



# Prestige Of Teachers From The Point Of View Of Society

Esma KURU \*

*Kahramanmaraş Sütçü İmam University, Kahramanmaraş, Turkey*

---

## Abstract

Society is one of the most important leading factors which affect human life. Humans need to exist in the society which they are the subject of and continue their development. The healthy development and advancement of both societies and humans are possible with education. Without doubt, the only people who keep the connection between humans and societies strong are teachers. Teachers are the ambassadors of education, the future of society and the light lit in darkness. For teachers to duly carry out this duty, they need to have certain qualities. One of the qualities is the prestige of teachers. The purpose of this study is to analyze the prestige teachers have view of the society. The study was carried out in the case study model which is one of the qualitative research methods. The study group of the society consists of 45 participants selected from the society, who live in Kahramanmaraş and are not teachers but belong to different occupational groups. The participants were reached through the convenience sampling method. The study data were obtained through the structured interview form prepared by the researcher. The obtained data were analyzed through the content analysis method. As a result of the obtained findings, it was determined that society have positive associations about the teaching profession and that teachers' prestige directly affects education and economic factors and the society play a deterministic role in teachers' prestige. In addition, while teaching is a prestigious profession view of the society. And the society thinks that teachers need to earn their prestige through their own actions. Finally, society stated that they would become teachers if given the chance.

**Keywords:** Teachers, Society, Prestige

---

© 2016 IJCI & the Authors. Published by *International Journal of Curriculum and Instruction (IJCI)*. This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution license (CC BY-NC-ND) (<http://creativecommons.org/licenses/by-nc-nd/4.0/>).

## 1. Introduction

Society is one of the most important leading factors which affect human life. Humans enter a social process the moment they step into life which requires skills and behaviors which are different from each other. In this process, people are accompanied with their families, friend and work circles. The cycle of development and change society

---

\* Corresponding author Esma KURU. ORCID ID.: 0000-0002-7661-387X  
E-mail address: [esmkuru@gmail.com](mailto:esmkuru@gmail.com)

creates each day requires individuals to develop themselves in the cultural, scientific and economic areas. Humans as the subject of society can only exist in society to the extent they are able to grab this development and change cycle. The meeting of this change and development is possible through the education of societies. Education allows individuals to develop and individuals make a place for themselves in society with the help of education (Maden, Durukan and Aslan, 2010; Demircioğlu, Mutluer and Demircioğlu, 2011).

Education aims at producing knowledgeable societies with culture that are healthy. From the past to the present time, education has managed to influenced all sections of society. Education, which is responsible from the change and development societies go through, is an aspect with guides and directs societies, because as the quality of education received by societies increases, the level of development increases as well (Çakmak, 2008). However, if the goals of the educational systems cannot be accurately identified or if these goals are not achieved, it cannot be possible to talk about a developed social structure and a contemporary civilization (Karaçay, 2005). Although it is education which makes it possible for societies to exist in a healthy manner and develops them, no education system can give a more quality service than the implementors of this system. Therefore, the most important aspect which shapes the future of societies and in terms of education is teachers (Bozdoğan et al., 2007; Başaran and Aksu, 2007).

Education is multidimensional and consists of numerous groups with interact with each other. The members of these groups are administrators, parents, teachers and assisting personnel. Without doubt, those who establish the most interaction with the other groups among these members are teachers (Yıldız, 2020). Teachers are the leading role of the education and training process, directors of the educational program and its process (Derman, 2007) and individuals who guide education with their qualities and the secret of success in the educational system (Kılıç, 2018). Teaching occupation embodies characteristics such as patience, selflessness and sacrifice besides doing research, solving problems and produce knowledge, learning to learn, using technology efficiently and expressing oneself in the best manner. Teachers who have these characteristics can be stated to raise the quality of educational services (Çapa and Çil, 2000; Gürses et al. 2005). While teachers make it possible for students to develop in multiple areas in the school environment, they also guide them in terms of creating a life philosophy as a model and developing their personalities (Çelikten, Şanal and Yeni, 2005; İlter, 2009).

Prestige expresses the status of individuals in society and how they are perceived by others. Prestige, which means respectability and dignity as well, points to being respected by society, making oneself accepted in society and making a place for oneself among other people. One of the most important factors which influence people's prestige is their occupation. Society's point of view on occupations reflect this fact. In addition, the economic, political and cultural changes affect prestige as well. These changes experienced in the present affect society and differentiate society's views on the prestige of occupations (Karaköse, 2008; Çakır, 2009; Kıran, Durmuş and Sucu, 2019; Atmaca, 2020).

Although teaching has a universal value, it has been one of the most prestigious occupations for centuries in the different countries of the world. The teaching occupation has assumed the role of protecting the social heritage and carrying the past to the future (Özoğlu, Gür and Altunoğlu, 2013). These duties which are ascribed to teachers and the sensitivity of teachers toward society, along with being unified with the real life of the public are indicators that this is a prestigious and important occupation (Uygun, 2012). It is seen that individuals who are prestigious and have high status occupations carry out their occupations in a more productive and highly motivated manner and that they are removed from occupational worries (Karaman et al., 2013).

