



# Views of Teachers with a Twenty-Year Seniority Difference on the Teaching Profession

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## Abstract

This study examines teachers' views with a twenty-year seniority difference on the teaching profession and the education system. The research was conducted using the qualitative research method, and the phenomenological design was used. The study group consists of teachers 50 years old and above and 30 years old and below, who have a twenty-year seniority difference. In-depth opinions were obtained using a semi-structured interview form during the data collection process. The obtained data were examined using content and descriptive analysis methods. One of the striking results of the research is that seniority difference significantly affects teacher perceptions. While teachers 50 years old and above emphasized the prestige and value of the teaching profession in the past and have a more negative view of the education system, teachers 30 years old and below expressed their discomfort with the current situation. These findings show that there are adverse changes in the perceptions of teachers in the education system.

**Keywords:** Education system; teaching profession; seniority difference; teacher perception

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## 1. Introduction

Teaching is a special profession that requires preparation in terms of general culture, special field education and teaching professional knowledge (<https://www.resmigazete.gov.tr>). In this context, the teaching profession requires sub-competences in critical competence areas such as knowledge, skills and attitude values (MEB, 2017). Teachers play the role of teaching while performing their profession. The role is the behaviour related to the profession. The concept of role is also the concept of art. In this respect, the teaching profession is also an art. The cognitive aspect of teaching represents its scientific aspect, and the affective aspect represents its artistic aspect (Gürkan & Babadoğan, 2003). It can be said that there is enthusiasm regarding its affective aspect. Enthusiastic teachers bring beauty to the profession while transferring energy to their students and the environment (Cuickshank, et al. 1995). The teaching profession is a service to people. While performing human service, they are also human.

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Different variables of teachers also affect their perception towards the profession. One of these variables is seniority, meaning the time spent in a profession (<https://sozluk.gov.tr/>)

With the transition from an industrial society to an information society, positive philosophy in education systems has given way to postmodern philosophy, and the behaviourist approach has given way to the constructivist approach. These changes in understanding have changed the entire process. People cannot easily change their habits. Indeed, in the research conducted (Akpınar & Aydın, 2007), teachers with low seniority find the changes in education more positive. In fact, as teachers' professional seniority increases, the profession's quality can increase, and teachers can contribute to the development of society (Toraman & Korkmaz, 2022).

Perceptions affect attitudes and beliefs. Indeed, Pajares (1992) states that teachers' perceptions affect their decision-making and behaviour in the classroom. The teacher's perception creates the student's perception and determines the quality of life in society (Şahin & Kılıç, 2020). For example, if a teacher has a democratic perception, it is seen that he also has a student-centred perception (Şahin & Kılıç, 2020).

Research shows that as teachers get more senior, some perceptions that can be considered negative for the education system emerge. A few examples of these are given below:

Teachers with more seniority prefer the Canter model more. This shows they become more control and supervision oriented as seniority increases (Kayabaşı & Cemaloğlu, 2007). It is observed that burnout increases as seniority, which is professional life, increases. Over time, burnout syndromes such as alienation from their profession and loss of ideals can be seen in teachers (Byrne, 1991; Cemaloğlu & Erdemoğlu Şahin, 2007; Friedman, 1991; Şişman, 2004; Troman & Woods, 2000). Burnout is a syndrome in which emotional exhaustion, desensitisation and low achievement are experienced together (Kokkinos, 2007; Maslach & Jackson, 1981, as cited in Durak & Seferoğlu, 2017). In fact, in the study by Durak and Seferoğlu (2017), the burnout score of teachers with 26 years of seniority and above was higher than other groups. Again, in the study conducted by Yakut and Certel (2016), the loneliness level increased in teachers with 21 years of seniority, and the reasons for this were listed as fatigue, monotony, loss of energy and inability to adapt to change due to practising the profession for a long time. In another study, as seniority increased, the ability to obtain information and digital competence decreased (Şahin & Arcagök, 2014). In another study, the success, hedonism, self-control, universality, helpfulness, harmony, and security mean scores of teachers with 1-5 years of seniority were found to be higher than others, while the stimulation dimension of teachers with 21 years of seniority was found to be significantly lower than others (Yılmaz, 2009). Again, it was observed that teachers with lower seniority years exhibited more positive attitudes towards the environment (Ahi & Özsoy, 2015). This can be

attributed to the increasing value of the environment due to the growing population and pollution over the years or to getting used to it as seniority increases.

However, it is observed that as the seniority of teachers increases, some perceptions/situations that can be considered positive for the education system emerge. The finding that teachers have more positive attitudes towards democracy with increasing seniority (Özdaş, Ekinci, & Bindak, 2014) and another study showing that teachers' job satisfaction increases with increasing seniority are examples of favourable situations. This is because of decreased professional expectations and increased income with age (Çiçek & Çoruk, 2017). Similarly, according to Dönmez and Genç (2006), as seniority increases, mood control in teachers increases. Again, as seniority increases, teachers' success (Şanlı & Tan, 2017) and work motivation (Ertürk, 2016), student success (Karacaoğlu, 2008), and classroom management skills also increase (Özdemir, 2020). These situations are seen to be related to experience.

Again, compared to seniority, teachers with 1-10 years of experience have a higher perception of stress/discomfort. Teachers with 21-30 years of experience perceive insufficient self-efficacy more. In other words, teachers with 1-10 years are more stressed, while teachers with 20-30 years find themselves more inadequate (Şanlı, 2017). It is observed that seniority does not influence the self-efficacy of secondary school teachers (Üstüner, Demirtaş, Cömert and Özer, 2009). It is argued that teachers with less seniority adopt contemporary educational philosophies, while teachers with more seniority adopt the philosophy of perennialism, a teacher-centred approach (Aslan, 2017). This can be associated with training and professional life. Aslan (2017) explains this situation with the calm phase of teachers in his quotations from Bakıoğlu.

