

## Teacher's Views Regarding the Social Status of the Teaching Profession

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**ABSTRACT** This study aims to investigate the views of teachers from different generations (X-Y) working in public elementary schools, specifically in different levels of the social status. In this study, a qualitative research methods called phenomenological design was utilized. The study group is comprised of 20 teachers working in public elementary schools, 10 of whom are from generation X and 10 of whom are from generation Y. The collected interview data was analyzed using content analysis. According to the research findings, teachers view the teaching profession as having a lower status compared with other professions (88%) and previous years (100%). Teachers indicate that the reasons for this attitude are new top management policies (24.4%) and low pay (14.6%). The most frequently mentioned policy of the Ministry of Education that affects teacher social status is the 147 Hotline/Grievance Line (43.75%). Some suggestions based on results were included in the study.

### INTRODUCTION

The teaching profession, as all other professions, holds a particular value and status in society. The social status of the teaching profession refers to the relative position of the teaching profession in a hierarchy of all occupations (Fwu and Wang 2010). In other words, social status means the prestige and a degree of honor awarded to people who hold a certain authority in the society (Lundberg 1970). Ingersoll and Merrill (2011) argue that higher status professions are also high-prestige jobs. As is seen, the prestige awarded to a profession is a significant determinant of the social status of that profession. Hence, according to the prestige rating of occupations by Poll (2005, as cited in Hargreaves 2009), teachers rank sixth after firefighters, doctors, nurses, scientists, military personnel, and police. The status of the teaching profession varies based on the society in which the teachers live.

According to the results of the Global Teacher Status Index prepared by Varkey GEMS Foundation, an index that includes 21 countries (that

is, Brazil, China, Great Britain, Turkey, France, and America), only people in China perceive teachers as having equivalent status with doctors. According to the same survey, the ratio of those who perceive teachers have equivalent status with doctors is less than 5 percent in the UK. In Turkey on the other hand, this ratio is around 12% (Dolton et al. 2013).

The status of the teaching profession may vary based on the society in which they live, as well as the current time period. During the modernization process that began with the proclamation of the Republic in Turkey, for instance, the teaching profession was seen to serve a very important social task that goes well beyond being simply an occupation (Bek 2007). However, after the 1980s, in parallel with the emergence of new occupational groups and depressed income levels of civil servants, the teaching profession also lost its old esteem, and its social status began to gradually decline (Erden 2005). In present day, the discourse trivializing teachers, particularly by the Ministry of Education (MoE), such as "Teachers are taking three-month vacation" (Hurriyet 2011), also harms the status and esteem of the teaching profession. For this reason, it is important to identify the factors affecting the social status of the teaching profession and recommendations thereon in order for the teaching profession to re-gain the esteem it deserves.

One of the factors that determine the social status of a profession is its economic benefit. Teachers' low salaries in comparison with other

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countries clearly indicate the low status of teachers in Turkey. However, it is incorrect to assume that economic gain is the only base factor determining the status of teachers (Ozoglu 2010). A high status held by the teaching profession brings forward the characteristics of a high-status profession. These characteristics are listed as offering lifetime career opportunities, enjoying a positive image in the media, enjoying high financial remuneration, being valued by the government, and being subject to external regulation (Hargreaves et al. 2006).

It is quite important that the teaching profession have a high status. According to Ozankaya (2002), the most important issue with modern education is the low status of teachers. Additionally, the esteem of the teaching profession directly depends on having an adequate number of teachers with adequate qualities. Unless such esteem attracts young talents to the teaching profession to the extent of retaining them, neither educational nor socio-economic development will be possible. In addition, considering that the social status of teachers is recognized as an indicator of importance awarded to education in every culture (Fwu and Wang 2010), and the situations of many professional occupations depend on the knowledge, skills, and personal attitudes of their practitioners (Breen 2001), establishing different views of the teachers on this issue may have a key role in the development of education.

Changes in society's perception of teachers have also raised a need to identify the views of teachers from different generations. This study aims to refer to the views of teachers from different generations with a goal of further investigating the social status of teachers. Generation may be defined as the aggregate of people who experienced the same event within the same time interval (Ryder 1965). The generational cohort theory was first developed by Inglehart (1977, as cited by Lester et al. 2012). However, this theory earned a reputation in the 1990s, especially with the studies of Neil Howe and William Strauss (Codrington 2008). The generational cohort theory advocates that each generation has unique characteristics and a culture different from the previous and next generations (Manion 2009). Therefore, each generation usually brings different expectations, intentions, attitudes, and values to the workplace (Nelson 2012). For this reason, referring to the views of teachers from

different generations and collecting different statements is important.