The prestige of the teaching profession means the value people (teachers, students, parents, etc.) and institutions (The Ministry of Education, Directorate of National Education, etc.) who are in interaction with the public as a whole and the teaching occupation give to teachers. The prestige of teachers gives us information about the social, cultural and economic levels of societies, because teachers are the mirrors of societies. The prestige of teachers perceived in society and the development level of societies are proportional to each other. Increase of teachers' prestige will increase the level of development with the quality of education (Ekinci and Öter, 2011; Erzen and Epçaçan, 2018). The prestige of the teaching occupation in Turkey displays differences based on the recent social, economic and political developments (Özdemir and Orhan, 2019). Among the factors which influence the prestige of teachers, comparison of the teaching occupation with other occupations, families wishing their children to be teachers, the respect and love felt for teachers and the level of trust of the society to the education system (Göker and Gündüz, 2017).

The teaching occupation, which has always been the greatest building block of society, has been at the center of society since the existence of humanity and has given life to societies has great importance for humanity. The sanctity of teachers, who have assumed the duty of transmitting knowledge to generations and carrying civilizations to higher levels cannot be questioned. The eternal existence of societies, their development, happiness and peace of mind will be possible with teachers with prestige. This study is important in terms of presenting the various variables as to how the teaching occupation is perceived through the eyes of society.

The purpose of this study is to analyze the prestige teachers have, who are the cornerstones of society, from the point of view of the society. In line with this aim, the prestige levels of teachers and how people attribute meaning to teachers have been evaluated with various variables in terms of their differences and similarities.

## **2. Method**

This part presents the research method, design, research group, data collection tools, data collection and analysis.

### *2.1 Research Design*

In this study, which aims at identifying the views of society on the prestige of teachers in society, the case study model which is one of the qualitative research methods was used. In the case study design, one or more cases are analyzed in depth. Although the obtained data do not harbor a concern for generalization, the findings related to a case create examples and experiences about similar situations (Yıldırım and Şimşek, 2018).

## 2.2. Research Group

The study group of the study consists of a total 45 participants, 19 of whom are male and 26 of whom are female, who belong to different occupational groups in Kahramanmaraş. The participants in the study group were reached through the convenience sampling method. The convenience sampling method means that the sample is selected from easily reachable and implementable units due to the existing limitations (Büyüköztürk, 2012). The demographic characteristics related to participants are presented in the table below.

Table 2. Demographic Characteristics of the Participants from the other Sections of the Society

Demographic characteristics		f	%
Gender	Male	19	42,2
	Female	26	57,7
Age	15-22	2	4,4
	23-30	22	48,8
	31-40	3	6,6
	41-50	12	26,6
	51-and over	6	13,3
Do you students in your house?	Yes	28	62,2
	No	17	37,7
Your Income level	0-4250	14	31,1
	4251-10000	26	57,7
	10001-and over	5	11,1
Your educational level	Primary/Middle-School	9	20
	High-school	5	11,1
	Undergraduate	3	6,6
	Graduate	21	46,6
	Post-graduate	7	15,5
Are there teachers in your family?	Yes	28	62,2
	No	17	37,7
Your occupation	Civil servant	21	46,6
	Private sector	8	17,7
	Unemployed	16	35,5
Total		45	100

### *2.3. Data Collection Tools*

The study data were obtained through the structured interview forms developed by the researcher which consists of open-ended questions. The interview questions were initially prepared by the researcher as a result of the required literature review. Then, these interview questions were presented to the view of experts. A pilot interview was carried out with a participant and the necessary changes were made. Interview forms consist of 9 questions. The questions of the structured interview form are as follows:

1. What comes to your mind when you hear the word teacher?
2. What in your opinion are the characteristics teachers need to have?
3. What do you think about the prestige of teachers in society?
4. What do you think affects the prestige of teachers? Why?
5. What do you suggest to increase the prestige of teachers?
6. Do you think that the prestige of teachers has an effect on education. Explain.
7. If you were to create an exemplary teacher model, what would his/her characteristics be?
8. If you had the chance, would you prefer the teaching occupation right now? Why?
9. If you were to rate the prestige of teaching occupation, what would your score be?

### *2.4. Validity and Reliability*

During the development of the data collection tool of the research, first of all, the relevant literature was scanned and a twelve item interview question pool was created by the researcher. The pool of questions created was shared with a field expert, and after the corrections, two interview questions were removed, six questions were rearranged and a conclusion was reached for the implementation of four interview questions as they were. Then, three teachers were interviewed with the created interview form and it was checked whether the questions worked or not. After the preliminary application, it was seen that the same answers were given to two questions and one more question was removed from the interview form. The study was conducted with the remaining nine interview questions.

After the data collected in order to increase the reliability of the study were analyzed by the researcher, ten randomly selected interview forms were given to the expert who helped in the development of the data collection tool. The relevant field expert was also asked to analyze these data. Later, the results of the two analyzes were compared with each other and it was concluded that the results were similar.