As discussed above, as teachers' seniority changes, their perceptions and the resulting situations may differ. This study examined the perception difference created by a 20-year teacher seniority difference. The reason for taking a 20-year seniority difference is that 20 years is considered the maximum time a person can spend in education and the changing educational philosophies in the last 20 years. The general purpose of this study is to reveal the views of teachers with a 20-year seniority difference in education and the teaching profession. In line with this general purpose, the following questions were answered:

1. What are the views of teachers with a 20-year seniority difference on the past, present and future of the teaching profession?
2. What are teachers' views with a 20-year seniority difference on education's past, present and future?

## 2. Method

### 2.1. Research Design

The research attempted to reveal teachers' views with a twenty-year seniority difference regarding the teaching profession through a qualitative research method, and a phenomenology design was used in accordance with the qualitative research approach. Phenomenology “aims to gain an in-depth understanding of the meaning and nature of our daily experiences” (Patton, 2018, p. 104). It is a qualitative research method aimed at understanding the in-depth views shared by individuals regarding a phenomenon (Cresswell, 1998; Moustakas, 1994).

### 2.2. Sample

Two different sample groups were created that were in line with the purpose of the research. The criterion sampling method was preferred when creating the samples. The criterion sampling method can consider all situations that meet specific criteria (Patton, 2018, p. 243). Since the aim of the research was to reveal the views of teachers with a twenty-year seniority difference in the teaching profession, the criterion for the first sample was determined as the teachers being 50 years old and above, and the criterion for the second sample was determined as the teachers being 30 years old or below. Thus, the twenty-year seniority difference was provided. Demographic data regarding the 50-year-old and over sample group of the research are given in Table 1.

Table 1. Demographic data on teachers 50 years old and above

Variable	f	Variable	f
Gender	Male	Branch	Classroom teaching
	Female		Mathematics
	Total		Science
Education Level	Bachelor's Degree		Technology and Design
	Master's Degree		Turkish
	Total		History
School	Secondary School		Religious Culture and Ethics
	High School		Music
	Primary School		Psychological Counselling and Guidance
	Guidance Research C.		Social Studies
	Science and Art Centre		English
	Total		Profession
City	Adana		Geography
	Kahramanmaraş		Visual Arts
	Bartın		Total
	Tokat	Graduation	Faculty of Education
	Aydın		Education Institute
Total (valid)		Faculty of Arts and Science	
		Other	3
		Total	33

When Table 1 is examined, it is seen that thirty-three teachers were 50 years old and above. Since all teachers in this sample group have 20 years of seniority or more, they were not added to the table. It is seen that most of the teachers are graduates of the Faculty of Education.

Demographic data regarding the sample group, 30 years old and below, are given in Table 2.

Table 2. Demographic data regarding teachers 30 years old and below

Variable	f	Variable	f		
Gender	Male	27	Branch	Classroom teaching	14
	Female	20		Turkish	8
	Total	47		Psychological counselling and guidance	5
Education Level	Bachelor's Degree	39	Religious Culture and Ethics	4	
	Master's Degree	7	Preschool	3	
	Associate degree	1	Primary school mathematics	2	
	Total	47	Special Education	2	
City	Kahramanmaraş	9	Music	2	
	Aksaray	8	English	1	
	Bartın	8	Science	1	
	Mardin	3	Physical Education	1	
	Kilis	2	Vocational	1	
	Gaziantep	2	Vocational Course (Imam Hatip High School)	1	
	Hatay	2	Technology and Design	1	
	Adana	2	Mathematics	1	
	Niğde	2	Total	47	
	Balıkesir	2	Graduation	Faculty of Education	43
	Sakarya	1		Other	3
	Van	1	Educational Institute	1	
	İstanbul	1	Total	47	
	Mersin	1	School	Primary School	19
	Manisa	1		Middle School	19
	Şanlıurfa	1		High School	9
	Tokat	1		Total	47
Total	47				

When Table 2 is examined, it is seen that there are forty-seven teachers who are thirty years old and under who received their opinions. Most of the teachers are graduates of the Faculty of Education.

### 2.3. Data Collection Process

A semi-structured interview form prepared by the researcher was used for data collection in the research. The semi-structured interview form consists of two sections: demographic variables and open-ended questions.

All study processes were explained in detail to ensure validity and reliability in the research. Secondly, the opinions of a sufficient number of teachers regarding the teaching profession were obtained based on theoretical saturation. The research results were shared with the teachers whose opinions were obtained. The research data were analysed by another co-coder other than the researcher, and the consensus between the co-coder's and the researcher's analyses was examined. For this purpose, the reliability formula of Miles and Huberman (1994) was used in this research. This formula is “Reliability = [Consensus / (Consensus + Disagreement)] × 100.” The similarity between the co-coder and the researcher was observed to be relatively high (91%), and the results were reliable. Finally, the results of the research were compared with the results of other studies conducted in the same field (Yıldırım & Şimşek, 2008).

### 2.4. Data Analysis

In the study, both content and descriptive analyses were used to analyse teachers' opinions. While the main themes were examined through descriptive analysis based on the research questions, content analysis was also conducted depending on the teachers' in-depth opinions. The teachers whose opinions were received were coded according to their seniority groups. (“30- $\backslash$ T1” for teachers thirty years old and under; “50- $\backslash$ T14” for teachers fifty years old and above.) The data were analysed using the MAXQDA 2020 analysis program. The frequency values of the data were found, and a code cloud was created depending on the themes, subthemes and codes that emerged as a result of the analysis.

## 3. Results

### 1. Teachers' Views on the Past of the Teaching Profession

The main themes that emerged in line with teachers' views on the past of the teaching profession are given in Table 3.

Table 3. Teachers' views on the past of the teaching profession

Theme	50 years old and above	30 years old and below	Total
Teacher	25	20	45
Other (System, curriculum, students, parents, and school administration)	16	7	23
Total	41	27	68

When Table 3 is examined, it is seen that the teachers' views on the past of the teaching profession are gathered under two themes. It is seen that the teachers mostly

expressed their views on the past of the teaching profession under the theme of "teacher" (f=45).