### Objectives

This study aims to investigate the views of teachers from different generations (X-Y) working in public primary schools in Ankara on the social status of the teaching profession. Responses to the following questions will be sought in line with the overall objective of the study:

1. How do teachers perceive the status of the teaching profession in the society when compared with other professions?
2. What do teachers think are the factors that determine the social status of the teaching profession?
3. How do teachers think their social status impacts their professional performance?
4. How do teachers think the teachers' status is perceived in the context of the policies of the Ministry of Education?
5. What do teachers think are the changes in their social status?
6. What do teachers think must be done to raise their social status?

## MATERIAL AND METHODS

### Research Design

This study, which aims to understand the views of teachers from different generations (X-Y) on teachers' professional social status, used phenomenological design, a qualitative research method. Phenomenological studies present how several individuals describe the meaning of a phenomenon or an experienced concept in their lives (Creswell 2006).

### Study Group

The study group was determined using a criterion sampling method as people meeting certain criterion were interviewed. In this context, 10 teachers from generation X and 10 teachers from generation Y, working in public schools in Ankara, constitute the study group. The target group was reached in the 2013-2014 academic year. In the study group, 14 of the participants (70%) are women, while 6 (30%) are male. The average age of the teachers belonging to generation X is 51; the average age of the teachers

belong to generation Y is 30.2. The average service years of the teachers belonging to generation X is 27.7, while that of the teachers belonging to generation Y is 5.6.

### Data Collection

The research data were collected from the elementary school teachers by conducting interviews with them between 03/18/2014 and 04/11/2014. Interviews were tape-recorded in order to prevent data loss. However, one teacher's views were initially transcribed, as they didn't want to be tape-recorded. Data was collected using a semi-structured interview form prepared by the researchers. The draft interview forms were submitted for evaluation regarding their content validity, and necessary amendments were made. In order to test the understandability of the questions in the interview form, a pilot study was conducted with a teacher.

### Data Evaluation

The data collected was analyzed using Nvivo 10 Package Program. The data were analyzed using the content analysis method. In order to ensure reliability in the study, the data was analyzed and interpreted by two researchers independently from each other. Indeed, according to Creswell (1998 as cited by Glesne 2012) peer review is one of the methods used in qualitative research to ensure reliability.

To test the reliability of the study, the percentage of intercoders' agreement was computed using Miles and Huberman's (1994) formula. According to Miles and Huberman (1994), an intercoder reliability of .70 and above is considered adequate for internal reliability. 14 of the views analyzed by the two researchers to determine the reliability of the study were allocated to a different category by the researchers. As a result, the reliability of the study was calculated as  $P = 211 / (211 + 14) \times 100 = \sim 93.7$  percent. Later, in order to minimize the differences that emerged

between the researchers; these results were compared to achieve the agreement.

Also, the teachers' views were directly quoted in order to maximize the internal reliability of the study, because providing a part of the research findings (as with direct quotations) significantly increases the internal reliability of a study (Yildirim and Simsek 2008). Views directly quoted from the teachers were provided in italics and presented in the form of X1, X2 (from 1 to 10) and Y1, Y2 (from 1 to 10), taking into consideration the generation related to the participant code.

