They also emphasize that although unions have a certain power in decision-making processes, they cannot manage it. The fact that being a chartered and head teacher is dependent on the exam has made the assessment and evaluation process the subject of discussion. The opinions of the participants on this issue are as follows:

“Actually, I didn't find it right to watch videos like this and watch 180-240 hours of video and get promoted with an exam. (P1, Position, 12)”.

“Six hundred thousand-odd people will take this exam. Many will probably pass the exam. It is said that the exam will be easy. Then it doesn't make any sense. I had a master's degree, other teachers had doctorates... I wish there were such criteria. (P2, Position, 30)”.

“I think it cannot be measured by an exam. Because we are trying to get out of the traditional method, but the traditional method applied to teachers is still traditional exams (P3, Position, 18)”.

“The exam is hurting me. Why does it hurt? I also attended the minister's meeting here. He made the following sentence underlined 3 times; “It will be very easy.” It shouldn't be easy. It must be correct. If there will be a correct test (P4, Position, 21)”.

Participants state that the assessment and evaluation and criteria of the exam are insufficient. In addition, they state that it is not a sustainable practice, that it is easy and has low distinctiveness so that titles will become ordinary. Another theme emphasized by the participants and emerged in the research was the decision processes of TPL. In this regard, the opinions of the participants are as follows:

“Perhaps all stakeholders should have been consulted while TPL was emerging. There would be academics, there would be teachers, in my opinion, there would even be parents. But no opinion was received from anyone (P5, Position, 10)”.

“It would be beneficial for the Ministry of National Education to get support from the academy and teachers from the field, because I don't think that the opinions of the teachers at the school are taken too much... I think it would be much more productive if a survey was made accessible to everyone. (K7, Position, 23)”.

“The career ladder thing is completely superficial. They did not think much about the pros and cons (K12, Position, 16)”.

Participants state that in the decision processes, the planning is not done carefully, the opinions of the stakeholders are not taken and impact analyses are not made. Whether TPL has a functional and applicable aspect has emerged as another theme of the research. In this regard, the opinions of the participants are as follows:

“Is there really an intention to improve the quality and improve the teacher here, or is there a concern to whom we should give a certain amount of money to whom we should not? What is the problem actually? What exactly is the purpose? (P5, Position, 14)”.

“Of course, everything is changing. Since everything in nature changes, this law will of course take shape. It is a good thing that such a law is passed, first of all, it is very positive for the beginning of something, but it has shortcomings. I think it will be better in time, but it is not enough in its current form. (P7, Position, 20)”.

The participants consider the emergence of the law as a gain. They hope that over time it will be further developed and become functional. They emphasize that the current situation is not rational and its sustainability is low.

How Should the TPL Be Designed?

Table 5. What TPL Expected to Perceive

Themes	Sub Themes	Frequency	Themes	Sub Themes	Frequency
Career planning (20)	Comprehensive criteria	6	Aim (6)	Professional development	3
	Portfolio	5		Relieve financial anxiety	1
	Professional studies	3		Protecting the teacher's right	1
	Postgraduate education	3		Increase professional reputation	1
	Professional seniority	1			
	Service score	1			
Law structure (20)	Registration file	1	Decision process (4)	Stakeholder engagement	3
	Container editing	9			
	Job descriptions and content	4			
	Specialization of expertise	3			
	teaching profession chamber	2			
	academic production	1			
	Container editing	1			Away from political strife

Table 5 presents the themes and sub-themes of what the TPL should look like. In this context, four themes and 19 sub-themes emerged and 50 coding processes were carried out. The themes according to the coding density are explained below, respectively. According to the ideas of the participants, career planning is one of the most important situations that should be regulated in TPL. In this regard, the opinions of the participants are as follows:

"Today, we see in the countries that they were international publications, studies, and they are in the policy documents of the institutions. The definition of the teaching profession should be in a broader framework (P9, Position, 23)".

"If there will be a career step and if the teacher is desired to be employed in the National Education permanently, it is possible to move to the career steps according to the service score (K12, Position, 22)".

Participants expect that the criteria for selection in career planning should be comprehensive, portfolio, professional studies, postgraduate education, service scores, and registry files should be taken into account. Expectations regarding the structure of TPL are also among the emerging themes. The participants express the structure of the law that should be in this regard as follows:

"This law should have been inclusive, and it should have been a law covering and regulating all regulations... Undoubtedly, solutions can be offered in every field, but I do not think that the law will be sustainable (P1, Position, 22)".

"In order for the law to change and transform, it must be comprehensive... Would a 1 page be a law? (K9, Position, 22)".