In addition to these, in order to ensure the external validity of the study, it was tried to reach as many participants as possible for each of the independent variables and the participants were described in Table 2. In order to ensure internal validity, after the data were analyzed, three randomly selected participants were shown the analyzes of their own interviews and their accuracy was confirmed.

### *2.5. Data analysis*

In the analysis of the data obtained as a result of the study, the content analysis method which is one of the qualitative data analysis techniques. According to Yildirim and Şimşek (2018), the content analysis method consists of four sections which include coding of the obtained data, identification of the themes, structuring of the data according to the codes and themes and interpreting the findings. In content analysis, similar data are brought together in the framework of certain concepts and themes and they arranged in a manner the reader a understand and interpreted. When doing data analysis 45 participants’ forms were analyzed. When sharing study findings, direct quotations were included. The names of the participants were hidden in line with ethical rules. For instance, participants were coded as P1, P2... P45.

### 3. Results

#### Findings Related to the First Study Question

Table 4. The views of society on the question: What comes to your mind when you hear the word teacher?

Theme	Categories	Codes	f
Associations related to the concept of teacher	Occupational Associations	Education	17
		Teaching	15
		A person who spends effort on his/her career	3
		Source of knowledge	3
		Discipline	2
	Social Associations	Guides the future	9
		Important person for society	7
		Role model	7
		Guides students	5
		Strong character	4
		Touches the life of a child	3
		Mother-Father	2
	Emotional Associations	Love	4
		Tolerance	2
Compassion		2	
Respect		2	
Negative Associations	Self-sacrifice	2	
	Arrogant	1	
	Impatient	1	

\* Since more than one participant gave answers to certain codes, the total result might be higher than the number of participants.

In the light of the codes obtained from Table 4, four categories were formed as “Occupational Associations”, “Social Associations”, “Emotional Associations” and “Negative Associations” and these categories were gathered under the “Associations related to the concept of teachers” theme.

Some of the views of the participants on the occupational associations category are as follows:

*P7: “For some reason, the first thing I think about is education.”*

*P13: “A person I can consult in all areas I have no information about who teaches new things to me.”*

*P29: “Source of knowledge.”*

Some of the views of the participants on the social associations category are as follows:

*P39: “The most important person in an individual’s life in terms of development.”*

*P8: “the best guiding pathfinders who prepare a beautiful future for the new generation and the children after the new generation.”*

Some of the views of the participants on the emotional associations category are as follows:

*P1: “A person who approaches students with love and compassion that is beneficial in many aspects.”*

*P32: “I associate love, respect, self-sacrifice and tolerance with teachers.”*

Some of the views of the participants on the negative associations category are as follows:

*PP25: “... a human profile who is arrogant...”*

*P28: “Impatient...”*

In the light of the answers of the participants, in terms of the associations related to the concept of participants from society mostly expressed views on occupational associations. Among the occupational associations views expressed by the participants from society, education and teaching views came to the fore.

### Findings Related to the Second Study Question

Table 6. Views of the society on the question: What in your opinion are the characteristics teachers need to have?

Theme	Categories	Codes	f
Characteristics of teachers	Emotional Characteristics	Loving	13
		Compassionate	11
		Just	10
		Patient	9
		Honest	8
		Tolerant	7
		Understanding	6
		Respectful	5
		Self-sacrificing	2
		Occupational Characteristics	Having expertise in occupational knowledge and skills
	Having effective communication skills		6
	Adopting the idea of training good people		5
	Being disciplined		5

Personality Characteristics	Being knowledgeable	7
	Being a model character	4
	Being innovative	3
	Being productive	3

\* Since more than one participant gave answers to certain codes, the total result might be higher than the number of participants.

In the light of the codes obtained from the analysis of Table 6, three categories were formed as “Emotional Characteristics”, “Occupational Characteristics” and “Personality Characteristics” and these categories were gathered under the “Characteristic of Teachers” theme.

Some of the views of the participants in the emotional characteristics category are as follows:

*P12: “Being just tolerant, loving.... Honest, respectful.”*

*P7: “The most important quality in a teacher should be patience. Similarly, being tolerant, candid and most importantly being just.”*

*P33: “By virtue of the sacredness of their occupation, self-sacrifice, devotion, respect...”*

Some of the views of the teachers in the occupational characteristics category are as follows:

*P39: “They should know what education is and be conscious.”*

*P38: “I think they are individuals who allow students to acquire life-long positive behaviors.”*

*P6: “Above all... teachers should be disciplined within the rules of quality...”*

Some of the views of the teachers in the personality characteristics category are as follows:

*P9: “Right personality, character... always being competent in their field.”*

*P17: “Knowledgeable, cultured, open to innovations.”*

*P3: “Competent in their field... educative, productive... love education and teaching...”*

In the light of the answers given by the participants on the characteristics teachers should have, the social participants mostly expressed views on emotional associations. And the emotional associations expressed by the social participants, being loving came to the fore.

### Findings Related to the Third Study Question

Table 8. Views of the participants on the question: What do you think about the prestige of teachers in society?

