

The Reputation of the Teaching Profession: Discourse and Education Policies Towards Teachers during the Justice and Development Party Period

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Abstract

With this research, the discourse on teachers and perceptions of teaching in education policies during the Justice and Development Party period explains the reputation of the teaching profession in detail. The research was designed using a holistic multiple case study method, which is a qualitative research method. These formation states constitute the explanations for the policy determinations of the Justice and Development Party. The study group consisted of 16 teachers working in the Mudurnu district of Bolu Province in the 2022/2023 academic year. According to their views, as a result of the evaluation of the views on the discourse and education policies towards teachers during the Justice and Development Party period in terms of the reputation of the teaching profession, it has been concluded that government officials have many discourses and policies that damage the reputation of the teaching profession. It is recommended that government officials should be more careful both in the policies they develop and in their discourse. In this direction, it is suggested that government officials should receive in-service discourse training after taking office. As a result of the research, policy makers are recommended to review the issues that are thought to harm the reputation of the teaching profession in discourses and policies according to the participants and make the necessary arrangements.

Keywords: Justice and Development Party, Reputation, Teaching Profession.

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Introduction

The decision of which profession to pursue in the future is of great importance to people's future lives. Very few people leave their current jobs and move to other professions. When people decide on the professions they will pursue in the future, many factors are included in the decision-making process. Some of these are the financial return of the profession, reputation of the profession, job opportunities, personal interests, and abilities (Yurdakal, 2019). Teaching is a professional profession because it is a specialized field that requires expert knowledge and a combination of systematic knowledge and practices with continuous work (Mogboh, 2017). This profession is as old as human history is. Because teaching is the result of people living together (Bozbayındır, 2019). When a profession is considered, the reputation perception associated with that profession comes to mind along with the definition and scope of that profession (Özdemir and Orhan, 2019). This includes teaching. When a person talks about teaching as a profession, the reputation of teaching emerges. For example, sentences attributed to the reputation of the teaching profession such as "We couldn't talk to our teacher without buttoning up our front" are often heard from people.

Word reputation is a word of Arabic origin and means prestige (Turkish Language Institution, 2023). According to the Turkish Language Institution, prestige means being respected, valuable, reliable, and

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prestige. Although the reputation of a profession differs among societies (Atmaca, 2020), it is a concept that shows how individuals or organizations are perceived by people in general (Ertan Kantos, 2021). According to Kiran et al. (2011), people care about and consider the social reputation of their profession while choosing it. Professional reputation is closely related to the financial income, opportunities and working conditions of the profession, and when all these are taken into consideration, it can be seen that the reputation of the teaching profession is lower than other professions in some developing countries, including Turkey (Bozbayındır, 2019; Ertan Kantos, 2021; Erzen & Epçaçan, 2018; Fauziah et al., 2021; Henke, 1997; Kiran et al., 2019; Osunde & Izevbigie, 2006; Özdemir & Orhan, 2019; Smak & Walczak, 2017; Young, 2006). While the teaching profession was more prestigious in the past, this prestige has decreased today, and it is predicted that it will decrease even more in the future (Erzen & Epçaçan, 2018). Many factors that negatively affect the reputation of the teaching profession have been encountered in the literature. If these factors are not brought under control by policymakers, it is inevitable that the prestige of the teaching profession will be further diminished in the future (Zengele, 2017); in particular, policymakers can damage the reputation of the teaching profession, either intentionally or unintentionally, with their rhetoric and sometimes their practices. Because the teaching profession is a process intertwined with politics, which is affected by social perceptions and the changing roles of teachers (Lindblad & Lindblad, 2009). While the ideal is for education to be independent from politics, education and politics are intertwined because politics is an inevitable feature of human society and social institutions (Cochran-Smith, 2005).

When the factors that damage the reputation of the teaching angel are considered in more detail, According to Erzen and Epçaçan (2018), the factors that negatively affect the reputation of the teaching profession are low wages, behaviors that damage the reputation of some of the teachers, the negative news of the media about teachers, the attitude of parents and students towards teachers, the constant change of ministers and the education system, and the fact that people who are not suitable for the teaching profession are teachers, attitudes and approaches of statesmen towards teachers, and teaching holidays and not working are perceived as a profession. Several similar studies have been reported in the literature. According to Bozbayındır (2019), the factors that negatively affect the reputation of the teaching profession are low salaries, reputation-damaging behaviors of some teachers, inadequate personal rights of teachers, negative relations with education stakeholders, negative discourses of political authorities, negative news about teaching in the media, giving more value to parents and students than teachers, failure in education, appointments not based on merit, unsuitable working conditions, permanent-contract-paid distinction, and the inability of universities to train qualified teachers. According to Kiran et al. (2019), the factors that negatively affect the reputation of the teaching profession are over integration with society, unqualified education by universities, graduates from faculties other than education faculties becoming teachers with formation, low wages, incorrect education policies, and negative news in the press. According to Demir and Almalı (2020), the factors that negatively affect the reputation of the teaching profession are the negative statements of the Ministers of National Education and their senior administrators about teachers and the teaching profession, the evaluation process of the applications made to the complaint lines known as CIMER and Alo 147, the teacher appointment process and the teachers who could not be appointed, the change in the perception of social value and reputation, the teachers' salaries being lower than those of the other civil servants, the problems arising from the teachers, and the negative news reflected in the media. According to Ertan Kantos (2021), the low reputation of the teaching profession is caused by negative news reflected in the media, financial inadequacy, wrong education policies and the attitudes of political authorities, teachers' behaviors that damage reputation, inadequacy of personal rights, government policies, and decisions taken without participation. According to Atmaca (2020) and Demir and Almalı (2020), the negative evaluations, words, and behaviors of political authorities reflected in the media are the most important factors that damage the reputation of the teaching profession. It draws attention to factors originating from policymakers, which are mentioned in many studies. The existence of these political factors originating from policymakers directly damages the reputation of teachers, who are architects of the future (Batra, 2021), and these political factors may be ignored in research (Lefstein & Snell, 2011).