The theme of teacher, which is formed in line with the teachers' views on the past of the teaching profession, is given in Table 4.

Table 4. Teacher

Theme	Teachers 50 years old and above		Teachers 30 years old and below		Total
	Code	f	Code	f	
Positive		17		15	32
	Respected	4	Respected	7	13
	Skilled and talented	3	Skilled and talented	3	6
	More valuable	1	More valuable	2	3
	Sufficient for the period	1	Sacred	2	
	Sacrificing	1	Free	1	
	Devoted	1			
	Loves students unconditionally	1			
	Enlightened	1			
	Provides transformation	1			
	Economically good	1			
	Teaches better	1			
	Active teaches	1			
Negative		8		5	14
	Transmitters of knowledge	3			
	At the centre	2	At the centre	2	4
	Cannot renew themselves	1	Scary	1	
	Technologically very inadequate	1	Not good	1	
Does not understand new approaches	1	Work less	1		
Total		25		20	45

When Table 4 is examined, it is seen that the opinions of the teachers regarding the past of the teaching profession are collected under the main theme of "teacher" (f=46) in the themes of "positive (f=32)" and "negative (f=14)". When the opinions of the teachers 50 years old and above are examined, it is seen that they have "positive (f=17)" and "negative (f=9)" opinions regarding the past of the teaching profession. The most frequently stated positive opinions are that the teachers were more "respected (f=4)" and "skilled and talented (f=3)" in the past of the teaching profession. Although the frequency of the other opinions of the teachers is not high, it can be said that the opinions they expressed are in-depth and detailed and are opinions regarding the attitude dimension of the teaching profession. The most frequently stated negative opinions are that teachers were "transmitters of knowledge (f=3)" and "at the centre (f=)" in the past of the teaching profession. It can be said that teachers 50 years old and above have more positive views about the "teacher" in the past of the teaching profession. Some of the statements of teachers 50 years old and above regarding the theme of the teacher, which is formed in line with their views on the past of the teaching profession, are as follows:

"When we think of teaching in terms of respectability, it was a more respectable profession in the past, even in the early years of our republic, in the 60s, 70s and 80s" (T10)

“Since the source of information was limited in the past, the teacher was the one who taught the information he/she learned. In this sense, the teacher’s duty in the classroom environment and educational environments consisted of transferring information at the level of knowledge, comprehension and application in some subjects.” (T62)

“In the early years of my profession, when the teacher was at the centre of this journey... “(T65)

“For example, in the 50s, 60s, 70s, teachers definitely knew how to play an instrument, improve in a sport, I do not know, when they went to a village, they knew village life to the extent that they could do animal husbandry or farm... (T10)

“In the past, the teaching profession consisted of people who were the truly enlightened face of society.” (T63)

“We were not as good in terms of technology, but children were learning better, and we were teaching better.” (T67)

When the opinions of teachers 30 years old and below are examined, it is seen that they have “positive (f=15)” and “negative (f=5)” opinions about teachers in the past of the teaching profession. The most frequently stated positive opinions are that teachers were more “respected (f=7)” and “skilled and talented (f=3)” in the past of the teaching profession. In addition, teachers stated that teachers were “more valuable (f=2)” and that the teaching profession was “sacred (f=2)” in the past. It can be said that teachers 30 years old and below expressed positive opinions about teachers, mainly about the value of teachers. The most frequently stated negative view is that teachers were “at the centre (f=2)” in the past of the teaching profession. It can be said that teachers 30 years old and below also had more positive views about “teachers” in the past of the teaching profession. Some of the statements of teachers 50 years old and below regarding the theme of teachers that emerged in line with their views on the past of the teaching profession are as follows:

“I think the teaching profession was more valuable and respected in the past.” (T53)

“It used to be a prestigious and reputable profession...” (T72)

“If we look at our teachers who were trained in Village Institutes, we do not even do the first part of teaching today.” (T40)

“The teaching profession has gone from being a sacred profession to a point where society has a grudge and spews its hatred towards public institutions.” (T59)

“When I think of my own student years, I remember that teaching was done much more freely, ... and was free, and despite this, teachers worked less, produced less and showed less love towards students in the past.” (T14)



When the teachers' views are examined in general, teachers think that the teaching profession was more "respected (f=13)" in the past, teachers were "skilled and talented (f=6)" and "more valuable (f=3)", and they negatively state that teachers were "at the centre (f=4)" in the past. It can be said that both teachers 50 years old and above and teachers 30 years old and below have more positive views about teachers in the past of the teaching profession.

Another theme formed by the teachers' views on the past of the teaching profession is presented in Table 5.

Table 5. Other

Theme	Subtheme	Teachers 50 years old and above		Teachers aged 30 and below			
		Code	f	Code	f	Total	
System			7		2	9	
	Negative		5		1	6	
		Monotonous		1			
		Not self-renewing		1			
		Independent of the implementer		1			
		Offering the teacher to the parent		1			
		Having strict rules		1	Having strict rules	1	2
	Positive			2		1	3
		Fair		1	Fair	1	2
		Good		1			
Student			4		2	6	
	Positive		3		0	3	
		Respectful		1			
		Willing		1			
		Better learner		1			
	Negative		1			2	
		Hesitation mixed with love		1	Fear-based, attentive and respectful	1	
				Individuality ignored	1		
Curriculum			3		1	4	
	Negative		3				
		Knowledge-based		1			
		More intensive		1			
		Based on memorisation		1			
	Positive					1	
					Providing permanent learning	1	
Parent			2		1	3	
	Positive	Respectful	2	Non-interfering	1		
School Ad.					1	1	
	Positive			Non-interfering	1		
Total			16		7	23	

When Table 5 is examined, it is seen that teachers expressed their opinions about the “system (f=9)”, “student (f=6)”, curriculum (f=4), “parent (f=3) and school administration (1) in the main theme of “other” (f=23) regarding the past of the teaching profession.