Theme	Categories	Codes	f
Prestige of Teachers in Society	High Prestige	Teaching is prestigious	20
		Teaching is an important occupation	3
		Teachers enlighten	3



	Value of teachers is increasing day by day	1
Mid-level Prestige	Their prestige is of mid-level	2
	Their prestige is lower compared to the past	9
Low Prestige	They do not have the value they deserve	6
	Teachers have low prestige	5

\* Since more than one participant gave answers to certain codes, the total result might be higher than the number of participants.

In the light of the codes obtained from the analysis of Table 8, three categories were formed as “High Prestige”, “Mid-Level Prestige” and “Low Prestige” and these categories were gathered under the “Prestige of Teachers in Society” theme.

Some of the views of the participants in the high prestige category are as follows:

*P32: “I think that the prestige of teachers in society is very good (other than the exceptions).”*

*P8: “They are always one step ahead as educators in society, because many of the people in society have been enlightened by the light of teachers as well.”*

*P5: “Today, the value of teachers is increasing. The reason is that they light up the future.”*

Some of the views of the participants in the mid-level prestige category are as follows:

*P43: “I think that the prestige of teacher in society is neither there nor absent; of course, teachers are different from each other as individuals.”*

Some of the views of the participants in the low prestige category are as follows:

*P3: “While the value given to teachers was extremely high in the past, I think that teachers are now shown the value they deserve and that they do not have sufficient prestige.”*

*P37: “They definitely are not shown the value they deserve. I believe that teachers whom we confide our precious flower buds and spend effort for them to blossom should be given much more value.”*

*P6: “The respect shown to teachers in our present society is almost invisible; unfortunately, the ignoring the hardships they experience makes them viewed as worthless.”*

In the light of the answers social participants, when the prestige of teachers is analyzed, it can be seen that the participants mostly expressed that teachers’ prestige is high. For the participants teaching is prestigious views came to the fore among the participant’s high prestige views. And social participants expressed that the prestige of the teaching profession is lower compared to the past and that society does not give teachers the value they deserve.

### Findings Related to the Fourth Study Question

Table 10. Views of the participants on the question: What do you think affects the prestige of teachers? Why?

Theme	Categories	Codes	f
-------	------------	-------	---

Factors which affect prestige	Social Factors	Society's attitude towards teachers	11
		Parents' views on teachers	6
		Education level of society	3
		Student behaviors	2
	Teacher Factors	Teachers' behaviors in society	10
		Teachers' character	7
		The importance given by teachers to their occupation	6
		Being optimistic towards students	3
		Limitation of teachers' freedom	1
	Education System Factors	Importance given to education	3
		High number of teacher candidates who have graduated	1
		Administrative management	1
	Economic Factors	Teachers' salaries	2

\* Since more than one participant gave answers to certain codes, the total result might be higher than the number of participants.

In the light of the codes obtained from the analysis of Table 10, four categories were formed as “Social Factors”, “Teacher Factors”, “Education System Factors” and “Economic Factors” and these categories were gathered under the “Factors which Affect Prestige” theme.

Some of the views of the participants in the social factors category are as follows:

*P17: “Society and the environment are the greatest factors. The teacher who works in a small village in the Eastern region and the teacher who works in Istanbul are definitely not equal.”*

*P24: “The education level of society; individuals with high educational level give beneficial people the value they deserve.”*

*P8: “The society’s and students’ attitudes are very effective, because teachers’ efforts for their students always gives return. This makes it possible for teachers to be respected by parents.*

Some of the views of the participants in the teacher factors category are as follows:

*P43: “I think that the teachers determine their own prestige and their stance and attitude towards their environment and children is effective. In fact, teachers are not only the people who prepared children for exams but those who lay the foundations pf the moral values of children.”*

*P23: “Their respect for their occupation. A person who does not respect his/her occupation cannot be valued by others.”*

Some of the views of the participants in the education system factors category are as follows:

*P3: “Social awareness and the importance given to education.”*

*P20: “High number of graduates... Accepting too many students to universities and having low quality graduates.”*

*P33: “..administrative and management related reasons.”*

Some of the views of the participants in the economic factors category are as follows:

*P41: “Low salaries of teachers.”*

In the light of the answers given by the participants, when the factors which affect teachers’ prestige are analyzed, it can be seen that social participants in general expressed views related to social factors and teacher factors. Among the social factors views expressed by the social participants, the attitude of society towards teachers came to the fore.

### Findings Related to the Fifth Study Question

Table 12. Views of the participants on the question: What do you suggest to increase the prestige of teachers?

Theme	Categories	Codes	f	
Things Needed to be Done to Increase the Prestige of Teachers	What Teachers Should Do	They should establish strong communications with their environment	14	
		They should develop themselves	11	
		They should touch the lives of children	7	
		They should perform their job nicely	6	
		They should form empathy	3	
		They should be role models in their environment	3	
		They should teach love of country and nation to their students	2	
		They should be honest	2	
		They should be just	2	
		Other actions which should be taken	Society needs to get rid of negative views	6
			Conditions of the teachers should be removed	4

\* Since more than one participant gave answers to certain codes, the total result might be higher than the number of participants.