Studies have shown that teachers are the most effective factors in student success. One of the most important aspects of the Finnish education system, frequently mentioned because of its success in PISA exams, is that teaching is a highly respected profession (Yurdakul et al., 2016). Ensuring the reputation of the teaching profession is primarily the duty of the state and state officials. Providing teachers with sufficient financial opportunities and necessary personal rights are the most important practices in terms of the reputation of the profession (Ural, 2023). Top-performing systems, such as Finland, have shown that teaching can be made into a high-status, specialist profession with smart incentive structures and careful practice over time (Stewart, 2011). It is a known fact that people working in professions with high reputations have higher motivation and experience less work stress (Erzen & Epçaan, 2018). Similarly, when teachers' perceptions of reputation increase, their motivation increases, and when their perception of reputation decreases, their motivation is negatively affected (Atmaca, 2020; Fauziah et al., 2021). Motivation plays a key role in teachers' success. Motivation is the power to move a person towards goals. In terms of teaching, these goals are the expected outputs of the education system; however, the low reputation of the teaching profession is an obstacle to these goals.

Government policies, teachers' salaries, and the discourses of political authorities, which are revealed in the results of the research mentioned above and negatively affect the reputation of the teaching profession, are problems of political origin. Although it is often thought that education and politics should be separated, there is a close relationship between them. Since 2002, when the Justice and Development Party came to power in Turkey, many changes, some of which were discussed, have been made in the field of education (Balci, 2021), and many words have been said by politicians about teachers. The 2011 general election results show that the Justice and Development Party (AKP) has a positive attitude towards education (Macit, 2015), but; The policies implemented by politicians as a result of a long decision process and the negative words they say, sometimes deliberately and sometimes in a momentary lapse, negatively affect the motivation of teachers in particular and the reputation of the teaching profession in society in general. This research aims to examine in detail the perceptions of teachers about the discourse and education policies towards teachers in the Justice and Development Party period, in terms of the reputation of the teaching profession. For this purpose, answers to the following questions are sought:

- 1- What is the perception of the reputation of the teaching profession according to the views of the participants?
- 2- According to the views of the participants, are the discourses on teachers during the Justice and Development Party period related to the reputation of the teaching profession?
- 3- According to the views of the participants, are the educational policies implemented during the Justice and Development Party period related to the reputation of the teaching profession?

Method

Research Design

The research was designed using a holistic multiple case study method, which is a qualitative research method. In holistic multi-case studies, more than one case is investigated holistically, without being divided into subunits (Yin, 2017). The states of this research are the discourses of policymakers of the Justice and Development Party.

Research Sample

The study group consisted of 16 teachers working in the Mudurnu district of Bolu Province in the 2022/2023 academic year. While determining the study group, a purposive sampling method was chosen considering the sensitivity of the subject, and interviews were conducted with teachers who had knowledge about the subject. In this way, it aims to obtain various data reflecting different views as much as possible.

Research Instrument and Procedures

An interview method was used during the data collection process. First, the Commitment Form was given to the teachers, and after the form was approved, the teachers were interviewed by asking the previously prepared open-ended interview questions specified in the Interview Form (Annex-1). Interviews were held between December 26, 2022, and January 21, 2023. The first interviews with the participants lasted between 14 and 45 minutes. After the interviews, additional interviews were conducted with the participants, which were deemed necessary at different times in terms of issues and additions that were not understood. Audio recordings were taken with permission from the teachers during the interviews. After the interviews, audio recordings were transcribed. After the analysis result was prepared, the text was sent to the participant to check if there was anything wrong or misunderstood. Thus, it was ensured that the analyzed texts represented the real perceptions of the participants (Yıldırım & Şimşek, 2018). After obtaining the participants' approval, the study was continued.

Interview Form

The interview form in Annex-1 was prepared based on the literature review. After the questions were prepared, expert opinions were obtained, and a pilot application of the prepared questions was made. To make the interviews more efficient in the pilot application, the order of the questions was reordered, and it was deemed necessary to add one more question (question 13) to the interview form as a result of the pilot interviews. Thus, the interview questions were finalized and put into practice.

Data Analysis and Process

After interviews were conducted with the 16 teachers in the study, the interview texts were combined for each teacher and given their final form. In order to indicate who the assessment belonged to, the identities of the participants were kept confidential and consecutive codes were given between K1 and P16, and then all interview texts were read carefully. After taking note of the first impressions that attracted attention in the interview texts, all the texts were carefully read again. Expressions related to each other according to the research questions were coded in the interviews. By organizing the codes, categories were revealed in light of the relevant literature. The generated codes were reviewed, and similar codes were combined. After the codes and categories took their final form, descriptive, classification, and interpretation studies were conducted on the data and reported as a discussion text.