When the opinions of teachers 50 years old and above are examined, it is seen that in the past of the teaching profession, there were “negative (f=5)” and “positive (f=2)” opinions about the system (f=7). It is seen that the opinions of teachers about students in the past were also “negative (f=3)” and “positive (f=1)” and that they only had “negative (f=3)” opinions about the curriculum and only had “positive (f=2)” opinions about the parents. It can be said that in the “other” theme, teachers 50 years old and above had more negative opinions.

When the opinions of teachers 30 years old and below are examined, it is seen that the frequency of their opinions on the sub-themes generally created under the theme of “other” in the past of the teaching profession is low. Notably, the teachers in this age group have “negative (f=2)” opinions on the sub-theme of students. However, it is seen that the source of these negative opinions is again other than students.

Some of the teachers' statements regarding the theme of "other" in the past of the teaching profession are as follows:

... parents and school administration do not interfere with teachers' work compared to today...” (30-\T14)

“Based on what we have read and what has been told based on our experiences, I can say that although the old teaching and student professions were far from technology and scientific approaches, they provided more permanent learning. Education also fulfilled its duty properly.” (30-\T56)

While the teaching profession used to have an understanding of teaching based on obedience and memorisation and was structured according to strict rules (50+\T24)

When I first started teaching, parents were respectful towards us, and students showed slight affection mixed with hesitation. (50+\T30)

The system was monotonous. Neither the system nor the teachers renewed themselves. (50+\T30)

In the first years of my teaching career, I would go to school with enthusiasm, joy and excitement. Students and parents were respectful, and financially, it was not bad either; students were eager to learn. (50+\T67)

The system was making decisions independent of the implementer, and after a while, it consulted us to cancel its decision. (50+\T30)

They offered the teacher to the parent with the intention of bringing the parent closer to education. The parent was accepted by the authorities, the teacher was chosen as the scapegoat (50+\T30)

## 2. Teachers' Views on the Teaching Profession Today

The main themes that emerged from teachers' views on the current state of the teaching profession are presented in Table 6.

Table 6. Teachers' views on the current status of the teaching profession

Theme	50 years old and above	30 years and below	Total
Teacher	63	63	126
Student, parents and school administration	18	31	49
System	19	28	47
Curriculum	11	19	30
Total	111	141	252

When Table 3 is examined, it is seen that the teachers' views on the current state of the teaching profession are gathered under four themes. It is seen that the teachers expressed their views mostly under the theme of "teacher (f=129)".

The teacher theme, which was formed in line with the teachers' views on the current state of the teaching profession, is presented in Table 7.

Table 7. Teacher

Theme	Teachers 50 years old and above		Teachers aged 30 and below		Total
	Code	f	Code	f	
Negative		45		54	99
	Lost respect	18	Lost respect	27	45
	No value left	8	No value left	10	18
	Too many responsibilities	6	Not caring about education	4	5
	Must have many skills	5	Low pedagogical competence	2	
	Unhappy	1	Low quality	2	
	Complaining	1	Not improving itself	1	
	Does not provide values and attitudes	1	Reflecting on the past	1	
	Ineffective	1	Not idealistic	1	
	Low digital literacy	1	Unappointed	1	
	Lack of skills and talent	1	Classroom management	1	
	Scapegoat	1	Communication	1	
	Not caring about education	1	Everyone has the right to criticise	1	
			Seemed like a caretaker	1	
		Worn out	1		
Positive		18		9	27
	Guide	3	Helping us adapt to the world	1	
	Selfless	2	Finding resources for the school	1	
	Preparing students for real-life	2	Sacred	1	

Providing students to socialise	2	Respected	1
More technologically sufficient	2	Valued	1
Sacrifice	1	Student-friendly	1
Providing adaptation to the world	1	More positive	1
Psychologist	1	More accessible	1
Loves students unconditionally	1	More hardworking	1
Respected	1		
Providing knowledge and skills	1		
Equipped with intensive knowledge	1		
Total	63		63 126

When Table 7 is examined, it is seen that teachers have opinions about "teacher" (f=126) in the themes of "negative (f=99)" and "positive (f=27)" regarding the current teaching profession. Teachers in both groups share the standard views that teachers have "lost their respect (f=45)", "have no value (f=18)", and that teachers "do not care about education (f=5)".

When the opinions of teachers 50 years old and above are examined, it is seen that they have "negative (f=45) and positive (f=18) opinions about teachers. The most frequent negative opinions of teachers in this group about teachers are that teachers have "lost their respect (f=18)", "have no value (f=8)", "have too many responsibilities (f=6)" and "need to have many skills (f=5)". The most frequent "positive" opinions of teachers (f=18) are that teachers are "guide (f=3)", "devoted (f=2)", "prepare students for real life (f=2)", "provide students to socialise (f=2)" and "more technologically sufficient (f=2)". Some of the statements of teachers 50 years old and above about teachers in today's teaching profession are as follows:

"We were students when teaching was valuable. Unfortunately, we are teachers these days when teachers have become rags." (T25)

"The teaching profession is losing its value day by day; its prestige is decreasing. The perspective of the society is also important here, and we teachers are also guilty." (T37)

"This profession is the most beautiful and sacred profession in the world. I cannot say that we have the same prestige as before." (T55)

"I still love teaching, which was my dream job when I was a child, but I cannot help but think that our profession is becoming increasingly worthless in society. Of course, there may be many reasons for this. The first thing that comes to my mind is the difficulties in appointing graduate teachers and the fact that their salaries are inadequate compared to many other professional groups. In the meantime, I think that teachers who cannot develop themselves professionally and cannot keep up with innovations also have a negative perspective." (T65)

“The reputation of the profession has lost serious blood due to factors such as changing world values, state policies and easy access to information” (T78)

“... in order to be able to do the teaching profession effectively, it also requires responsibilities, skills and talents. It has become inevitable for teachers to have virtues such as following every new technological development, being able to use digital materials effectively, being able to master virtual environments and being able to use digital platforms effectively.” (T62)