In the light of the codes obtained from the analysis of Table 12, two categories were formed as “What Teachers Should Do” and “Other Actions which should be Taken” and these categories were gathered under the “Things Needed to be Done to Increase the Prestige of Teachers” theme.

Some of the views the participants in the What Teachers Should do category are as follows:

*P2: “They can be closer to parents and communication can be strengthened in this manner.”*

*P43: “Teaching is not a profession where you remain at the same level. Teachers should always develop themselves.”*

*P17: “They should be open to innovations and form empathy with their students.”*

*P10: “Being a role model to students at schools and to society outside of school with their knowledge, merits and morals and adopting teaching not as an occupation but as a behavior model that can be experienced.”*

*P2: “Living close to the public, being just and honest.”*

Some of the views the participants in the Other Actions which should be taken category are as follows:

*P11: “I would suggest changing the negative views of society towards teachers and not the views of teachers.”*

*P3: “The right given should be increased and life standards should be raised.”*

In the light of the answers given by the participants, when Things Needed to be Done to Increase the Prestige of Teachers category was analyzed, social participants mostly expressed views on what teachers should do. Among the other actions which should be taken expressed by the social participants, the views that teachers should establish strong communication with their environment and develop themselves came to the fore.

### Findings Related to the Sixth Study Question

Table 14. Views of the participants on the question: Do you think that the prestige of teachers has an effect on education. Explain

Theme	Categories	Codes	f		
Do you think that the prestige of teachers has an effect on education?	Yes	The teacher’s prestige affects students	9		
		The teacher’s prestige increases the quality of education	8		
		It affects education	7		
		Prestige increases motivation	5		
		Lack of prestige creates a negative situation	5		
		Prestige gives self-confidence	4		
		Teachers’ prestige positively affects education	3		
		Prestige brings success	1		
		Prestige develops society	1		
		No		It does not have an effect	2
				The teacher need to be good in essence	2
				Prestige affects the views of parents	1

\* Since more than one participant gave answers to certain codes, the total result might be higher than the number of participants.

In the light of the codes obtained from the analysis of Table 14, the “Yes” ve “No” categories were formed and these categories were placed under the “Do you think that the prestige of teachers has an effect on education?” theme.

Some of the views the participants in the Yes category are as follows:

*P5: “Yes, because sometimes the personality of the teacher makes one love that lesson and if a person loves his/her teacher, then he/she loves the teacher’s lesson as well and consequently his/her interest increases.”*

P44: “Of course, it affects education. The education given by a respectable teacher is quality education.”

P32: “Of course, I think that it does have an effect. A prestigious teacher is a personality who reflect the best of everything to his/her students and society.”

P37: “I definitely think so. An individual who is respected and loved will always be successful no matter what profession group he/she is in.”

Some of the views the participants in the No category are as follows:

P7: “I do not think it has an effect.”

P18: “I do not think so; if a teacher’s inner feelings are good, then the rest will follow.”

P43: “Prestige changes the point of parents to teachers. I think prestige does not affect the education teachers give.”

In the light of the answers given by the participants, when Do you think that the prestige of teachers has an effect on education question was analyzed, a majority of the social participants gave the answer yes. Among the yes answers of the participants, the view that the prestige of teachers affects students came to the fore.

### Findings Related to the Seventh Study Question

Table 16. Views of the participants on the question: If you were to create an exemplary teacher model, what would his/her characteristics be?

Theme	Categories	Codes	f
The Teacher Model in Your Dreams	Emotional Characteristics	Just	11
		Loving	10
		Compassionate	6
		Honest	6
		Patient	5
		Respectful	4
		Tolerant	4
		Self-sacrificing	3
	Occupational Characteristics	Gives importance to students	9
		Disciplined	9
		Having high communication skills	8
		Loves his/her occupation	4
		Devoted to our national culture	4
		Does his/her job duly	4
		Like a mother-father	3
	Personality Characteristics	Being knowledgeable	9
Self-developing		7	
Leader spirit		4	

\* Since more than one participant gave answers to certain codes, the total result might be higher than the number of participants.

In the light of the codes obtained from the analysis of Table 16, three categories were formed as “Emotional Characteristics”, “Occupational Characteristics” and “Personality Characteristics” were formed and these categories were placed under the “The Teacher Model in Your Dreams” theme.

Some of the views the participants in the emotional characteristics category are as follows:

*P37: “For me, an exemplary teacher should be patient, loving, self-sacrificing, someone who is able to be both friend and teachers with his/her students, a member of the student’s family, disciplined and compassionate.”*

*P5: “An exemplary teacher would be just, compassionate, optimistic...”*

*P36: “He/she should love children and be patient.”*

Some of the views the participants in the occupational characteristics category are as follows:

*P38: “A teacher who is self-confident, self-disciplined, loves his/her job and is able to touch the students in each lesson with the content.”*

*P27: “A teacher who understands students, has developed himself, competent in his area.”*

*P21: “... someone who does his job because of his love for his occupation.”*

Some of the views the participants in the personality characteristics category are as follows:

*P24: “An individual who is able to develop himself in line with then current times and age with high communication skills.”*

*P23: “Someone who sets an example for the society, knowledgeable, honest, exemplary person.”*

In the light of the answers given by the teachers participants, when the characteristics a teacher model has are analyzed, it can be seen that the participants mostly expressed views on emotional characteristics. Among the personality characteristics views expressed by the participants, being just and loving came to the fore.