Validity-Reliability

In terms of validity and reliability in the research, in order to ensure the content validity of the interview questions in the data collection tool used, the relevant literature was reviewed and the opinions of 2 field experts were taken. The questions were checked by a Turkish language teacher to ensure that they were easy to understand and that there was no ambiguity, and a pilot study was conducted with 3 teachers who were not included in the study. During the data collection process, it was expressed to the participants that the confidentiality of the data collected would be essential, and it was aimed to reach their sincere opinions and collect reliable data. For external validity, the research process was

explained in detail from the preparation of the data collection tool to the implementation and analysis phase. In order to ensure the reliability of the research, some of the data obtained were presented in the findings section using the direct quotation method. In order to indicate to whom, the evaluation belongs, the participants were given consecutive codes between K1 and K16, keeping their identities confidential, and these forms are kept.

Ethical Consent of the Research

In this study, all rules were specified to be followed within the scope of the "Higher Education Institutions Scientific Research and Publication Ethics Directive." None of the actions specified under the title of "Actions Contrary to Scientific Research and Publication Ethics," which is the second part of the directive, were carried out.

Ethics committee permission information

Name of the committee that made the ethical evaluation: Bolu Abant İzzet Baysal University Human Research Ethics Committee in Social Sciences

Date of ethical evaluation decision: 26.12.2022

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Findings

In this section, the findings obtained from the participants are presented. The evaluation of the views of the participants on the discourse and education policies towards teachers in the Justice and Development Party Period in terms of the reputation of the teaching profession is discussed below. First, the policies implemented during the Justice and Development Party period were evaluated in terms of their reputation in the teaching profession. In this context, the evaluation of the Teaching Profession Law in terms of the prestige of the teaching profession is presented in Table 1.

Table 1

Evaluation of the Teaching Profession Law in Terms of the Reputation of the Teaching Profession

Theme	Category	n	Participants	Sample Reviews
Negative	Insufficient – Shows the teacher as nothing more than money.	5	K7, K8, K11, K12, K14	"I have studied the current occupational law. I couldn't see anything useful for the teacher. They devalue me so much. A teacher is put to an exam in order to be able to pay a thousand lira more" K7.
	Insufficient	6	K1, K3, K6, K9, K15, K16	"I take it as disrespect. They say we have prepared a law for you, but it is being prepared empty. I can't even call it a law. Teachers call you a special law, but there is no article in it" K1.
Positive	At least one step	4	K2, K4, K5, K13	"Sir, I think there should be a teaching law. It was disappointing that the law that came out only defined specialist teaching as head teacher, but I still think it's better than not. I am on the side that it can be improved over time" K5.

When Table 1 is examined, 5 of the 15 participants stated that the Teaching Profession Law harms the reputation of the teaching profession in society because it shows teachers as people who only care about money; 6 of them said that the Law on the Teaching Profession is very superficial and that the value given to the teacher by the state is perceived as superficial and insufficient, thus damaging the reputation of the teaching profession in society; 4 of them shared the view that although the Teaching Profession Law is currently insufficient, it is a positive step compared to its absence and that it positively affects the reputation of the teaching profession. The evaluation of the participant-coded K10 did not

provide data on the reputation of the teaching profession. In Table 2, the evaluation of the career steps in the Teaching Profession Law in terms of the reputation of the teaching profession is presented.

Table 2

Evaluation of the Practice of Career Steps in the Teaching Profession Law in Terms of the Reputation of the Teaching Profession

Theme	Category	n	Participants	Sample Reviews
Negative	Will cause discrimination	13	K1, K2, K3, K4, K6, K7, K8, K9, K10, K11, K12, K15, K16	<p>"I find it objectionable that teachers are classified as contracted, permanent, paid, specialist, head teacher. Particularly, classifications such as contracted, permanent, paid employees may adversely affect the working climate in schools due to the differences they create in teachers' personal rights and may reduce the professional motivation of some teachers" K3.</p> <p>"It is clear and obvious that it is intended to discredit the teaching profession. In other words, there can be no discrimination between teachers" K8.</p> <p>"Classification of teachers as contracted staff, specialists and head teachers is a case of segregation" K9.</p>
	Contrary to the principle of equal pay for equal work	3	K9, K13, K14	<p>"This distinction goes against the principle of equal pay for equal work. It causes discrimination and duality among teachers. Teachers who are specialists or head teachers should have different duties than other teachers. It has discredited the teacher who is not an expert in the eyes of the parents" K13.</p>
	Assigning paid teachers from different fields	2	K11, K14	<p>"In addition, I think that most of the purchases made under the name of paid teaching outside the field of study affect the quality of education negatively" K14.</p>
	The way the exam is done is wrong	1	K14	<p>"In addition, I do not find it educationally beneficial that when the titles of specialist and head teacher are given, making a test and memorization-oriented exam, rather than the teaching ability of the teachers, brings only a financial distinction. If this distinction were transformed into a system in which talented, well-equipped leaders and experienced teachers transfer their knowledge and skills to new teachers, the reputation of teaching would be positively affected" K14.</p>
Abstaining	Necessary but wrong application	1	K5	<p>"I think these steps are necessary and useful, but in Turkey, in the eyes of Turkish society, such things, epaulettes are always important. This application should have been in a different way" K5.</p>

According to Table 2, 13 participants stated that the practice of career steps damaged the reputation of the teaching profession in terms of both separating the teachers among themselves and causing a separation in the view of the parents towards the teacher. Parents distinguish teachers as experts and head teachers and perceive non-specialist teachers as unqualified. Moreover, 3 participants were of the opinion that this practice is contrary to the equal pay for equal work policy implemented by the Justice and Development Party. Participants with codes K11 and K14, on the other hand, drew attention to the paid teaching system and stated that the assignment of paid teaching and sometimes even non-teachers as teachers damaged the reputation of the teaching profession. According to these views, a performance-based exam will improve the reputation of the teacher who will rise in his career. The participant coded K5, supported the participant coded K14 with his words, and stated that the system was necessary, but the implementation was wrong. Table 3 shows the evaluation of teachers' salaries during the Justice and Development Party period in terms of their reputation in the teaching profession.