## FINDINGS

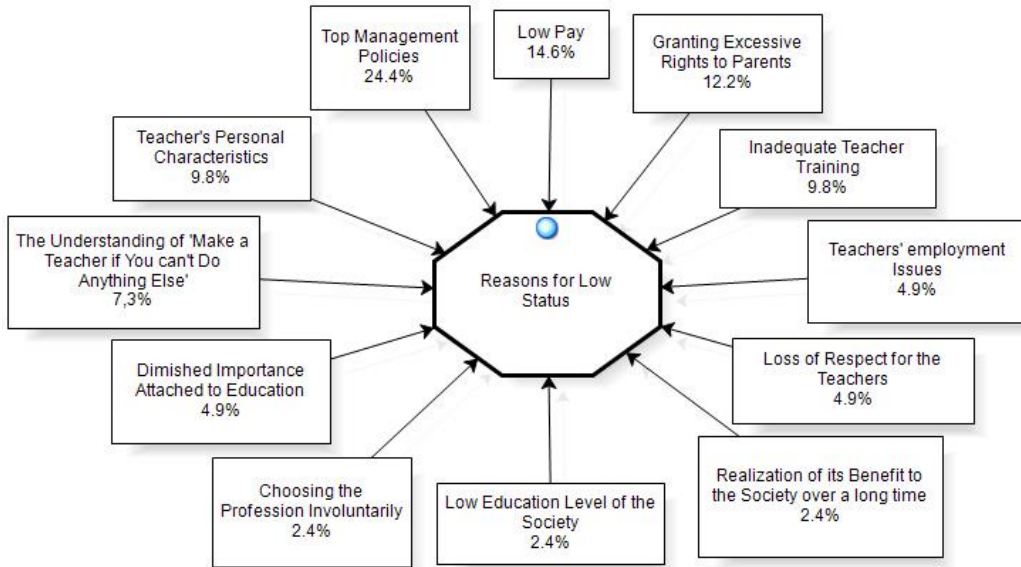
The research findings are presented taking into consideration the questions to which answers are sought in line with the overall objective of the study. Accordingly, findings pertaining to perceptions of the teachers of the status of the teaching profession when compared with other professions are briefly provided in Table 1.

As seen in Table 1, a majority of the teachers perceive the social status of the teaching profession as low when compared with other professions. The teachers' views regarding the reasons for such low status and percentage distribution are provided in Figure 1.

According to Figure 1, the teachers' views regarding reasons for low social status of the teaching profession are seen to gather around particularly the top management policies, low pay and the parents' being granted excessive rights with the recent practices. The following is a teacher's view in this respect: "*Recently, perceptions, 'teachers take a three-week vacation', 'they make money without doing anything' have been overly emphasized, and as this perception has taken hold in the society, I don't think that the teaching profession is valued in the eyes of the society when compared with other professions such as architecture, engineers, lawyers, doctors.*" (Y8). Another teacher who believes low pay plays a role in status loss, states, "*Also its*

**Table 1: Social status of the teaching profession in reference to other professions**

Topics	Statements obtained in the interviews	f	%
Low	Y1 " <i>I find the teaching profession as of lower status when compared with doctors, lawyers, judges.</i> "	15	88.23
High	X5- " <i>I believe the status of teachers is a little higher. Teachers are still respected.</i> "	2	11.77
Total		17	100.00



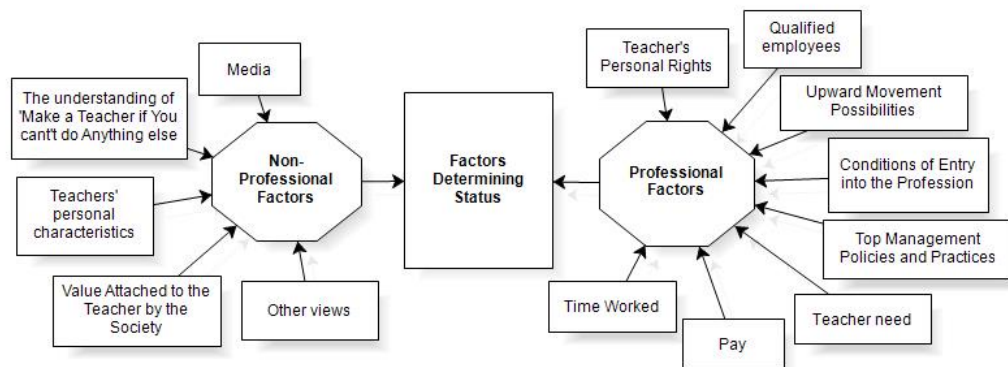
**Fig. 1. Reasons for low status**  
 Source: The figure is drawn by authors through the NVivo program.

economic gain is very low when compared with other professions. Actually, the society also bases its evaluation on the salaries.” (Y2) Factors the teachers believe affect the social status of the teaching profession are grouped into two as provided in Figure 2.

As seen in Figure 2, the teachers’ views may be seen in two separate groups as professional factors and non-professional factors. The most significant professional factor affecting the status of the teaching profession is the salary level.

Other prominently important factors are conditions of entry to the profession and top management policies and practices (Table 2).

The teachers also indicated that, apart from the professional factors, non-professional factors also affected the social status of the teaching profession. These non-professional factors are presented in Table 3. The most remarkable one of the non-professional factors affecting the social status of the teaching profession is the teachers’ personal characteristics. According to the teach-



**Fig. 2. Factors affecting the social status of the teaching profession**  
 Source: The figure is drawn by authors through the NVivo program.