Participants expect a comprehensive and inclusive law. Therefore, they emphasize that the current situation needs to be regulated. It is expected that the job descriptions of the trainers will be branching in specialization. They also want the establishment of a professional chamber of teaching

and the appreciation of academic productions. The participants' views on the emerging theme of purpose that the TPL has problems establishing a clear purpose are as follows:

“We didn't find what we expected. I couldn't find anything in terms of reputation... The view of teachers in society has changed a lot. We are no longer a highly respected professional group as before (P6, Position, 24)”.

“It would be much better if there was a system that protects the teacher's rights. (P7, Position, 18)”.

Participants state that TPL should serve the professional development of the teacher. They emphasize that teachers' financial concerns should be eliminated, and their professional reputation and teacher rights should be secured. It is expected that the objectives of TPL will be clearer and clearer in this direction. Participants state their discomfort in line with TPL's decision processes. In this regard, the opinions of the participants are as follows:

“This law should have been more detailed. It should have been formed by a commission that included academics, practitioners, and social organizations. Is it sustainable? Not possible with this version. (P4, Position, 18)”.

“Education should be a law that meets the needs of the teacher... It could be a law that rewards successful teachers. (P8, Position, 22)”.

Participants state that the law was revealed without obtaining stakeholder opinion, and therefore there are many deficiencies. In addition, they expect the law to be created in a rational structure without being subject to political debate.

Discussion, Conclusion and Recommendations

It can be stated that TES struggles with chronic problems and needs a comprehensive law. According to the research results of Uslu and Çeliköz (2020), the prominent problems in TES are the education system, teacher rights, and family issues. They list problems such as the quality of the education system, constantly changing programs and practices, inequality of opportunity, exam-oriented system, crowded classrooms, and lack of funds to support education and training in the form of dual-program education. According to Demirkol's (2022) research results, it is seen that there are stereotypes about the teaching profession being comfortable, having a lot of holidays, and being a female profession. According to the research results of Can (2019), the factors that hinder the professional development of teachers were determined as legal, pedagogical, administrative, and social. In particular, the uncertainty of education policies in the teacher training process, the inadequacy of teacher organizations, the inability to provide career planning, the low motivation of teachers, and the constant change of the education system have emerged as obstacles in professional

development. In this direction, it is possible to diversify the problems in TES even more. A radical solution to the problems is only possible with a comprehensive law.

According to the results in the 'never category' that emerged in this research, educators do not agree that the teacher should not be evaluated according to the exam for career steps and that the current TPL is insufficient to increase the reputation, welfare, and motivation of the teacher. In the 'completely' category, educators emphasize that their expectations before the law and their expectations after the law are disappointed. It is said that the law disturbs the peace of the school. In addition, those who have completed master's and doctoral education should be exempt from obtaining a title. Professional experience should also be taken into account in the career ladder.

The findings in the literature are also similar to the results of the research. TPL aims to increase teacher welfare and add professionalism to the teaching profession, but the emphasis on the financial approach is insufficient for teacher welfare (Altan & Özmusul 2022). The fact that teachers continue their profession as they started and do not have serious career planning other than salary regulation based on seniority creates uneasiness (Altan & Özmusul 2022). The harmonization efforts carried out by the Ministry of National Education in career practices related to the teaching profession and school administration are not motivating, insufficient, and not sufficient in terms of compliance with justice and merit (Güler, Kayıkçı & Sabancı, 2022). TPL is a positive development because teachers did not have a professional law and regulations regarding the teaching profession were carried out with different laws (İş & Birel, 2022).

TPL is not a comprehensive and inclusive law, but it is expected to be developed over time. With its current situation, it does not adequately protect personal rights and does not include educators, branch managers, and district and provincial managers in the private sector. Because of not applying equal pay for equal work, it also damages the professional reputation of teaching and the school climate. Teachers feel worthless and discredited because the law has turned into a money- and exam-oriented situation. The reason for most of the teachers taking the exam is the economic difficulties they experience. The assessment and evaluation criteria of the exam applied in the process of obtaining a title are considered insufficient. In addition, it has emerged that the opinions of stakeholders are not taken into account in the decision processes of the law, and therefore it cannot be a comprehensive law. With its current situation, it is understood that the law is not sustainable.