Table 3

Evaluation of Teachers' Salaries During the Justice and Development Party Period in Terms of the Reputation of the Teaching Profession

Theme	n	Participants	Sample Reviews
Salary adversely affects	15	K1, K2, K4, K5, K6, K7, K8, K9, K10, K11, K12, K13, K14, K15, K16	<p>"The pay we receive definitely affects our reputation. When I want to talk to a student and ask what he wants to be, he says he wants to be a body shop, for example. He says that if I become a body shop, I will get higher than the civil servant" K7.</p> <p>"In a student interview I had last year, the student said that he did not have any academic goals, that his father was engaged in business, that his father would continue their business after he graduated from school, and that they earned much more money than a civil servant, so it was unnecessary to waste time with a university, and I could not produce an answer. I couldn't produce anything other than a lame excuse that you would do your job more professionally. Teachers' wages reduce the reputation of teachers. Nowadays, people can learn everyone's salary with a click. Therefore, the student may look and see if this is the salary of X teacher, and our value in their eyes may decrease, more precisely, not our value, but the value of our profession" K5.</p>
Salary does not adversely affect	1	K3	"When we look at the wages of various occupational groups in our country, I do not think that there is a wage policy that reduces or increases the reputation of the teacher" K3.

As shown in Table 3, 13 participants found the salary given to teachers during the Justice and Development Party period to be low compared to other professions. Since one of the most important indicators of teacher reputation in society is the salary of that profession, the view that the reputation of the teaching profession is also low is dominant among participants. On this subject, only the participant with code K3 considered the salaries received during the Justice and Development Party period to be sufficient compared to other professions and stated that it had no effect on reputation. Table 4 shows the evaluation of the ALO 147 line, which was implemented during the Justice and Development Party period, in terms of the reputation of the teaching profession.

Table 4

Evaluation of the ALO 147 Line Implemented in the Justice and Development Party Period in Terms of the Reputation of the Teaching Profession

Theme	Category	n	Participants	Sample Reviews
	The perception of the ALO 147 line as a complaint line negatively affects	7	K2, K3, K5, K6, K8, K9, K15	"ALO 147 teachers appeared as a complaint line, and it was given to parents like a blank check. The parent who wanted to complain about the teacher or threatened to do so. Teaching has been trampled on. Its removal was very important in this respect. Professor Ziya made us very happy" K13.
Damaging reputation	Increasing number of complaints with ALO 147 affects negatively	6	K1, K7, K11, K12, K13, K14	"I think it is wrong for this complaint gate to be like this. Wasn't there a complaint gate that he had given before? There was, he could still make a complaint through different channels. This only gave the parent the freedom to make a complaint with peace of mind without getting caught up in anything. Therefore, this gave the parent the freedom to open their door in cases such as manipulating the teacher, making them uncomfortable and dragging them. opened" K5.
No effect on reputation	-	1	K4	"I think that ALO 147 should be seen as a very useful application for parents in terms of the purpose of implementation, in some problems and misapplications that occur in our schools. If the parent uses this right to put pressure on the school administration and the teacher for their own purposes, it should be taken into account that the practice will deviate from the purpose of the event and make things even more complicated. The important thing here is the intended use of the person and I think it has no effect on reputation" K4.

As shown in Table 4, 7 participants defended the view that the perception of ALO 147 as a teacher complaint line in society negatively affects the reputation of the teaching profession, 6 participants argued that the increase in the number of teacher complaints as a result of using the ALO 147 line negatively affects the reputation of the teaching profession. K4 coded participants, on the other hand, argued that the ALO 147 line did not affect the reputation of teachers. He stated that, although this line was used for complaint purposes, it would not be correct to generalize. The participants' opinions coded as K10 and K16 did not provide data for this part of the research. In Table 5, the evaluation of the interview-based appointment of teachers and administrators applied in the Justice and Development Party Period in terms of the reputation of the teaching profession is presented.

Table 5

Evaluation of the Application of Interview-Based Appointment of Teachers and Managers in the Justice and Development Party Period in Terms of the Reputation of the Teaching Profession

Theme	Category	n	Participants	Sample Reviews
	Interview perceived as nepotism	8	K1, K3, K8, K9, K11, K12, K13, K16	"There is a prevailing opinion that the interviews were conducted not to identify qualified personnel, but to recruit those with merit. In my opinion, the lack of trust in the interviews made in the recruitment of teachers and the appointment of administrators damages the reputation of the Ministry rather than the reputation of the teachers" K3.
Affects reputation negatively	Equality and transparency are in the background	2	K2, K6	"There has been a lot of injustice in this regard. The interview should be fair. The one who deserves it should not be interrupted. Interviewers should be equal to everyone without being a party" K2.
	Teacher is shown inadequate by interview	1	K7	"It is argued that teacher proficiency is measured by interviews. Okay, let it be measured, but this interview should be before, not after university. The teacher candidate completes the training. He gets a bachelor's degree showing that he has a teaching qualification, and then he gets an interview to see if the state is sufficient" K7.
No effect on reputation	-	2	K5, K14	"Although I do not think that this subject will affect the reputation of teaching, I believe that it may cause injustices because it is difficult to observe and subjective to measure" K14.