**Table 2: Frequency-percentage distribution regarding professional factors**

Topics	Statements obtained in the interviews	X(f)	Y(f)	f	%
Salary	X10- "Currently, even a junior civil servant is making more money than a teacher, so a teacher is accordingly valued."	8	9	17	31.5
Conditions of entry to the profession	Y1- "When we are admitted into and graduate from colleges that require low point average, we are employed for jobs paying low salaries or go un-employed. This, naturally, is a factor that declines the status."	3	7	10	18.6
Top management policies and practices	Y8- "The policy affects the social status; the society's perception evolves with what they see and watch."	6	4	10	18.6
The teacher need	Y10- "This may also be caused by excessive number of unemployed teachers. Have you ever seen an unemployed doctor?"	0	4	4	7.4
Personal rights of the teachers	X10- "The teachers are already being deprived of their many personal rights."	3	1	4	7.4
Qualified employees	Y2- "I believe the fact that the teachers do not feel the need to either professionally or socially develop, improve themselves, is also a very important factor that affects the social status"	0	3	3	5.5
Time worked	Y3- "The society says the teachers rest for two months or rest in official holidays; as if no work were ever done"	0	3	3	5.5
Upward movement possibilities	Y10- "They have no upward movement possibility. In other words, you will always teach the same class."	0	3	3	5.5
Total		20	34	54	100

ers, other notable factors are the value accorded to the teacher by the society and the media.

More than half of the teachers believe that perception of the profession as of low status would adversely affect their professional performance (66.6%) In this respect, while one of the teachers states, "if someone are constantly humiliated in the society, they would, but lose their

affection," (X8) another says, "It cannot help but affect. Because you just can't enjoy going to work. You can't concentrate." (Y3).

Some teachers are also of the opinion that the perception teachers as low status would have no impact on their professional performance (33.4%). For instance, one teacher has said as follows in this regard:

**Table 3: Frequency-percentage distribution regarding non-professional factors**

Topics	Statements obtained in the interviews	X(f)	Y(f)	f	%
Teachers' personal characteristics	Y8- "Teachers are also a part of this issue. I believe if they could establish a better quality communication with the parent and the student, and set a more respectful work principle for their own profession, they could achieve slightly a better balance."	6	3	9	40.9
Value accorded to the teacher by the society	Y3- "The value is first about the value attributed by the society or the top management, rather than the salary."	3	3	6	27.3
Media	Y7- "99% of the people act according to the discourse in the media."	0	3	3	13.6
The notion , "At least become a teacher if you can't do anything else"	X10- "People used to tell those who were unemployed that they could have at least made a teacher."	2	0	2	9.2
Other views	Y1- "I believe the social origin a teacher comes from also acts a determinant. Children from middle class or lower class are seen to attend the Teaching Faculties."	0	2	2	9.2
Total		11	11	22	100

This is totally about someone’s conscience and ethics. No matter what happens, I create another plan for myself with my children, leaving such perceptions behind when I close the door of the classroom. I believe it shouldn’t affect. I mean that doesn’t affect me. (Y1)

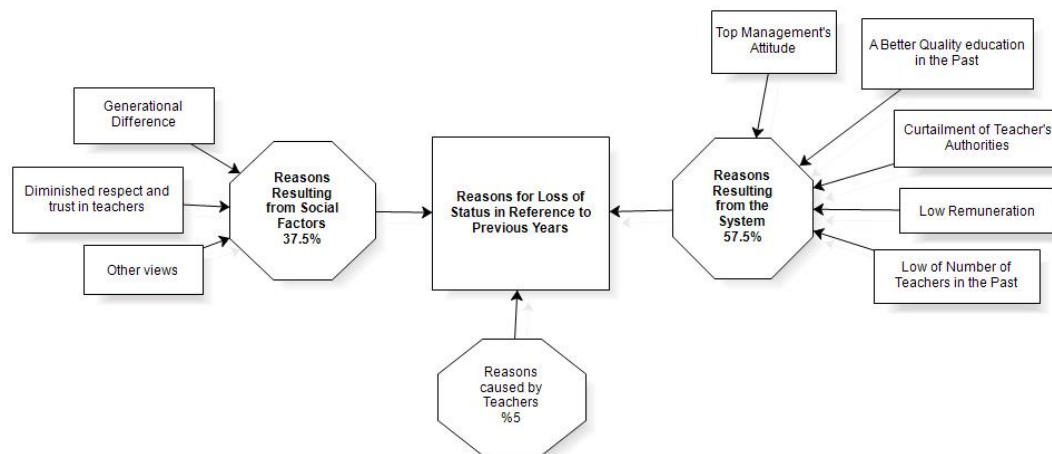
The teachers have been asked about the effect of the Ministry of Education’s policies on the social status of the teaching profession, and they have said some policies adversely affect the social status of the teaching profession. Frequency-percentage distributions regarding these policies are provided in Table 4.