### Findings Related to the Eighth Study Question

Table 18. Views of the participants on the question: If you had the chance, would you prefer the teaching occupation right now? Why?

Theme	Categories	Codes	f
Would you like to be a teacher at this point?	Yes	To train children	8
		It is nice to be beneficial to the society	7
		To be a person who is seen as exemplary	3
		Teachers are valued	3
		I love children	2
		It is a nice occupation	2

No	I do not see myself suitable for teaching	8
	It is an occupation which requires patience	7
	Teachers are not valued	3
	It is a difficult occupation	3
	I love my occupation	1
	Because of the students and the system	1
	They do not have the conditions they deserve	1

\* Since more than one participants gave answers to certain codes, the total result might be higher than the number of participants.

In the light of the codes obtained from the analysis of Table 18, two categories were formed as “Yes” and “No” and these categories were gathered under the “Would you like to be a teacher at this point” theme.

Some of the views the participants in the yes category are as follows:

*P44: “I would like to – to raise beneficial individuals for society.”*

*P13: “Yes, because I would like to be an exemplary person.”*

*P5: “Yes, because a teacher means the future and today, teachers are highly valued since they are the source of our future.”*

Some of the views the participants in the no category are as follows:

*P24: “No. I have no trouble acquiring knowledge but I am not very strong in transmitting knowledge and I am impatient.”*

*P1: “I would not. Because teaching is an occupation that requires patience and not everyone can handle it.”*

*P34: “I would not. Because today the teaching occupation has lost its prestige.”*

*P45: “No, it is a difficult occupation and has too many responsibilities. I don’t think I could do it.”*

*P35: “No. Because of students and the system.”*

*P3: “No. Teachers do not have the rights they deserve.”*

In the light of the answers given by the participants, when the answers to the question “If you had the chance, would you prefer the teaching occupation right now? Why?” asked to the participants was analyzed, it can be seen that the participants’ yes and no answers were close to each other. Among the yes answers of the social participants, to raise children and it is good to be beneficial to society views came to the fore, whereas among the no answers, I do not think that I am suitable and it is an occupation that requires patience views came to the fore.

### Findings Related to the Ninth Study Question

Table 20. Views of the participants on the question: “If you were to rate the prestige of teaching occupation, what would your score be?”

Theme	Categories	Codes	f
The prestige score of the teaching profession	High Score	Ten points	10
		Six points	8

	Eight points	6
	Seven points	4
	Nine points	3
Low Score	Five points	8
	Four points	4
	Three points	1
	One point	1

\* Since more than one participant gave answers to certain codes, the total result might be higher than the number of participants.

In the light of the codes obtained from the analysis of Table 20, two categories were formed as “High Core” and Low Score” and these categories were formed under the “The Prestige Score of the Teaching Occupation” theme.”

In the light of the answers given by the participants, mostly gave higher points. Among the high points given by the participants, ten points came to the fore.

#### 4. Conclusion and Discussion

In the first sub-problem of the study, the associations which came to the participants minds were generally education and teaching. Taking this as the starting point, the social participants emphasized that teachers assume the roles of educator and instructor. Therefore, participants have positive views on the occupation of teaching. Similarly, in Koç’s study (2014), teacher candidates have defined the occupation of teaching as self-sacrificing, cultivating, developing and guiding. On the other hand, in Sönmez and Cemaloğlu’s study (2017), it was found that teachers’ views on the general outlook of the teaching profession were negative. The reason might be that, teachers close follow their occupation on the field and the social participants’ education level and their interest in education.

In the second sub-problem of the study on the characteristics teachers should have, most of the social participants expressed qualities such as loving, compassionate and just. At this point, it was determined that a majority participants have higher expectations of emotional characteristics. Similarly, the findings of Çetin and Ünsal’s study (2020) are in line with these findings. The reason might be the importance of the spiritual dimension of the teaching occupation and teachers’ on duty ignoring the emotional development of students with the effort to teach the curriculum.

In the third sub-problem of the study, while a majority of the teachers think that the teaching profession does not have prestige in society, a majority of the social participants think that teaching is a prestigious occupation. The social participants stated that society does not give then value teachers deserve and that the prestige of this occupation is increasingly decreasing. In Karaman et al.’s study (2013), the teachers have expressed that their occupation does not receive sufficient respect. The teachers have



stated that in particular in the recent years, their occupation's status and respectability has decreased even more. Contrary to our findings, in Kahraman and Çelik's study (2020), teaching is a sacred, respectable and reliable occupation according to teachers. In addition, teachers think that in the eyes of society, their occupation is related to babysitting, being scapegoats and earning money easily. In another study (Sunar, Kaya et al., 2015), the profession of teaching is regarded as the most esteemed occupation after the occupations of medical doctors, university professors and judges. The reasons for this might be that, the insufficiency of teachers' employee personal rights, the damaging behaviors of parents towards children, teachers being left alone in the face of the events they experience and the negative perception of teachers on media.