According to Table 5, 8 participants were thought to have a negative impact on the reputation of the teaching profession, since the practice of interviewing in Turkey is thought to be associated with nepotism. P2, K6 coded participants, on the other hand, do not believe that the interviews are conducted equally and transparently, and they think that the reputation of the teaching profession is negatively affected. The participant with code K7 stated that the interview should be conducted before university education, or the undergraduate diploma loses meaning. Users with codes K5 and K14 stated that they do not think that it has any effect on the reputation of the teaching profession, even though the interview practice evokes nepotism in society. Table 6 shows the evaluation of the 360-degree teacher performance evaluation application, which was piloted during the Justice and Development Party period, in terms of the reputation of the teaching profession.

Table 6

Evaluation of 360 Degree Teacher Performance Evaluation Practice, Piloted in the Justice and Development Party Period, in Terms of the Reputation of the Teaching Profession

Theme	n	Participants	Sample Reviews
Negative effects	15	K1, K2, K3, K4, K5, K6, K7, K8, K9, K10, K11, K12, K13, K15, K16	"During this application, the examples of abuse of the application such as "You've just hurt the teachers of the students in some schools in the news, let me give you a low grade, but see," actually proves to us that the application is open to interpretation and can be abused. I think that the practice is not malicious, but that our people in our country are not ready for such a sensitive practice, and such practices in schools affiliated with the Ministry of National Education can be seen as a transition process to similar practices for teachers working in private schools. In this case, the fact that the teacher is weak and disreputable has an effect" K4.
Not affect	1	K14	"I think that performance evaluation can be beneficial when done in the right conditions and from the right perspective. It can be very useful if the system can be advanced correctly. I don't think that this is very related to your profession" K14.

As shown in Table 6, 9 participants stated that the performance evaluation application, which was piloted, negatively affected the reputation of the teaching profession by positioning the teachers in a position where students and parents could give grades. Participant K14 stated that he supported the performance evaluation system and that it would increase the reputation of the teaching profession when used correctly. In Table 7, the evaluation of the appointment of candidate teachers who did not take the KPSS exam during the Justice and Development Party period as teachers is presented in terms of the reputation of the teaching profession.

Table 7

Evaluation of the Practice of Appointment of Teacher Candidates Who Didn't Take the KPSS Exam During the Justice and Development Party Period in Terms of the Reputation of the Teaching Profession

Theme	n	Participants	Sample Reviews
Negative effects	8	K1, K2, K3, K6, K8, K9, K12, K16	"I know that the appointment of teachers without an exam is with the authority of the minister of national education. But this is to enter into the rights of thousands of waiting teachers. This situation reduces the reputation" K2.
Not affect	2	K13, K14	"Even if it is a very wrong application, even if the rights of thousands of teachers waiting for appointment are violated, I think it is not an application that affects the reputation of the teaching profession" K13.

As shown in Table 7, 8 participants stated that the appointment of candidate teachers who did not take the KPSS exam during the Justice and Development Party period negatively affected the reputation of the teaching profession through nepotism. The participant coded K13, on the other hand, defends the view that, although this practice is unfair, it does not affect the reputation of the teaching profession. The continuation of the study includes the evaluation of the discourses of politicians in the Justice and Development Party period in terms of the reputation of the teaching profession. In Table 8, the words "I like those who want to be teachers to pigeons waiting in front of the mosque in Eminönü. They are waiting for someone to throw bait in front of them," which were said during the Justice and Development Party period and are evaluated in terms of the reputation of the teaching profession.

Table 8

An Evaluation of the Reputation of the Teaching Profession of the Words Said during the Justice and Development Party Period "I liken those who want to be teachers to pigeons waiting in front of the mosque in Eminönü. They are waiting for someone to throw bait in front of them."

Theme	Category	n	Participants	Sample Reviews
	It damages reputation	11	K1, K2, K3, K4, K6, K7, K8, K9, K11, K14, K16	"Ömer Dincer's period was a unique period in which the reputation of teachers was greatly damaged and the humiliation of the teaching profession in the eyes of the society became very easy. This word paved the way for the teaching of being trampled underfoot" K11.
It affects	The style is wrong	2	K12, K13	"Even though I find the minister right in the reason behind these words, the words are unbecoming of a minister. But here, I think the main problem is the approach of the teachers. The damage done to the reputation of the teaching profession by the teachers is more than the words of the minister" K13.
	Humiliating	2	K10, K15	"Definitely unworthy of a minister. I don't find it right that the teachers who raise the whole generation in the country trample on the honor of their profession and belittle it" K10.
Not affect	-	1	K5	"I think this explanation (the pigeon waiting for bait in Eminönü) is mostly correct. So let me explain, sir. Explain why the teacher is doing it, make a hundred thousand assignments, make a hundred thousand assignments... Teachers are almost begging for jobs from the state. He says it too. He just said it candidly. Probably many ministers thought so, but he was brave and said this. I agree" K5.

According to Table 8, among the 11 participants, this discourse negatively affected the reputation of the teaching profession. Although the participants with the codes K12 and P13 gave the minister rights about the subject of discourse, they stated that it damaged the reputation of the teaching profession due to the style he used in the discourse. Participant K5 stated that the discourse did not harm teachers' reputation. According to the participant, the minister is mostly right in his discourse and the reputation of the teaching profession is more damaging than the minister's discourse by begging teachers for jobs. In Table 9, the evaluation of the words "Teachers are not working" spoken during the Justice and Development Party period in terms of the prestige of the teaching profession is given.