As seen in Table 4, in the teachers’ opinion, the most frequently mentioned MoE policies that affect the social status of the teaching profes-

sion are the 147 Hotline/Grievance Line (43.75%), the discourse appearing in the media that undermines the esteem of teachers (25%), and the short-term policies (18.75%). Also, the *other views* grouping included opinions on policies such as abolishment of the class failing and decreased measures against the students. When the teachers were asked to compare the status of teaching in the present with previous years, all of the teachers participating in the study described the social status of the teaching profession as low compared to previous years. The teachers have based their reasons for the low status on various reasons. These reasons are presented in Figure 3, grouped under several topics.

**Table 4: The MoE policies adversely affecting the status**

Topics	Statements obtained in the interviews	f	%
147 Hotline/ Grievance Line	X2- "147 hotline was established. It turned into a line for anyone who could easily say that their teacher beat them. If you do this, what would happen to the esteem of the teacher?"	7	43.75
Discourse harming the esteem of the teacher	Y2- "Today, even the political personalities' discourse puts people in one direction. Besides, in current policies, particularly the Minister of Education makes statements that sometimes undermine the teachers. These statements actually have an impact on the society."	4	25.00
Short-termed policies	Y4- "It is the short-termed policies or the constantly changing policies that causes failures and low status."	3	18.75
Other views	X2- "Failing the class was abolished. A child comes up and says that kid passes the classes before knowing how to read and write, so if he can, I will also pass no matter how."	2	12.40
Total		16	100



**Fig. 3. The reasons for low status of the teaching profession in reference to previous years**

Source: The figure is drawn by authors through the NVivo program.

As seen from Figure 3, the teachers believe that their loss of professional status over time is mostly caused by the system. These reasons, as indicated by the teachers, are internally grouped as provided in Table 5.

As seen from Table 5, the teachers attribute the loss of status over time to the attitude of the top management and quality of the teacher-training system. The second most frequently mentioned reasons are those induced by social factors. These causes are grouped as indicated in Table 6.

As can be seen from Table 6, when the reasons for low social status in comparison to pre-

vious years are examined, the most remarkable one is the diminished respect and trust for teachers. They are also seen to attribute the loss of status over the course of time to the reasons resulting from the teachers. In the teachers' opinion, actions that must be taken by the Ministry in order to improve this loss of status are provided in Table 7.

As shown in Table 7, teachers' expectations of the ministry regarding the teachers' status center around the topics of protecting and supporting teachers, improving teacher wages, and re-adjusting their working conditions. Also, different views, such as the necessity for a re-struct-

**Table 5: Frequency-percentage distribution regarding reasons resulting from the system**

Topics	Statements obtained in the interviews	X(f)	Y(f)	f	%
The top management's attitude	Y4- "It may be the ministers, because the teacher is the same teacher, the education is the same education; there is nothing that changes. However it is due to the attitude demonstrated by the top management."	1	6	7	30.4
A better quality education for teachers	Y8- "Also, the teachers that are trained differ in quality. May be you won't like it, but we are teachers as of good quality as teachers of the past 80s and the 70s."	3	4	7	30.4
Curtailement of teachers' authorities	X5- In previous years, the parents used to fully entrust their children with us. They used to believe whatever the teacher said was right."	3	2	5	21.8
Low pay	X9- "I believe that compared with the teachers' earnings and financial satisfaction in the early years of the Republic, we are not quite at a good point now."	3	0	3	13.0
Low number of teachers in the past	Y1- "There wasn't many graduates from the teachers' colleges in the past, so the teachers were valued. There wasn't that many. "	0	1	1	4.4
Total		10	13	23	100