The findings in the literature are also similar to the results of the research. The reputation of the teaching profession in the society is low (Ertan-Kantos, 2021). Economic inadequacies, insufficient personal rights, wrong attitudes of politicians, political attitudes of unions, negative news reflected in the media, and teachers' inability to provide professional unity are listed as reasons that degrade the reputation (Ertan-Kantos, 2021). Teachers state that the new professional law will not improve their rights, increase the prestige of the profession, and the new professional development law

has not been discussed sufficiently (Gürbüz, Aydın & Gürbüz, 2022). They do not encourage their professional development and they state that they are critical of the drafting of the law without the opinions of teachers (Gürbüz, Aydın & Gürbüz, 2022). Teachers have generally obtained information about the teaching profession law from social media and television, and they think that the draft professional law was prepared without the opinions of education stakeholders and is not inclusive (Ozturk & Yaylak, 2022). The situation that teachers with graduate education criticize is that the expression of graduate in the law is not clear (İş & Birel, 2022).

TPL needs to be rearranged as a comprehensive and inclusive law. It is expected that the job descriptions of educators, career planning, elimination of financial concerns, increasing professional reputation, specialization according to the branch, serving professional development, and securing teacher rights. Stakeholders expect the selection criteria to be process-oriented and documentable in product file format. It has been concluded that especially teachers' postgraduate education, service scores, and registry files can be taken into account. In addition, it is expected that the views of stakeholders will be taken while the law is being drafted and it will be established in a rational structure away from political conflicts.

It has been determined that with TPL, teachers' salaries increase, career ladders and teaching reputation increase, but according to some teachers, career practice causes discrimination among teachers (İş & Birel, 2022). Even though teachers advocate that there are career steps, they argue that they should be determined according to the seniority of the teacher, not by the success of the exam (Pinar & Dönel-Akgün, 2023). There are concerns that career steps will separate and discredit teachers and cause inequality among teachers (Pinar & Dönel-Akgün, 2023). Teachers think that there should be a career system based on seniority rather than exam practice and that the education and exam applied will not contribute to professional development (Özdemir, Doğan & Demirkol, 2022). In addition, there is a negative perception of teaching career ladder practices, as the incomes are insufficient and not reflected in retirement (Özdemir, Doğan & Demirkol, 2022).

Policy Implications

As maintained by Lindquist (2017), TES faces significant obstacles. Therefore, human rights issues must be taken into account to ensure that equal and non-discriminatory education is available to all. It can be stated that TES needs an inclusive education policy. All these needs have also increased the expectation for TPL.

According to the results of this research, it is understood that the problems in TES have persisted for many years. It can be stated that there are high expectations for the solution of a significant part of the problems with the TPL, but the law is disappointing. In particular, the fact that the law divides teachers into various classes and creates a difference in their economic income according to this class situation creates discomfort. It is seen that this situation disrupts the working

peace at school. In addition, the lack of equal pay for equal work is interpreted as a constitutional violation. TPL is expected to be a more comprehensive and inclusive law. In this context, there is a need for a system that can measure the professional lives of educators. It is expected that professional careers will be created in line with this system. It is concluded that all these processes do not increase the professional development and welfare of teachers and harm their professional prestige. Studies in the literature similarly point to the deep-rooted problems of TES.

As claimed by Sezer's (2018) research results, the most frequently produced metaphors for the education system by pre-service teachers are chameleon, puzzle and play dough. Although there are various reform initiatives in education in Türkiye, structural changes and curricula still face serious challenges (Aksit, 2007). As maintained by Polat (2013), who takes all these processes in a holistic way, every practice such as privatizing education, reducing public expenditures, making "flexible" work compulsory, leaving the employees uninsured, and making the curriculum more conservative is the result of neoliberal policies. Reducing these actions to the level of simple evaluation precludes a detailed analysis of the reasons for these policies.

In the context of education policies, the following suggestions can be presented in line with this research:

- ✓ The scope of the TPL should be expanded and should serve as an overarching law. Stakeholder views should be taken into account.
- ✓ A comprehensive assessment and evaluation system is needed. Successes and failures of educators and all kinds of activities should be documented, filed, and scored.
- ✓ It is not correct to separate teachers as chartered and head teachers. Career ladders should be structured with portfolio files.
- ✓ With TPL, first of all, the teaching profession should gain the respect it deserves.
- ✓ Career steps should be planned from teaching to management at all levels, and a merit-based structure should be established.
- ✓ It is obvious that equal practices will not lead to fair results. Schools and working conditions should be categorized. In this direction, the services provided should have a fair structure, both material and moral.
- ✓ Scientific research results of educational scientists on TPL should be taken into account by lawmakers.

Conflict of Interest

There is no conflict of interest declared by the authors.

Funding Details

This research did not receive any private grants from public, commercial, or non-profit sector funding agencies.