“A teacher tries to influence and guide their students within the framework of their own knowledge, skills, abilities and equipment.” (T62)

“While the teacher was at the centre of this journey in the early years of my profession, now the teacher is in a position to show the way and guide how to reach the goal. The old understanding of sitting in front of the student and teaching has now been replaced by being next to the student, encouraging them, thinking and producing together.” (T65)

“For me, teaching means sacrifice, great devotion, and unconditional and limitless love for their students, whom they consider as their own children, no matter what the conditions are. This was the case yesterday; it is the case today, and it will be the case tomorrow. Despite everything, despite the parents, the changing curriculum, the frequent changes in education... No matter what anyone says, teaching is a noble profession. Let us say it to those who know its value...” (T46)

When the opinions of teachers 30 years old and below are examined, it is seen that they have “negative (f=54) and positive (f=27) opinions about teachers. The most frequent negative opinions of teachers in this group are that teachers have “lost their respect (f=27)”, “have no value (f=10) and “do not focus on education” (f=4)”. It is seen that the frequency of the opinions expressed by teachers as “positive (f=9)” is one and nine different opinions are stated. Some of the statements of teachers 30 years old and below about teachers in today’s teaching profession are as follows:

“The teaching profession is gradually losing its value. Especially with the changing profile of parents and students, the value of teachers has started to decrease. Unfortunately, teachers are neither respected nor valued as much as before.” (T19)

“However, the student's reluctance to learn and school, and the perception of parents regarding teachers as slaves and worthless are also reflected in the children.” (T22)

“When we think of the teachers of the past, we see that there is no value and respect given to teachers today, and we see that it is getting worse with each passing day.” (T29)

“It definitely has no respect. We have become soldiers of education stuck between unconscious people and children.” (T49)

“The teaching profession has no respect. Teachers have been worn out both materially and spiritually.” (T57)

“Despite the economic increase in the market, the fact that teacher salaries do not progress in parallel causes us teachers not to focus enough on education.” (T16)

“... I think he works more diligently, devotedly and reflects his love for his students, his school and his work.” (T14)

The themes of students, parents and school administration, which were formed in line with the teachers' views on the current state of the teaching profession, are presented in Table 8.

Table 8. Students, parents and school administration

Theme	Subtheme	Teachers 50 years old and above		Teachers aged 30 and below		Total
		Code	f	Code	f	
Student	Negative		10		19	29
			10		16	
		Unwilling	1	Unwilling	4	
		Unable to adapt to distance education	2	Not thinking	2	
		Neglectful	1	Neglectful	1	
		Easily bored	1	Easily bored	1	
		Not fulfilling responsibilities	1	Not fulfilling responsibilities	1	
		Low academic success	1	Low academic success	1	
		Weak moral values	1	Weak moral values	1	
		Searching for the past	1	Searching for the past	1	
		Constantly psychologically damaged	1	Weak cultural values	1	
				Anxious	1	
				Insecure	1	
				Insatiable	1	
			Positive		3	
			Receiving family love	1		
			Receiving teacher love	1		
			Active learner	1		
Parents			6		9	15
	Interfering	4	Interfering	2	6	
	Devaluing the teacher	1	Devaluing the teacher	1	2	
	Low digital literacy	1	Part of the system	1		
			Changing parenting	1		
			Parent conflict	1		
			Not taking responsibility	1		
			More involved	1		
			Providing resources to school	1		
School Administration			2		3	5
	No merit	2	No merit	1	3	
			Asking for money from the teacher	1		
			Egoistic	1		
Total		18		31	49	

When Table 8 is examined, it is seen that teachers have opinions about "students (f=29), "parents (f=15) and "school administration (f=5)". In general, it is seen that teachers today express more negative opinions about students, parents and school administration.

It is seen that all the opinions of teachers 50 years old and above regarding "student (f=10)" are negative, and they do not express a positive opinion about students. The opinions of teachers in this group regarding "parent (f=6)" are also negative, and the most frequently stated opinion about parents is that parents are "interfering (f=4)" in the process. Regarding the school administration, they stated that "there is no merit in the school administration (f=2)". It can be said that teachers 50 years old and above have negative opinions about students, parents, and school administration. Some of the statements of teachers 50 years old and above regarding students, parents and school management are as follows:

"Students stopped working. They became irresponsible and spoiled." (T47)

"Parents started to interfere in everything." (T69)

"Parents are more know-it-all and disrespectful." (T80)

"Teachers cannot adapt to education because of incompetent administrators." (T30)

It is seen that teachers 30 years old and below expressed "negative (f=16)" and "positive (f=3)" views about today's "students (f=19)". Teachers 30 years old and below most frequently stated that today's students are "unwilling (f=4)" and "not thinking (f=2)" as negative views. Teachers in this group positively stated that today's students are students who "receive family love (f=1)", "receive teacher love (f=1)" and "active learning (f=1)". It can be said that the views of teachers aged 30 and over about students are mostly negative. It is seen that all the views of teachers in this group about "parents (f=9)" and "school administration (f=3)" are negative. Some of the statements of teachers 30 years old and below about students, parents and school administration are as follows:

"I observe with sorrow that there are students who go to high school but cannot read or write, and do not have academic skills, and most students are weak in terms of cultural values." (T14)

"Despite all the support and love they receive from their families and teachers, current students are insatiable, indifferent, unmotivated towards everything, and get bored easily." (T16)

"However, the students' unwillingness to learn and go to school..." (T22)

"I think that parents sometimes turn to the side of interfering with the teacher's work or simplifying the work they do." (T7)

"The biggest problem of education is that education is wasted in the hands of incompetent administrators." (T48)

The system theme formed in line with the teachers' views on the current state of the teaching profession is presented in Table 9.