**Table 6: Frequency-percentage distribution regarding reasons resulting from social factors**

Topics	Statements obtained in the interviews	X(f)	Y(f)	f	%
Diminished respect and trust toward teachers	X3-"The society after all used to respect the teachers then. We were being raised showing respect to teachers and being thought to respect them. Now no one respects no one, let alone the teachers. "	8	2	10	66.6
Generational differences	X 6-"The children of the age group of the time I started teaching, and the parents of those children, i.e., the generation and us shared the same expectations, and the same academic understanding then. Now their way of raising children have significantly changed in parallel with their world views and perceptions of life. So we now have a lot of conflicts and bickering going on. "	2	1	3	20.0
Other views	Y2- "It was perhaps the only way of accessing knowledge But, this is not how it is now. Today, with the information technologies in daily life, people are able to access knowledge very easily. "	0	2	2	13.4
Total		10	5	15	100

**Table 7: The recommendations for actions that must be taken by the ministry in order to raise the social status of the teaching profession**

Topics	Statements obtained in the interviews	X(f)	Y(f)	f	%
Protecting and Supporting the Teacher	Y7- "The ministry must at least initiate actions that, as in other professional groups, protects and supports its personnel, and proves in the eyes of the society that the ministry values the teachers as soon as possible."	3	7	10	21.74
Improvement of teacher salaries	Y2- "The wage policy is extremely important. In other words, the work hours of the teachers as well as the wage policies may be adjusted."	5	4	9	19.57
Re-adjusting the working conditions	Y10- "Career steps must be significantly established."	5	3	8	17.40
In-service trainings	X 7- "There can be frequent in-service training courses, seminars for us to learn changing laws and regulations."	3	4	7	15.21
Re-adjusting the teacher training policy	Y3- "I believe that, if the focus was on practice rather than theory in the colleges, or if a certain class environment were created for teacher training in the colleges, it would be more efficient."	1	4	5	10.86
Information programs	X 5- "TV programs, short videos or something like public spots aimed at raising the status of the teaching profession may be prepared." Brochures may be prepared.	2	2	4	8.70
Other views	X 1- "The Ministry cannot do anything."	2	1	3	6.52
Total		21	25	46	100

turing within the Ministry or that 'nothing can be done by the Ministry' are combined under the different views section.

It seems that the teachers do not only expect a salary raise to enhance the status of their profession, but also expect the Ministry to support them in achieving spiritual satisfaction. Also, the interviewees do not impose the responsibility of improving the status only on the Ministry, but also believe that the teachers themselves must demonstrate effort in this matter. In the interviewees' opinion, the actions that must be taken by the teachers in order to raise the social status of the teaching profession are provided in Table 8.

These actions are mostly combined under being united, self-development, and devotion to the profession (Table 8). Also, a teacher has stated that the importance attached to education must be reflected onto others.

## DISCUSSION

According to the research findings, teachers perceive their profession as one of low social status. Similarly, most of the participants in the study conducted by Torun (2010) described the teaching profession as of low status and stated that the society did accord the due value to it.

**Table 8: The actions that must be taken by the teachers in order to raise the status of the teaching profession**

Topics	Statements obtained in the interviews	X(f)	Y(f)	f	%
Being united	X-8- People should be united all the time, and understand that they are stronger when they stand united. They must unite without discriminating to achieve something".	5	4	9	50.0
Self-development	X7- "For one thing, we need to develop ourselves."	1	3	4	22.2
Devotion to the profession	X6- "We, the teachers, will close that gap by devoting ourselves and working harder in their classrooms and schools."	2	2	4	22.2
Reflecting the importance attached to the education	X 4- "A teacher must definitely reflect the importance they attach to the education to others."	1	0	1	5.6
Total		9	9	18	100



According to the results of the Global Teacher Status Index, the ratio of those finding the teaching profession in equivalent status to doctors' professions is around 12% (Dolton et al. 2013). A profession's perceived prestige is an important indicator of social status, and teaching is less prestigious than law, medicine, and engineering, but more prestigious than blue collar (such as truck driver) or the pink collar (for example, secretaries) work (Ingersoll & Merrill 2011). In short, the teaching profession is perceived as one of relatively low status when compared with other professions.

The teachers interviewed in the study believe that the most important three factors to blame for this low status are top management policies, low pay, and granting more rights to the parents. A study conducted by Gokirmak (2006) has similar findings as this study; the teachers defined the most important factors at play in the low status of the profession as "insufficient pay, favoritism in the assignments and incapability of the MoE authorities of solving problems." Apparently, the top management policies play an important role in the low status of the teaching profession. The research findings also seem to prove this fact.