Ethical Statement

This research was conducted in accordance with the ethical principles of APA and COPE. In addition, its legal permission was obtained with the approval of Van Yüzüncü Yıl University Ethics Committee dated 07/02/2023 and numbered 2023/03-07.

Credit Author Statement

Author 1: Conceptualization, Introduction, Qualitative method, Qualitative and quantitative data collection, Qualitative data analysis and findings, Investigation, Writing - Review & Editing,

Author 2: Quantitative method, Quantitative data collection and analysis, Quantitative findings visualization, Discussion and Conclusion

Acknowledgement

Part of the findings of the quantitative data of this study were presented as an oral presentation at the "TRB2 International Congress on Educational Sciences".

References

- Aksit, N. (2007). Educational reform in Türkiye. *International Journal of Educational Development*, 27(2), 129-137. <https://doi.org/10.1016/j.ijedudev.2006.07.011>
- Altan, M.Z. & Özmuşul, M. (2022). Geleceğin Türkiye'sinde öğretmen refahı: Öğretmenlik meslek kanununun kayıp parçası, *Ahmet Keleşoğlu Eğitim Fakültesi Dergisi AKEF) Dergisi*, 4(1), 24-42. <https://doi.org/10.38151/akef.2022.2>
- Aziz, R. W. A., Shuib, A., Aziz, W. N. H. W. A., Tawil, N. M., & Nawawi, A. H. M. (2013). Pareto analysis on budget allocation for different categories of faculties in higher education institution. *Procedia-social and Behavioral Sciences*, 90, 686-694. <https://doi.org/10.1016/j.sbspro.2013.07.141>
- Bekereci, Ü., Yazıcı, M., & Hamzaoğlu, E. (2020). Pareto analizi tekniğiyle belirlenen parametrelerin öğretim sürecinde kullanımının öğrencilerin akademik başarılarına etkisi. *Marmara Üniversitesi Atatürk Eğitim Fakültesi Eğitim Bilimleri Dergisi*, 51(51), 199-219. <https://doi.org/10.15285/maruaebd.541606>
- Brooks, C. (2014). What is a pareto analysis?. *Business News Daily Senior*, 29(1), 1-5.

- Bulut, T., & Karataş, İ. H. (2020). Milli eğitim şuralarında eğitim ve okul yöneticiliği. *Alanyazın*, 1(2), 108-130. <https://doi.org/10.22596/cresjournal.0102.108.130>
- Can, E. (2019). Öğretmenlerin meslekî gelişimleri: Engeller ve öneriler. *Journal of Qualitative Research in Education*, 7(4), 1618-1650. <https://doi.org/10.14689/Issn.2148-2624.1.7c.4s.14m>
- Creswell, J. W. (2009). *Research design: Qualitative, quantitative and mixed methods approaches*. Third Edition, SAGE Publications, Inc.
- Demirkol, M. (2022). Stereotypes about the teaching profession. *International Journal of Psychology and Educational Studies*, 9(Special Issue), 998-1011. <https://doi.org/10.52380/ijpes.2022.9.4.963>
- Doğan, C. N. (2022). *Öğretmenlik meslek kanunu'na yönelik öğretmen ve yönetici görüşleri*. Yüksek lisans tezi, Pamukkale Üniversitesi, Eğitim Bilimleri Enstitüsü Eğitim Bilimleri Ana Bilim Dalı, Denizli.
- Ertan-Kantos, Z. (2021). Öğretmenlik mesleğinin itibarı ile ilgili öğretmen görüşleri. *e- Kafkas Eğitim Araştırmaları Dergisi*, 8, 682-703. <https://doi.org/10.30900/kafkasegt.983200>
- Gül, İ., & Güngör, C. (2022). Öğretmenlik meslek kanununa ilişkin öğretmen görüşleri. *Van Yüzüncü Yıl Üniversitesi Eğitim Fakültesi Dergisi*, 19(3), 1098-1123. <https://doi.org/10.33711/yyuefd.1090770>
- Güler, T., Kayıkcı, K. & Sabancı, A. (2022). Türk eğitim sistemindeki kariyer uygulamalarının insan kaynakları yönetimi açısından incelenmesi. *Pamukkale Üniversitesi Eğitim Fakültesi Dergisi*, 56, 336-371. <https://doi.org/10.9779/pauefd.1008786>
- Gülmez, F. M. (2022). Teacher career policies in Türkiye from the republic to the present and their reflections on education. *Political Economy and Management of Education*, 3 (2), 56-75.
- Gürbüz, M.Ç., Aydın, B., & Gürbüz, T. (2022). Research on professional Turkish teacher law based on teachers' rights and freedoms. *International Journal of Modern Education Studies*, 6(2), 319-345. <https://doi.org/10.51383/ijonmes.2022.203>
- Gürgen-Akıcı, B., & Canik, T. (2022). A phenomenology study: Headteacher. *International Journal of Trends and Developments in Education*, 2(2), 34-54.
- Harvey, H. B., & Sotardi, S. T. (2018). The pareto principle. *Journal of the American College of Radiology*, 15(6), 931. DOI: <https://doi.org/10.1016/j.jacr.2018.02.026>
- Hill, L. G., Maucione, K., & K. Hood, B. (2007). A focused approach to assessing program fidelity. *Prevention Science*, 8, 25-34. <https://doi.org/10.1007/s11121-006-0051-4>