Tablo 9. System

Theme	Teachers 50 years old and above		Teachers aged 30 and below		Total.
	Code	f	Code	f	
Negative		16		18	34
			Getting worse	3	
	Difficult	6	Difficult	3	9
	Weak reputation	1	Weak reputation	2	3
	Changing too fast	2	Changing too fast	2	4
	Quality has decreased	2	Unfair	1	
	No equality	2	Insufficient resources	1	
	No failing	1	With poor quality resources	1	
			Seeing teachers as irresponsible	1	
			Not at the desired level	1	
			Not adding value	1	
		Academic success	1		
	Parent and student friendly	2	Parent and student friendly	1	3
Positive		3		10	13
	Education-technology connection	3	Education-technology connection	4	7
			In a better condition	2	
			In a period of change	2	
		Promising	2		
Total		19		28	47

When Table 9 is examined, it is seen that teachers generally have “negative (f=34) and “positive (f=13)” views about the system. The most frequent and common views of teachers are that the system is “difficult (f=9)”, “its reputation has been weakened (f=3)”, “it is changing very rapidly (f=4)” and “supportive of parents and students (f=3)” as negative views, and the most common views are that the system has “education-technology connection (f=7)” as positive views. It can be said that teachers’ views about the system are generally more negative.

It is seen that teachers 50 years old and above expressed negative views about the system as “difficult (f=6)”, “changing too fast (f=2)”, “quality has decreased (f=2)” and “there is no equality (f=2)”. Teachers in this group expressed positive views about the system only focusing on “education-technology connection (f=3)”. Some of the statements of teachers 50 years old and above are as follows:

“However, the system is changing very rapidly. This causes delays in achieving success.” (T32)



“Today, it is difficult” (T74)

“The comfort that the education system gives to students and parents (there is no fear of grades) is such that the lesson is not important...” (T79)

“Quality has decreased a lot.” (T15)

“Today, teaching activities have become easier with developing technology.” (T52)

It is observed that teachers 30 years old and below mostly stated that the system is “getting worse (f=3)”, “difficult (f=3)”, “its reputation is weakened (f=2)” and “changing too fast (f=2)”. Teachers in this group stated positively that the system has an “education-technology connection (f=4)”, the system is “in a better condition(f=2)”, “in a period of change (f=2)” and “promising (f=2)”. Some of the statements of teachers 30 years old and below are as follows:

“Teaching is... Today is dying...” (T2)

“Sudden and rapid changes in education make it impossible for teachers to do their noble job.” (T45)

“Our education system is not at the desired level and needs to be restructured.” (T35)

“It is difficult to say anything clear about what will happen from now on, but the connection between new technology and the education community is very good.” (T20)

The curriculum theme, which was formed in line with the teachers' views on the current state of the teaching profession, is given in Table 10.

Table 10. Curriculum

Theme	Teachers 50 years old and above		30 years old and below		Total
	Code	f	Code	f	
Negative		6		10	16
	Change	3	Change	5	8
	Success	2	Education not in line with the curriculum	2	
	Above readiness	1	Non-functional Behind Generation Z	1	
			Cognitively focused	1	
Positive		5		9	14
	Student-centred	3	Student-centred	5	8
	Away from memorization	1	Learning by doing	2	
	Meaningful learning	1	Content	1	
			Material	1	
Total		11		19	30

When Table 10 is examined, it is seen that teachers generally have “negative (f=16)” and “positive (f=14)” views about the curriculum. The most frequent and common negative view of teachers regarding the curriculum in terms of the current state of the teaching profession is that there is “change (f=8)” in curricula. The most frequent and

common positive view of teachers regarding the curriculum is that the curricula are “student-centred (f=8)”.

While teachers 50 years old and above negatively focused on “change (f=3)” and “success (f=2)” regarding the curricula, they expressed a positive view on the fact that the curricula are “student-centred (f=3)”. Some of the statements of teachers 50 years old and above are as follows:

“Changes in curriculum have reduced the quality of education.” (T50)

“However, the system is changing very rapidly. This causes delays in achieving success.” (T32)

“Today, a teaching style that prioritizes the individual and is based on research and understanding rather than memorization is developing.” (T24)

“While the teacher was at the centre of this journey in the early years of my profession, now the teacher is in a position to show the way and guide how to reach the goal. The old understanding of sitting in front of the student and teaching has now been replaced by being next to the student, encouraging them, thinking, and producing together.” (T65)

While teachers 30 years old and below negatively emphasized "change (f=5)" and "education is not in line with curriculum (f=2)" about the curricula they positively emphasized that the curricula were "student-centred (f=5)" and "learning-by-doing-based (f=2)". Some of the statements of teachers 30 years old and below are as follows:

“However, the changes made in education today have led to the child learning on an individual basis; and have preferred approaches based on individual differences. ... In other words, students are raised by doing and experiencing and most importantly in an education model that is suitable for their individual differences.” (T58)

“The increase in the value given to people with the constructivist approach in education has brought this to a more visible level on the basis of teachers and students.” (T44)

“If we touch on the changes in education, the changes that are done without asking the opinions of the teachers are the practices that harm education the most.” (T11)

“Sudden and rapid changes in education prevent the teacher from doing his/her essential job.” (T45)

“Although it is said that we have switched to a constructivist approach, it is very difficult for students to structure knowledge in a curriculum that does not teach thinking and does not fill in the gaps.” (T43)

### 3. Teachers' Views on the Future of the Teaching Profession

The main themes that emerged from teachers' views on the future of the teaching profession are presented in Table 11.

Table 11. Teachers' views on the future of the teaching profession

Theme	50 aged and above	30 aged and below	Total
Teacher	25	11	36
Other	16	18	34
Total	41	29	70

When Table 11 is examined, it is seen that the teachers' views on the future of the teaching profession are gathered under two themes. It is seen that the teachers' views are gathered under the themes of "teacher (f=36)" and "other (f=34)".

The teacher theme formed in line with the teachers' views on the future of the teaching profession is given in Table 12.