Table 9

The Evaluation of the Words "Teachers Don't Work" During the Justice and Development Party Period in Terms of the Reputation of the Teaching Profession

Theme	n	Participants	Sample Reviews
Decreases reputation	13	K1, K2, K3, K5, K6, K7, K8, K9, K11, K12, K13, K14, K16	"What should we do if the teachers say they are not working? We do our job well and more than enough. Then let them teach how to work. If you come out and say this as a minister, the public will come to the teacher and say that even your minister is not working for you. I regretfully condemn him" K1.
Generalization is wrong, but there is some truth to it.	1	K4	"I accept that there are teacher groups in the education system who do not show the dedication required by the teaching profession, do not follow innovations in academic terms, do not update their knowledge, or do not consider the course materials distributed to students sufficient and do not support this with the equipment required by the age, and I criticize them. However, I do not find it right for our teachers who work properly to make such a generalization" P4.

According to Table 9, according to 13 participants, the discourse that teachers do not work harms the reputation of the teaching profession. The participant K4, on the other hand, stated that although he agreed with the discourse of the minister and accepted the existence of teachers who did not work, all teachers were under suspicion due to generalization and therefore the reputation of the teaching profession was adversely affected. The opinions of the participants coded K10 and K15 did not provide data for this part of the research. Table 10 shows the evaluation of the words "Sorry about the parent, I'm on top of it" in terms of the prestige of the teaching profession.

Table 10

The Evaluation of the Words "Sorry about the Parent, I'm on" Spoken During the Justice and Development Party Period in Terms of the Reputation of the Teaching Profession

Theme	n	Participants	Sample Reviews
The teacher has been targeted	13	K1, K2, K3, K5, K6, K7, K8, K9, K11, K12, K13, K14, K16	"On top of that, the minister's rhetoric such as "I'm upset with the parents" increased the pressure of the parents on the teachers and damaged the teacher's reputation" K3.
Parents have the right to do whatever they want	1	K4	"Involving parents in education is a very positive behavior, but it is not right to put parents at the top of education. The purpose of teachers is not to make parents happy, but to educate students. In his words, the Minister leaves the door open for all parents to discuss with the teacher and get them to do what they want" K10.
Increased violence against teachers	8	K1, K3, K6, K7, K8, K11, K13, K16	"Unfortunately, we get the fruit of these words by watching the news of the parents who broke into the classroom and slapped the teacher in the classroom" K15.

The style is wrong	5	K4, K9, K10, K12, K14	“The educator is more student-oriented than teacher-oriented. The student-centered system naturally brings about being parent oriented. It's like the customer is always right, sort of like pleasing the customer. Unfortunately, there is such a trend in education. I think the teacher should still be central in education. In this context, I find it consistent that the minister's explanation of what upsets the parents is that I am too. Of course, we will please the student, but how you express something is very important. I think the problem here is the style of expressing it” K14.
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According to Table 10, according to 8 participants, these words damaged the reputation of the teaching profession because the minister of the period directly targeted teachers. 5 participants are of the opinion that these words damage the reputation of the teaching profession because they give parents the right to do whatever they want. According to the participant coded K15, these words also cause violence against the teacher. The participant coded K5, on the other hand, evaluated the style as very wrong even if there was good intention under the words. In Table 11, the evaluation of the words "Are you an education-training architect or one of those wandering around as looters", which was said during the Justice and Development Party Period, is given in terms of the reputation of the teaching profession.

Table 11

The Evaluation of the Reputation of the Teaching Profession of the Words "Are you an education-training architect or one of those who wander around as a looter" during the Justice and Development Party Period?

Theme	n	Participants	Sample Reviews
It damages reputation	15	K1, K2, K3, K4, K5, K6, K8, K9, K10, K11, K12, K13, K15, K16	“He should not say these statements to his colleagues, that is, to people who work as civil servants. Marauder is not a word that a president should use. Especially not against teachers. I definitely do not find it right” K8. “To seek one's right, to protest or take action is a constitutional right. Even the fact that the architects of the future, teachers, seek their rights and have to take action to protect their professional honor and reputation is actually proof that the reputation of the profession has been damaged fundamentally” K11.
Teachers have made them unable to claim their rights	1	K14	“I think this is a word that can make teachers unable to claim their rights. It is clear that the reputation of people who are afraid to seek their rights will also be adversely affected” K14.

According to Table 11, 15 participants stated that for whatever reason, the adjective "looter" and the teaching profession should not come together and that it is a statement that damages the reputation of the teaching profession. The participant K14 stated that these words made the teachers unable to even claim their rights. In Table 12, the evaluation of the words "My Prime Minister is not working, they take a lot of vacation, they do not deserve the money they receive", which was said during the Justice and Development Party Period, is given in terms of the reputation of the teaching profession.

Table 12

The Evaluation of the Reputation of the Teaching Profession of the Sayings of "My Prime Minister, they do not work, they take a lot of vacation, they do not deserve the money they receive" during the Justice and Development Party Period

Theme	n	Participants	Sample Reviews
It damages reputation	11	K1, K3, K4, K5, K8, K9, K10, K12, K13, K14, K15	<p>""The teacher is the enemy of everyone in the society. The reason for this is that bureaucrats who should protect us make such statements instead of protecting us. A word of the President was enough to end our value in the eyes of the society" K1.</p> <p>"Teachers don't work, they take a lot of vacation, they don't deserve the money they get, it's a very disreputable statement. These words damage the reputation of teachers in the eyes of the whole society. He divided society into teachers and others and polarized everyone else in a negative way towards teachers" K9.</p> <p>"These words reminded me of one thing. Where the head goes, the feet go too. Here, Mr. President, if the teachers say that they do not work, they take a lot of vacation, we should ask what the public thinks. In the eyes of the public, teachers have become a disreputable profession that does not work, takes a lot of vacations and does not deserve the money they receive" K13.</p>

According to Table 12, all participants who answered the question made similar statements and stated that if the President made such a statement, the public would reflect this point of view to the teachers. Other participants refused to answer the question. In Table 13, the evaluation of the words " Can't a basketball court be built here? What kind of man are you? What is your occupation? Did you ask for money, but we didn't give it? Why are you leaving these kids here sad?" uttered during the Justice and Development Party Period in terms of the prestige of the teaching profession is given.

