

RESEARCH ARTICLE

Investigation of the Most Important Teachers' Problems Arising from the Policies of the Ministry of National Education from the Perspective of Union Officials

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Abstract

The aim of this study is to determine the teacher problems arising from the policies of the Ministry of National Education from the perspective of the teachers who are union officials and to offer solutions. In this study, phenomenology model, one of the qualitative research methods, was used in accordance with the purpose of the research. The study group of the research consists of 36 teachers working at the management level of various unions in Bolu in the 2022-2023 academic year. In the study, a semi-structured interview form was used as a data collection tool. According to the scores given by the union official participants, the problems of teachers arising from the policies of the Ministry of Education are in order of importance; insufficient salaries and not fixed tax brackets, discrediting the teaching profession, inadequacy of teacher career ladder practice, injustice in the additional course fee paid to teachers, insufficient personal rights, paid teaching practice, norm staff and appointment practices, unqualified administrator assignments, preventing and inadequacy of teachers from exercising their union rights, making teachers do jobs outside their job descriptions.

Keywords: Trade union, MoNE policy, teachers' problems.

Introduction

The ultimate goal of all countries in the world is to increase the level of welfare by ensuring development. One of the most important tools used by countries for their development is education. Although education benefits both the individual and the society, it is effective in economic, political and cultural development (Neyiřci, Turabik, Gün, & Kısa, 2020). Education has an important power in all these individual, social, economic, political and cultural aspects, which is the power to change the behavior of the individual in the desired direction. However, in order for development goals and education to achieve the expected goals, the problems in the education system must be eliminated (Saribař and Babadağ, 2015). However, it is a known fact that the problems of the Turkish education system still continue.

According to the data of the Ministry of National Education for 2021-2022, the Turkish Education System consists of 19 million 155 thousand 571 students and 1 million 139 thousand 673 teachers (Millî Eđitim Bakanlığı, 2023). The current number of students and teachers is higher than the populations of some countries. It is inevitable that there will be problems in such a large system, but it should not be forgotten that the greater the amount of problems, the more these problems will harm the development of the country, cause problems in the training of qualified manpower and negatively affect social welfare in the long run (Gül, 2008). The Turkish education system is a very large system consisting of teachers, students, parents and other stakeholders.

The main goal in the Turkish education system is to educate and develop students in the desired direction. In achieving this goal, teachers, as the implementers of the education system, are undoubtedly the most important elements of the education system. Teachers need to fulfill their duties in a highly motivated manner in order to train qualified manpower that will develop the country as expected of them (Kara, 2020). Motivation in the individual can be achieved in two ways. The first is through the presentation of the rewards desired to the individual; the second is through the elimination of the factors that disturb the individual in the environment. Solving the problems of teachers is important in terms of the second type. Because problems are factors that disturb teachers and prevent them from working with high motivation. With the solution of the problems, these factors will be eliminated and the goals will be achieved by ensuring the motivation of the teachers. Education unions are important in this context (Uygun, 2012). It can be said that education unions have a positive impact on teachers in particular and on the education system in general with their positive effects such as protecting the personal rights of teachers and finding solutions to the problems experienced and may be experienced (Akcan, Polat, & Ölçüm, 2017). Through education unions, the existing problems of teachers will be eliminated and the factors that negatively affect their motivation will be eliminated.

All elements in the labor market can form unions to the extent permitted by law. Teachers can also benefit from this right to the extent permitted by law (Eraslan, 2012; Sezgin Nartgün and Nartgün, 2018). One of the indicators of the level of development of a society is the level of organization. In this context, one of the indicators of the quality of education can be considered as the organization of education workers (Tařdan, 2012). More than a century has passed since the establishment of the first teachers' organizations in Turkey (Tařdan, 2012), and education unions have emerged as professional organizations established to benefit and support teachers (Argon and Sipahiođlu, 2015). Although the tasks and forms of the organizations established from

teachers' organizations to today's teachers' unions have changed, their essence has not changed. It is to solve the problems of self-teachers. The table below contains the data of the 4 education unions with the highest number of members for July 2022 (T.C. Çalışma ve Sosyal Güvenlik Bakanlığı, 2022):