Table 12. Teacher

Theme	Teachers 50 years old and above		Teachers aged 30 and below		Total
	Code	f	Code	f	
What the system should provide to the teacher		8		7	15
	Their dignity should be restored	4	Their dignity should be restored	5	9
	Their salaries should be increased	2	Their salaries should be increased	1	3
	They should be supported economically, psychologically, educationally	1	They should be in the centre	1	
What is expected from the teacher	They should be happy	1			
		8		2	10
	They should develop themselves	3	They should change	2	
	They should keep up with the change	2			
	They should respond to the needs of the society	1			
	They should change	1			
What the teacher should have	They should teach how to cope with life	1			
		9		2	11
	Technologically component	3			
	Sacrifice	1			
	Devoted	1			
	Loves students unconditionally	1			
	Leader	1			
	Loves learning and teaching	1			
Qualified	1	Qualified	2	3	
Total		25		11	36

When Table 12 is examined, it is seen that teachers in the future of the teaching profession expressed their views on the themes of “what the system should provide to teachers (f=15)”, “what is expected from the teacher (f=10) and “what the teacher should have (f=11)” regarding the “teacher” (f=36). It is seen that the common views of teachers in both groups are that “their dignity should be restored (f=9)” and “their salaries should be increased (f=3)” are what the system should provide to teachers and that teachers should be “qualified (f=3)” are the features they should have.

The most frequently expressed views of teachers 50 years old and above in the theme of “what the system should provide to teachers (f=8)” are “Their dignity should be restored (f=4)” and “their salaries should be increased (f=2)”, in the theme of “what is expected of teachers (f=8)” “they should develop themselves(f=3)” and “they should change (f=2)” and in the theme of “characteristics that teachers should have (f=9)” they should be “technologically competent (f=3)”. Some of the statements of teachers 50 years old and above are as follows:

“Teachers should be given back their reputation. Parents should not be too involved in education. It should be left to teachers who are experts in their field.” (T1)

“Especially in our country, the lost reputation should be restored, and the financial sufficiency of its members should be seriously improved.” (T78)

“In order for all these changes to be controlled effectively and efficiently, teachers should be supported economically, psychologically, and educationally. It should not be forgotten that the basic purpose of education is to raise happy individuals. Although happiness or unhappiness are concepts that can be discussed, a happy generation cannot be built with unhappy educators.” (T62)

“For the future, teachers must be equipped with certain qualifications that will enable them to lead the society in certain areas, in addition to having competent knowledge in their fields.” (T10)

It is seen that teachers 30 years old and below have expressed very few views about teachers in the future of the teaching profession. In the theme of what the system should provide to teachers (f=7), they stated that teachers’ “their dignity should be restored (f=5)”, in the theme of what is expected of teachers (f=2), they stated that “they should change (f= 2)” and in the theme of “the characteristics that teachers should have (f=2), they stated that teachers should be “qualified (f=2)”. Some of the statements of teachers 30 years old and below are as follows:

“The lost prestige of the teaching profession needs to be restored.” (T38)

“Teachers have become unable to focus on their jobs because they are thinking about how they will make ends meet with the salary they receive.” (T48)

“In this context, all teachers should be equipped in a pedagogical sense. In other words, they should consider students in a psychological and sociological sense and provide family education that will create awareness and ensure student-school-family cooperation.” (T58)

“... It seems that we are heading towards a world where teachers have completely lost their value.” (T8)

Tablo 13. Other

Theme	Teachers 50 years old and above		Teachers aged 30 and below		Total
	Code	f	Code	f	
Student		6		4	10
	Thinking education	2	Thinking education	1	3
	Value education	2	Value education	1	3
	World citizen	1	Should change	2	
	Socially responsible	1			
System		4		5	9
	Permanent changes	2	Permanent changes	1	3
	It will continue as it is today	1	Must be restructured	2	
	It will be much better	1	Give proper value	1	
			More use of technology	1	
Curriculum		3		1	4
	Philosophy should be created	1	Pre-2000 curriculum should be implemented	1	
	There should be value-based curriculum	1			
	Policies will be determined	1			
Negative		2		8	10
			It will get worse	3	
	Uncertain	1	Uncertain	2	3
			Dark	1	
			Will make you miss today	1	
	Hopeless	1	Hopeless	1	2
Parents		1		1	2
	They should not interfere	1	Education should be given	1	
Total		16		18	34

When Table 13 is examined, it is seen that teachers expressed their opinions in the categories of “student (f=10)”, “system (f=9)”, “curriculum (f=4)”, “negative (f=10)” and “parent (f=2)” in the theme of “other” (f=34) regarding education in the future of the teaching profession. In general, teachers stated that since students should be given “thought education (f=3) and “value education (f=3)”, “permanent changes (f=3) should be made in the system, the future is “uncertain (f=3)” and they feel “hopeless (f=2)” about the future. It can be said that teachers 30 years old and below have more negative (f=8)

opinions in the other theme regarding the future of the teaching profession. Some of the teachers' own statements are as follows:

The past of teaching was not good, there was oppressive education, today is dying, tomorrow is dark (30-\T2)

Yesterday was good, today is bad, tomorrow will be even worse. (30-\T64)

I am very pessimistic about the future (50+\T67)

I think that first, we need to manage to educate our students morally. Otherwise, it seems that our education in the future will be less than today. Our goal should be to raise students who are thinking, self-confident and truly moral. (30-\T19)

Education should not only aim to raise individuals who know mathematics and can use the language well. Raising moral and honest individuals is essential. (50+\T52) Instead of one-day changes, we need to create a radical and permanent system. (50+\T1)

A stable path should also be determined for education, it should not be a chalkboard like "this did not work, let's try this". (30-\T38)

We must urgently switch to the education and curriculum before 2000. In fact, the best model is Village Institutes(30-\T9)

We need to create a philosophy and paradigm in terms of education (50+\T1)

#### **4. Discussion, Conclusions and Recommendations**

When the findings of this study, which examined the views of teachers with a twenty-year seniority difference regarding the teaching profession, are examined in general, teachers think that the teaching profession was more respected in the past, that teachers had skills and talents and were more valuable, and they negatively state the view that the teacher was at the centre in the past. It can be said that both teachers 50 years old and above and teachers 30 years old and below had more positive views about teachers in the past of the teaching profession.