Table 13

The Evaluation of the Reputation of the Teaching Profession of the Words "Are you an education-training architect or one of those who wander around as a looter" during the Justice and Development Party Period?

Theme	n	Participants	Sample Reviews
It damages reputation	6	K5, K6, K8, K9, K11, K12	"This news was not pleasant at all. Many school principals and teachers there cannot be reprimanded in public. If the minister does this, what should the people do?" K8.
In front of the media	7	K1, K2, K3, K4, K13, K14, K16	"To stand up and humiliate a teacher in front of the media damages reputation. The image here is that a teacher can be easily scolded by everyone" K1.

According to Table 13, the exposure of a teacher, who is a teacher, to offensive words in the community negatively affects the reputation of the teaching profession. 7 participants stated that with the negative effect of this statement, it is even more negative to do this in front of the media.

Discussion, Conclusion, and Recommendations

In this section, the results of the findings obtained from the participants in the research are given. The evaluation of the views of the participants on the discourse and education policies towards teachers in the Justice and Development Party Period in terms of the reputation of the teaching profession is discussed below. First, the policies implemented during the Justice and Development Party period were evaluated in terms of their reputation in the teaching profession.

As a result of the evaluation of the Teaching Profession Law in terms of the reputation of the teaching profession, it was concluded that the Teaching Profession Law, according to the majority of the participants, had a negative impact on the reputation of the teaching profession due to its inadequacy and seeing the teacher as individuals consisting only of financial aspects. However, this law is seen by some participants as better than nothing and considered as a positive step. According to the research conducted by Smak & Walczak (2017), teachers report that they generally receive low wages and do not receive respect from students. According to the results of Bozbayındır's (2019) research, insufficient personal rights of teachers negatively affect the status of the profession. In the research conducted by Atmaca (2020), it was concluded that the social prestige and image of teachers had a negative effect on their personal rights, which had a lower profile compared to different career professions. These studies support the research conducted. The Teaching Profession Law is a shallow law, which emerged with the expectation of securing personal rights by teachers, but only for promotion in career ladders. It is not surprising that this version of the law is perceived as a law that harms the reputation of the profession, since it does not provide teachers with much in terms of personal rights.

When the career steps application in the Teaching Profession Law is evaluated in terms of the reputation of the teaching profession, according to the research result, it has been concluded that the teachers are exposed to discrimination against both parents and other teachers with this practice, this practice contradicts the principle of equal pay for equal work, non-teachers are paid teachers, career advancement exams are made in writing instead of performance-based, and the reputation of the teaching profession is negatively affected as a result of the teachers continuing to do the same job. According to one participant's view, although the career ladder application is necessary and beneficial, it was concluded that the way the application was implemented was wrong. The career ladder application is an application that has been the subject of discussions in the first years of its implementation. As a result of the continuation of the controversial issues in the last version of the law in its second application, the current law has emerged as controversial. It is thought that the fact that there is a controversial law has an effect on the perception of the participants that the career ladder practice harms the reputation of the teaching profession.

As a result of the evaluation of the salary of the teachers in terms of teacher reputation, it was concluded that the low teachers' salaries compared to almost all of the participants negatively affected the reputation of the teaching profession. According to the opinion of only one participant, it was concluded that the teachers' salary was sufficient and that it did not adversely affect the reputation of the teaching profession. Batra (2021), Bozbayındır (2019), Demir and Almalı (2020), Ertan Kantos (2021), Erzen and Epeçan (2018), Fauziah et al. (2021), Özdemir and Orhan (2019), Smak & Walczak (2017), Uygun (2012), Yurdakul et al. (2016), and Karaman et al. (2013) As a result of their research, the fact that teachers' salaries are low compared to other professions negatively affects the reputation of the teaching profession. The results of these studies are in line with the results of the research. It is thought that there is a perception that the reputation of the teaching profession is lower than other professions, since one of the most important factors determining the reputation of the profession by the society is the salary of the members of that profession.

According to the results of the research, the perception of the ALO 147 line as a teacher complaint line by the society and the increase in the number of teacher complaints and threats as a result of this perception negatively affect the reputation of the teaching profession. According to the opinion of one participant, it was concluded that the ALO 147 line did not affect the reputation of the teaching profession. In the research conducted by Demir and Almalı (2020), Özdemir and Orhan, (2019), it was concluded that the failures experienced in the evaluation process of the applications made to the complaint line known as ALO 147 and in the process of examining the complaints are among the factors that damage the reputation of the teaching profession. These studies are in line with the results of the

research. Although the ALO 147 line was not opened only as a complaint line, it was perceived as a complaint line due to the statements of the Minister of National Education. As a result, it drew the reaction of teachers. It is thought that this reason is effective in the participants' thinking that this line harms the reputation of the teaching profession.