Table 1. Data of the 4 education unions with the highest number of members for July 2022

Title of the Union of Public Servants	Confederation	Total Number of Members	Unionization Rate
EĞİTİM-BİR-SEN Eğitimciler Birliği Sendikası	MEMUR-SEN	429.792	%34.20
TÜRK EĞİTİM-SEN Türkiye Eğitim, Öğretim ve Bilim Hizmetleri Kolu Kamu Çalışanları Sendikası	TÜRKİYE KAMU-SEN	251.809	%20.03
EĞİTİM SEN Eğitim ve Bilim Emekçileri Sendikası	KESK	78.304	%6.23
EĞİTİM-İŞ Eğitim ve Bilim İşgörenleri Sendikası	BİRLEŞİK KAMU-İŞ	77.241	%6.14

Berkant and Gül (2017) concluded that teachers who are members of unions are mostly members of unions in order to protect their rights and solve problems as a result of the research in which they tried to determine the perceptions of union member teachers towards unions and their expectations from unions. There are many researches in the literature on teachers' problems. According to the results of some of these studies, the problems of teachers; insufficiency of career ladders (Gündüz and Can, 2011; Uygun, 2012; Yılmaz and Altınkurt, 2011), unqualified executive appointments (Gül, 2008; Sarıbaşı and Babadağ, 2015; Yılmaz and Altınkurt, 2011), injustices of additional courses among teachers (Gündüz and Can, 2011), problems arising from the implementation of paid teacher policy (Karataş and Çakan, 2018), creating an extra workload for teachers that is considered a chore (Kara, 2020), discrediting the teaching profession (Aydın, 2007; Deveci and Aykaç, 2019; Gündüz and Can, 2011; Kara, 2020; Karataş and Çakan, 2018; Neyişçi et al., 2020), the inadequacy of teachers' salaries both within themselves and compared to other public duties (Aydın, 2007; Gündüz and Can, 2011; Habacı, Karataş, Adıgüzelli, Ürker, & Atıcı, 2013; Karataş and Çakan, 2018; Sarıbaşı and Babadağ, 2015; Uygun, 2012), problems related to norm staff and teacher appointment (Deveci and Aykaç, 2019; Gündüz and Can, 2011; Karataş and Çakan, 2018; Neyişçi et al., 2020; Uygun, 2012; Yılmaz and Altınkurt, 2011), inability to exercise trade union rights (Güneş Karaman and Erdoğan, 2016; Habacı, Karataş, Adıgüzelli, Ürker, & Atıcı, 2013), inadequacy of personal rights of the teaching profession (Berkant and Gül, 2017; Gündüz and Can, 2011; Güneş Karaman and Erdoğan, 2016; Uygun, 2012), unassignable teachers and employment imbalance (Aydın, 2007; Gül, 2008; Habacı et al., 2013; Kara, 2020; Uygun, 2012). In this direction, the aim of this research is to determine the teacher problems arising from the policies of the Ministry of National Education from the perspective of union authorized teachers and to offer solutions. For this purpose, answers to the following questions are sought.

1. What is the importance that union officials attach to the problems?
2. Who are those affected by policies perceived as problematic by union officials?
3. Why do policies that are perceived as problematic by union officials continue to exist?

4. What can be done to address policies perceived as problematic by union officials?

Method

Model of the Study

In this study, in accordance with the purpose of the research, the phenomenology model, which is one of the qualitative research methods, was used in order to determine the teacher problems arising from the policies of the Ministry of National Education from the perspective of the teachers who are union officials and to offer solutions. As a research model, the phenomenology model has been adopted, which aims to highlight the perceptions and experiences of the participants and to focus on facts and situations that are aware but do not have an in-depth understanding (Ersoy and Saban, 2016).