The lead policy that the teachers believe causes low status of the teachers is the 147 Hotline/Grievance Line. According to Topcu (2013), the 147 Hotline has caused thousands of teachers and administrators to be humiliated by indiscreet defamation and reporting. Also, Erdemli (2015) found that the unsubstantial reports received by the 147 Hotline are among the factors that lead to teacher withdrawal. Indeed, the teachers participating in this study argue that their status has been significantly affected by the investigations initiated without evaluating unsubstantial reports the 147 Hotline received. Besides, the discourse appearing in the media undermines the esteem of teachers, and short-term policies are noted among the policies causing the low status of the profession.

Ozoglu (2010) draws attention to the wrongly managed employment policies in the low status and esteem of the teaching profession. As long as the mindset, "those who know, teach," continues in employment policies and, in parallel with this, graduates of different majors and from different fields are appointed as teachers in the country, teaching cannot possibly be perceived as a professional occupation.

According to the research findings, the prominent professional factors that determine the status of a profession are pay, conditions of entry to the profession, top management policies and practices, and prominent non-professional factors. These are teachers' personal characteristics and the value given to the teachers by society and the media. The fact that pay is described as the most important professional factor affecting status in Turkey may be attributed to the significant depreciation of the teachers' pay. Indeed, while the teachers were able to buy 24 Cumhuriyet gold coins in 1930, this number dropped to 2.49 in 2012 (Serter 2012). Compared with other countries, the salary of a new elementary school teacher in Turkey is below the average of the Organization for Economic Co-operation and Development [OECD] and ranks 28th (OECD 2013).

Most of the teachers in the present study stated that the perception of their status as low would adversely affect their performance. Therefore, raising teachers' status has an important role in the development of education. The participant teachers stated that, in order to improve their social status, the Ministry must protect and support the teachers and improve their pay. Similarly, Hargreaves' (2009) study stated that, in order to change the perception of the teaching profession as one of low status, teachers' salaries must be adjusted and the top management must be trusted. Moreover, according to the research findings, in order to raise the status of the teaching profession, the teachers must act in unity to develop themselves and perform their profession more devotedly.

Teachers rarely give importance to their own development, making a teacher training system one of the important factors to improve status. In fact, teacher training programs tend to focus more on theory than on practices at present. Tanriverdi et al. (2012) stated that subjects related to critical thinking skills should be included not only in teacher training programs but also in-service programs. Apart from the subjects included in in-service teacher training programs, Akcadag (2012) has asserted that teachers have not liked the in-service training based on oral presentations with slides, in which presenters are active, and participants are passive. This presentation style can lead to decreased teacher motivation for self-development.

### CONCLUSION

As a result, both the research findings and the domestic and foreign research reveal that teachers are perceived as of low status when compared with other professions, and this situation adversely affects the teachers' abilities to perform their duties.

Teachers indicate that the main reasons for their low status are top management policies and low pay. The most frequently mentioned policies of the MoE that affect the social status of the teaching profession are the 147 Hotline/Grievance Line, the discourse appearing in the media that undermines the esteem of teachers, and the short-term policies. Teachers list their expectations from the ministry in order to raise the status of the teaching profession as protection of and support to the teachers and improvement of teachers' salaries.

### RECOMMENDATIONS

The practitioners may be recommended to, in order to change the approach, "at least become a teacher if you can't do anything else." Employment policy practices aimed to salvage the moment must be abandoned, and consistent education policies must be maintained to deliver the education the esteem it deserves. Administrators must avoid statements and practices undermining the status of teachers. However, it should be noted that the teachers must also show effort to upgrade the status of the profession, and should not remain silent in the face of practices causing the profession to experience status loss. In this context, the teachers' unions must cooperate and raise their voices against the negative policies and practices of the government, in order to protect the rights of their members.

A teacher training system is one of the important factors causing the low status of teaching profession. This system should focus on practice rather than theory, and it should be reviewed in order to train effective teachers, who have critical thinking skills. Also, traditional presentation methods should not be used in in-service training, and the programs involving active participants should be designed and put into practice.

In this paper, because of the qualitative research method that was used, the findings are

not conclusive and cannot be used to make generalizations. Therefore, new research in which larger sample groups are involved should be carried out to even better comprehend the teachers' status.

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