In the fourth sub-dimension of the study, a majority of the social participants think that society's attitude towards teachers and the behaviors of teachers in society affect their prestige. A majority of the social participants stated that society has an effect on the prestige of teachers. Similar to the views of the participants, in Çelikten, Şanal and Yeni's study (2005), it was determined that there is a relationship between the prestige of an occupation and factors such as the income received from an occupation, social benefits of an occupation and working conditions. Bozbayındır (2019) has found in his study that low economic income negatively affects the prestige of teachers. The reasons for this might be teachers not being able to be productive due to their economic hardships and influencing each other as they continuously interact with society.

In the fifth sub-problem of the study, while a majority of the social participants stated that teachers need to form strong communications with their environment and develop themselves. Similarly, it was determined in Ertan Kantos's study (2021) that, the employee personal rights should be improved, social rights should be improved, activities should be carried out to increase the respectability and quality of teachers and occupational laws should be passed to improve the prestige of teachers. In Bozbayındır's study (2019), it was determined that insufficient employee personal rights of teachers and giving more importance to parents and students rather than teachers negatively affect the prestige of this occupation. In Aydın et al.'s study (2015), it was found that the most important factor which negatively affects the prestige of teachers is Ministry of Education's 147 Service/Complaint Line. The reason for this might be that teachers think that the rights given to them are insufficient and that it is educational policies which has the power to carry teachers to a better status.

In the sixth sub-problem of the study, a majority of social participants think that teachers' prestige affects education. In general, the social participants stated that the prestige of teachers affects students and increase the quality of education. From this point of view, a majority of the social participants stated that the prestige of teachers has

an important effect on education. Similarly, in Dilekmen's study (2008), the effect of teachers on education has been emphasized. The reasons for this might be the increase in the importance given to teachers and education with a possible rise of the prestige of this occupation, prestigious people's effect on society and being taken as exemplary individuals by society.

In the seventh sub-problem of the study, a majority of the participants' dream teacher model stands out with emotional and occupational characteristics. The social participants in general defined their dream teacher model as an individual who is just, loving, disciplined and giving importance to students. Similarly, in Özkan and Arslantaş (2013) study, the effective teacher characteristics are similar to our findings. This might be due to teachers' wish for their job to be duly done and the social participants' failure to experience emotional satisfaction during their student years.

In the eighth sub-problem of the study, a majority of the participants stated that they would prefer the profession of teaching to train children and be beneficial to society. Participants who are not teachers stated that they did not find themselves suitable to be teachers and that it is a difficult occupation which requires patience and whose value is not known. In Ulutaş's study (2017) involving teachers, the teachers have stated that if they had the chance to choose their occupation again, they would unquestioningly choose teaching. Similarly, Demircioğlu and Özdemir, (2014) and Güçlü and Bozgeyikli (2016) have concluded in their studies in the literature that teacher candidates love their occupation. The reasons for this might be teaching being an occupation with a high spiritual dimension, the prestige of the teaching occupation being harmed in society and that it may not be a profession done for the purpose of earning money.

In the ninth sub-problem of the study, a majority of the social participants on the contrary stated that teaching is a prestigious profession. As a result, the teachers in our study stated that the prestige of the occupation is low and Kıran, Durmuş and Sucu (2019) and Ünsal and Bağçeci (2016) have reached similar results in their studies.

### **Suggestions**

Teaching is an occupation which is intertwined with society and society affects the teaching profession directly. Education policies can take this into consideration and implement actions to protect the rights of teachers.

Teaching departments of universities can accept students in a controlled manner and the number of graduated teacher candidates can be taken under control. Thus, the number of unemployed teachers or those who work in other professions can be reduced.

Universities can revise their teacher training programs in line with the needs of this age and global developments and train qualified teachers.