As a result of the research, the application of teachers and administrators based on interviews; It has been concluded that the interview negatively affects the reputation of the teaching profession because the interview is perceived as nepotism by the participants, equality and transparency are in the background in the interview practice, and the teacher who has proven his competence before the interview is shown as inadequate. However, according to the opinions of two participants, it was concluded that the application of appointment of teachers and administrators based on interviews had no effect on the reputation of the teaching profession. It is a known fact that interview practice is perceived as nepotism in Turkey. It is a possible result that there is a perception that a profession, which is referred to as nepotism, has a low reputation. As a matter of fact, according to the research findings of Demir and Almalı (2020), nepotism damages the reputation of the teaching profession. Similarly, according to the results of the research conducted by Aydođan (2009), teachers believe that there is nepotism in the process of appointing administrators and teachers.

As a result of the research, it was concluded that the 360-degree teacher performance evaluation application, which was piloted, damaged the reputation of the teaching profession because it reduced the teacher to a level where stakeholders could grade. According to one participant's view, it was concluded that 360-degree teacher performance evaluation was beneficial and did not affect the reputation of the teaching profession. As a result of the research conducted by Demir and Almalı (2020), it was concluded that the "Teacher Performance Evaluation System" discredits the teaching profession in Turkey, and this research supports the results of the research. Teachers who grade students with the 360-degree evaluation system have suddenly turned into people graded by students and parents. While the teachers were in a reputable position giving grades, the reputation of the teaching profession was adversely affected by falling into a position where they were graded. As a result of the research conducted by Özge Sađbař and Özkan (2019), it was concluded that the evaluation of students and parents will damage the reputation of the teaching profession. This study supports the findings of the research conducted. However, according to the results of the research conducted by Andreu et al. (2006), it is shown that the 360-degree evaluation system can evaluate the potential of human resources and increase their motivation.

As a result of the research, it was concluded that the application of the appointment of teacher candidates who did not take the KPSS exam as teachers negatively affected the reputation of the teaching profession. At the same time, it was concluded that the appointment of teacher candidates who did not take the KPSS exam as teachers did not affect the reputation of the teaching profession. As in the interview practice, it is a possible result that the reputation of a profession referred to as nepotism is perceived as low. According to the research findings of Demir and Almalı (2020), nepotism damages the reputation of the teaching profession. As a result of Yıldırım's (2017) master's thesis, nepotism damages the reputation of school principals. This study is in parallel with the research findings and supports the research results.

As a result of the research, it was concluded that Ömer Dinđer's words "I liken those who want to be teachers to pigeons waiting in front of the mosque in Eminönü, they are waiting for someone to throw bait in front of them", according to the views of the majority of the participants, because the style is wrong and it is humiliating, it has damaged the reputation of the teaching profession. However, in the opinion of one participant, it was concluded that these words did not affect the reputation of the teaching profession. In the opinion of one participant, although it is wrong to generalize with these words, it has been concluded that it does not harm the reputation of the teaching profession due to the fact that it has a grain of truth. As a result of the research, it has been concluded that the words "upset the parents, I'm on top of them", which were said during the Justice and Development Party period, targeted the teachers, gave the parents the right to do whatever they wanted, increased the violence against the teacher and damaged the reputation of the teaching profession because of the wrong style. As a result of the research, it was concluded that the words "Are you an education architect or one of those wandering around as looters" during the Justice and Development Party period damaged the

reputation of the teaching profession, according to the opinions of the participants. As a result of the research, it was concluded that the words " Can't a basketball court be built here? What kind of man are you? What is your occupation? Did you ask for money, but we didn't give it? Why are you leaving these kids here sad?" said to a school principal during the Justice and Development Party period damaged the reputation of the teaching profession, both because of the nature of the words and because the words were spoken in front of the media.

As a result of the research conducted by Erzen and Epçaçan (2018), it was concluded that the authorities' disregard for teachers is one of the factors that negatively affect the reputation of teachers in the society. According to Batra's (2021) research, public policy in India undermines the potential role of teachers and their education in ensuring equitable and quality education, marginalizing them and undermining their agency. In the research conducted by Bozbayındır (2019), it was concluded that the negative behaviors and discourses of bureaucrats and politicians negatively affect the status of the teaching profession. In the research conducted by Atmaca (2020), it was concluded that the negative behaviors and discourses of bureaucrats and politicians negatively affect the status of the teaching profession. According to Zengele (2017), the policies of policy makers lead to endless teacher protests and these harms teaching as a professional profession. As a result of the research conducted by Karaman et al. (2013), it was concluded that the negative statements made by the Ministry of National Education about teachers caused a decrease in the prestige of the profession. According to the results of the research conducted by Demir and Almalı (2020), the negative statements of the Ministers of National Education and their senior administrators about teachers and the teaching profession reduce the reputation of the teaching profession. In the research conducted by Özdemir and Orhan (2019), it was concluded that the approach of politicians negatively affected the reputation of the teaching profession. In the research conducted by Ertan Kantos (2021), it was concluded that the wrong attitude of the politicians damaged the reputation of the teaching profession. All these studies are in line with the findings of the study.

According to the opinions of the participants in the research, it was determined that the words determined as a result of the evaluation of the discourse towards teachers and their views on education policies during the Justice and Development Party period in terms of the reputation of the teaching profession, harmed the reputation of the teaching profession. Considering the impact of these discourses and policies on the reputation of the teaching profession, it is recommended that government officials be more careful both in the policies they develop and in their discourses. In this direction, it is recommended that government officials receive in-service discourse training after starting their duties. As a result of the research, it is recommended that policy makers review the issues that are thought to damage the reputation of the teaching profession in discourse and policies and make the necessary arrangements. Researchers are recommended to conduct new research on the effect of paid teaching system on the reputation of the teaching profession.

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