- İş, A., & Birel, F. K. (2022). Öğretmenlik meslek kanununa ilişkin öğretmen görüşleri. *Electronic Journal of Social Sciences*, 21(84),1967-1990. <https://doi.org/10.17755/esosder.1141748>
- Kösterelioğlu, İ. (2021). The effect of the activities within the scope of the 2023 education vision document on teachers'professional image perceptions. *Problems of Education in the 21st Century*, 79(1), 60-79. <https://doi.org/10.33225/pec/21.79.60>
- Lindquist, C. (2017). Educational reform in Türkiye. *International Journal of Progressive Education*, 13(2), 133-143.
- Milli Eğitim Bakanlığı, (2022). Öğretmenlik meslek kanunu. Erişim adresi: <https://www.resmigazete.gov.tr/eskiler/2022/02/20220214-1.htm>
- Özdemir, T. Y., Doğan, A., & Demirkol, M. (2022). Öğretmenlik kariyer basamakları hakkında öğretmen görüşleri. *International Journal of Social Science Research*, 11(2), 53-67.
- Özdogru, M. (2022) The reasons that prevent teachers' professional competencies from turning into performance. *Journal for the Education of Gifted Young Scientists*, 10(3), 523-533. <https://doi.org/10.17478/jegys.1179945>
- Öztürk, T., & Yaylak, E. (2022). Teachers' opinions on the teaching profession law. *Education*, 1(1), 28-45. <https://doi.org/10.58583/Pedapub.EM2203>
- Pareto, V. (1896). *Cours d'économie politique: professé à l'Université de Lausanne* (Vol. 1). F. Rouge.
- Pavlovic, D., Todorovic, M., Mladenovic, S., & Milosavljevic, P. (2014). The role of quality methods in improving education process: Case study. *Serbian Journal of Management*, 9(2), 219-230. <https://doi.org/10.5937/sjm9-5538>
- Pınar, M.A. & Dönel Akgül, G. (2023). Fen bilimleri öğretmenlerinin öğretmenlikte kariyer basamaklarında yükselme sistemine ilişkin görüşleri. *International Journal of Social Sciences and Education Research*, 9 (1), 36-46. <https://doi.org/10.24289/ijsser.1181614>
- Polat, S. (2013). Neo-liberal education policies in Türkiye and transformation in education. *Journal for Critical Education Policy Studies*, 11(4),159-178.
- Sezer, S. (2018). Prospective teachers' perceptions on education policy: A metaphor analysis. *International Journal of Progressive Education*, 14(2), 121-135. <https://doi.org/10.29329/ijpe.2018.139.9>
- Ünsal, S. (2018). Türkiye'de öğretmenlik mesleğinin statüsüne ilişkin bir pareto analizi. *Sakarya University Journal of Education*, 8(2), 111-130. <https://doi.org/10.19126/suje.379040>

- Uslu, B., & Çeliköz, M. (2020). The study of preschool teachers' and principals' opinions on Turkish Education System. *International Journal of Modern Education Studies*, 4(1), 01-23. <https://doi.org/10.51383/ijonmes.2020.47>
- Widrick, S. M., Mergen, E., & Grant, D. (2002). Measuring the dimensions of quality in higher education. *Total Quality Management*, 13(1), 123-131. <https://doi.org/10.1080/09544120120098609>
- Yapucuoğlu, M. D., & Ballı, F. E. (2022). Türkiye, Almanya, Çin, Kanada ve Singapur öğretmenlik meslek kanunlarının karşılaştırmalı analizi. *Eurasian Journal of Teacher Education*, 3(3), 250-266.
- Zasadzień, M. (2014). Using the Pareto diagram and FMEA (Failure Mode and Effects Analysis) to identify key defects in a product. *Management Systems in Production Engineering*, (4) 16, 153-156. <https://doi.org/10.12914/MSPE-02-04-2014>