It is seen that ninety-nine of the 126 views about the teaching profession today are negative, and twenty-seven are positive. It is seen that there are forty-five negative statements, and eighteen positive statements of teachers aged fifty and over about the profession today, and the negative statements are often about loss of prestige, loss of values, too much responsibility, and requiring skills in many areas. Teachers aged thirty and under also have a similarly more negative perception about the profession today and have expressed their views as loss of prestige, value, and not thinking about education. The common view of both groups is that the profession has lost its prestige and value today. The view of teachers aged fifty and over that teachers' responsibilities have and that they need to have more skills distinguishes them from the group 30 years old and below. The view of teachers aged fifty and over that teachers need to have more skills can be accepted as a confession about self-sufficiency. Because Şanlı's (2017) research reveals

that teachers with high seniority also have high perceptions of inadequacy. According to both age groups participating in the research, there are opinions that the prestige and value of the profession has decreased. This result is also supported by Atmaca (2020) with the result of his research that "according to the opinions of teachers, the lack of professionalism, the decrease in personnel rights, negative news reflected in the media, and negative political discourses undermine the identity of teachers and distance them from the position they should be in the imagination of society."

It is seen that all the opinions expressed by teachers 50 years old and above regarding "students" are negative, and they do not express positive opinions about students. The opinions expressed by teachers in this group regarding "parents" are also negative, and the most frequently expressed opinion regarding parents is that parents are "interfering" in the process. Regarding school management, they stated that "there is no merit" in school management. Based on this finding, it can be said that teachers aged fifty and over have negative opinions about students, parents, and school management today. It is seen that teachers aged thirty and under express mostly negative but slightly positive opinions about today's "student". Teachers aged thirty and under stated the most frequent negative opinion that today's students are "unwilling" and "not thinking" students. Teachers in this group stated the positive opinion that today's students are "familial love," "teacher love" and "active learners". It is seen that all the opinions expressed by the teachers in this group about "parents" and "school administration" are negative.

When teachers' perceptions of students are examined in the relevant literature, it is seen that there are more negative perceptions. This situation is also supported by the relevant literature. Namely, teachers see students' unwanted behaviours as not listening to the lesson, talking without permission and irresponsibility towards the lesson and they state that they are not very sufficient in preventing unwanted student behaviours (Siyez, 2009). In teachers' perceptions of their students, they see students as developing and valuable assets, raw materials, knowledge reflectors, an empty mind, a social participant, an original entity, a passive recipient of information, and a negative connotation (Sezgin, Koşar, Koşar, & Er, 2017). Teachers state that students with different ethnic identities have communication problems and create difficulties for them (Demirdağ, 2019).

Similarly, the perceptions of the teachers participating in the study towards parents are also supported by the relevant literature. Because, in a study on the perceptions of teachers towards parents (Çanak, 2013), it was concluded that they are open to development, complementary, self-interested, critical, protective, know-it-all, and indifferent.

When education is considered as a system, it is seen that teachers aged fifty and over express negative views about the system as "difficult", "changing too fast", "quality has decreased" and "there is no equality". Teachers in this group express positive views about

the system, only focusing on the “education-technology link”. It is seen that teachers 30 years old and below express positive views about the system as “deteriorating”, “difficult” “lost reputation”, and “changing too fast”. Teachers in this group express positive views about the system as an “education-technology link”, the system being “better”, “in a period of change”, and “promising”.

Teachers aged fifty and over have a more negative view of the education system, while teachers aged thirty and under have a negative view but are more positive than those aged fifty and over. This situation can be associated with the educational philosophy adopted by teachers. Because teachers with less seniority adopt contemporary educational philosophies, while teachers with more seniority adopt the philosophy of perennialism, that is, they advocate a teacher-centred approach (Aslan, 2017). Contrary to this study, teachers with higher professional seniority may act more autonomously in some areas than other teachers and their motivational awareness may be higher (Demir, 2023).

Teachers who participated in the study, who were 50 years old and older, stated negatively about the curriculum on “change” and “success”, while they stated positively about the curriculum being “student-centred”. Teachers who were 30 years old and younger stated negatively about the curriculum on “change” and “education not suitable for the curriculum”, while they stated positively about the curriculum being “student-centred” and “learning by doing and experiencing”.

It is seen that change is perceived negatively in both age groups participating in the research. Exams, structural changes, changes in school administrator appointments, changes in the inspection system, curriculum changes, changes in books, changes in methods, techniques, measurement, and evaluation (Limon, Sezgin-Nartgün, 2020) in the Turkish education system are seen as changes experienced by teachers in the last 20 years. The increase in speed due to technology all over the world has also affected the speed of change. However, change also brings fatigue. In fact, change fatigue is considered as stress, fatigue, and burnout due to change (Brown, 2016 Cited in Limon and Sezgin-Nartgün, 2020). However, a study has shown that teachers with lower seniority experience higher change fatigue (Limon, & Sezgin-Nartgün, 2020).

When the suggestions of the teachers who participated in the research, who are 50 years old and above, and 30 years old and below, regarding the future of the teaching profession and the education system are examined, it is seen that the views of regaining the prestige of the teaching profession, increasing salaries, providing students with education in thinking and values, making permanent changes in the system, saving the future from hopelessness and uncertainty, training qualified teachers are the common views that the system should provide to the teacher and the views of being “qualified” regarding the characteristics that a teacher should have. Although there are also



common views, such as providing students with the ability to think and value, and making permanent changes in the system, the frequency of these views is quite low.

The suggestions that can be developed based on the results of the research are as follows:

Teachers' suggestions regarding increasing the prestige of the profession can be taken into consideration. Considering that teachers aged thirty and under and fifty and over work together in the same institution, it can be suggested that the opinions of these two age groups be frequently investigated and that studies be carried out to correct the situations that are found to be negative. Because it should be taken into account that those in the same environment can affect each other positively/negatively.

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