## References

- Atmaca, T. (2020). Examining factors that negatively affect teachers' social dignity and image, *Journal of Education for Life*, 34(1),152-167.
- Aydın, İ., Demir, T. G., & Erdemli, O. (2015). Teacher's views regarding the social status of the teaching profession. *The Anthropologist*, 22(2), 146-156.
- Başaran, S. T. & Aksu, M. (2007). Anatolian Teacher High Schools: Advantages, Limitations and Suggestions for Improvement. *Ankara University, Journal of Faculty of Educational Sciences*, 40(1): 157-179.
- Bozbayındır, F. (2019). Investigation of teachers 'views in the basis of the factors affecting the status of teaching profession. *Electronic Journal of Social Sciences*, 18(72), 2076-2104.
- Bozdoğan, A. E., Aydın, D. & Yıldırım, K. (2007). Attitudes of teacher candidates towards teaching profession. *Ahi Evran University Journal of Kirsehir Education Faculty (KEFAD)*, 8 (2), 83-97.
- Büyükoztürk, S., Kılıç Çakmak, E., Akgün, Ö. E., Karadeniz, S. & Demirel, F. (2012). *Scientific Research Methods*, Ankara: Pegem Academy.
- Çakmak, Ö. (2008). The influence of education on economy and development. *D.U. Journal of Ziya Gökalp Education Faculty*,11, 33-41.
- Çakır, T. (2009). *The Role Of Leadership On Corporate Reputation Formation*. Doctoral Thesis. Afyon Kocatepe University Institute of Social Sciences, Afyon.
- Capa, Y. & Çil, N. (2000). Investigation of pre-service teachers' attitudes towards teaching profession in terms of different variables. *Hacettepe University Faculty of Education Journal*, 18, 69-73.
- Çelikten, M., Şanal, M. & Yeni, Y. (2005). Teaching profession and its characteristics. *Erciyes University Journal of Social Sciences Institute*, 19(2), 207-237.
- Çetin, A. & Ünsal, S. (2020). Teachers who make a difference according to teachers' perceptions. *The journal of humanity and society* 10(2), 35-64.
- Demircioğlu, İ. H., Mutluer, C. & Demircioğlu, E. (2011). The perceptions of the social studies student teachers about democratic teacher. *Kastamonu Education Journal*,19 (2), 577-586.
- Demircioğlu, E. & Özdemir, M. (2014). Analyzing attitudes of students studying at the faculty of arts and sciences towards teaching profession according to various variables. *Mersin University Journal of the Faculty of Education*, 10(3), 110-122.
- Derman, A. (2007). *Chemistry Student Teachers` Self Efficacy Beliefs and Attitudes Toward Teaching Profession*, PhD Thesis, Selçuk University Institute of Science and Technology, Konya.
- Dilekman, M. (2008). Effective teaching for effective education. *Atatürk University Journal of Social Sciences Institute*, 12(2), 213-221./ *International Journal of Curriculum and Instruction* 14(1) (12/7/2022) 000–000 17
- Ekinci, A. & Öter, Ö. M. (2011). Vocational and Special Field Competencies of Primary Education Teacher Candidates. Project for Strengthening the Teacher Training Capacity of Education Faculties.
- Ertan Kantos, Z. (2021). Opinions of teachers on the reputation of the teaching profession.e- *Kafkas Journal of Educational Research*, 8, 682-703.
- Erzen, Z. & Epçaçan, C. (2018). Examination of teacher's respectability in society according to teacher's opinions. *Journal of Institute of Economic Development and Social Researches*, 4(9), 331-345.
- Güçlü, M. ve Bozgeyikli, H. (2016). Attitudes of preservice teachers towards the turkish education history cours. *Journal of History School*, 9(25), 401-415.

- Gürses, A., Dođar, E., Özkan, E., Açıkyıldız, M., Bayrak, R.. & Yalçın, M. (2005). Evaluation of the results of non-thesis master's education in field teacher training. *Süleyman Demirel University Burdur Faculty of Education Journal*, 6(9), 1-10.
- İlter, İ. (2009). Investigation of Pre-service Teachers' Attitudes towards Teaching Profession in Terms of Some Variables, Master Thesis, Fırat University Institute of Social Sciences, Elazığ.
- Kahraman, Ü., & Çelik, O. T. (2020). The status of teaching profession from teachers' points of view. *Educational Management in Theory and Practice*, 26(3), 519-564 d
- Karacay, T. (2005). Teacher for the school of tomorrow. Higher Teacher Schools Experience in Education Symposium Çanakkale Onsekiz Mart University 23-25 June 2005
- Karaköse, T. (2008). A qualitative study to determine the values that make school principals creditable. *Journal of Values Education*, 6(16), 113-129.
- Karaman, M., Acer, A., Kılınç, O., Buluş, U. & Erdoğan, Ö. (2013). The status and prestige of the teaching profession through the eyes of teachers working in Sakarya province. VI. Proceedings of the National Graduate Education Symposium II, 104-111.
- Kılıç, D. (2018). *Introduction to education*. Ankara: Nobel Publications.
- Kıran, A. B., Durmuş, E. & Sucu, N. N. (2019). A study on the causes of loss of reputation in teaching profession. *International Journal of Social Sciences in Turkish Cultural Geography (TURKSOSBILDER)*, 4(1). 8-13.
- Koç, E. S. (2014). Metaphorical perceptions of primary teacher candidates on the concepts of teacher and teaching profession. *Journal of İnönü University Faculty of Education*, 15(1), 47-72.
- Maden, S., Durukan, E. & Aslan, A. (2010). Turkish teacher qualifications. *Turkish Studies*, 5(4), 1364-378.
- Özdemir, T. & Orhan, M. (2019). The opinions of the teachers on the image of the teaching profession. *Trakya Journal of Education*, 9(4), 824-846.
- Özkan, M. & Arslantaş, H. İ. (2013). A study of scaling with ranking judgment method on characteristic of effective teacher. *Trakya University Journal of Social Sciences*, 15(1), 311-330.