Working Group

The study group of the research consists of 36 teachers working at the management level of various unions in Bolu in the 2022-2023 academic year. Teachers were determined by maximum diversity sampling in order to create a relatively small sample and to reflect the diversity of individuals who may be a party to the problem studied in this sample (Yıldırım and Şimşek, 2018). In this direction, it has been tried to obtain as many data as possible by taking the opinions of teachers working at the management level in different unions. Of the 36 teachers who voluntarily agreed to participate in the study, 13 were members of TÜRK EĞİTİM-SEN (Türkiye Eğitim, öğretim ve Bilim Hizmetleri Kolu Kamu Çalışanları Sendikası), 7 were members of the EĞİTİM-BİR-SEN (Eğitimciler Birliği Sendikası), 6 were members of the EĞİTİM-İŞ (Eğitim ve Bilim İş görenleri Sendikası), 6 of them were members of the HÜRRİYETÇİ EĞİTİM SENDİKASI, and 4 of them were members of the EĞİTİM-SEN (Eğitim ve Bilim Emekçileri Sendikası).

Data Collection Tool and Collection of Data

In the study, a semi-structured interview form prepared by the researcher was used as a data collection tool. The semi-structured interview form is frequently preferred by researchers because it is standard and flexible and provides in-depth information on a particular subject (Yıldırım and Şimşek, 2018), providing in-depth knowledge in the relevant field (Büyüköztürk, Çakmak Kılıç, Akgün, Karadeniz, & Demirel, 2011). The relevant literature obtained during the preparation of the interview questions was reviewed, the opinions of 2 field experts were taken and a preliminary application was made to 3 teachers who were not included in the research. After its clarity was confirmed, its final shape was given and the actual application was started. The interview form consists of 4 main headings and 11 questions in each heading. Since the research was voluntary during the data collection process, preliminary interviews were made with the participating teachers and their approvals were obtained. Interviews with union-authorized teachers were held between May 3, 2023 and May 21, 2023. During the interviews, the teachers who are union officials were asked to answer the questions in the interview form.

Analysis of Data

The data were analyzed by qualitative research methods by content and descriptive analysis. Content analysis aims to prepare and organize the data for data analysis, then encode the data and organize the data into figures, tables, or discussions by organizing the codes (Creswell, 2018). While concepts and relationships that can explain the data obtained in content analysis are reached, the data are described with descriptive analysis and supported by quotations (Yıldırım and Şimşek, 2018). In this direction, the texts were carefully read by the researcher in the research, edited and coded the data. The codes were compared by the researcher, similar codes were combined, and categories were revealed in the light of the relevant literature by organizing the codes. After the codes and categories were finalized, description, classification and interpretation studies were carried out on the data and reported in the form of a discussion text. In addition, for the first sub-problem of the research, union managers were given a list of teacher problems arising from the policies of the Ministry of National Education and asked to give these policies a score between 0 and 5. A "0" in scoring means that this policy is not a problem, while a "5" means a very significant problem. Scores of "1-4" increasingly indicate the importance of the problem. Considering that 36 respondents answered the research questions, the highest score each policy can get is 180 and the lowest score is 0. In the interview form given in the study, 11 items were asked to be scored separately. Afterwards, each item score was collected separately and the importance order of the items was determined.

Validity-Reliability

In terms of validity and reliability in the research, in order to ensure the scope validity of the interview questions in the data collection tool used, the relevant literature was scanned during the question creation process and the opinions of 2 field experts were taken. In order for the questions to be easy to understand and not to have any meaning, they were checked by a Turkish teacher, and a pilot application was made to 3 teachers who were not included in the study. It was stated to the participants that the confidentiality of the collected data would be essential in the data collection process, and it was aimed to reach their sincere opinions and to collect reliable data. With the maximum diversity sampling used to determine the participants in the research, it was ensured that the participants who could answer the interview questions were reached. The research process from the preparation of the data collection tool for external validity to the application and analysis stage is explained in detail. In order to ensure the reliability of the research, some of the data obtained are presented in the findings section using the direct quotation method. In order to express who the evaluation belongs to but to keep their identities confidential, sequential codes were given between K1 and K36 and the opinions of the participants were presented with these codes.

Findings and Interpretation

In this section, research findings are included. While classifying the findings, they were arranged on the basis of the sub-problems of the research. The first sub-problem of the research is organized as "What is the importance that union officials attribute to problems?" In the table below, there are findings showing the importance that union officials attribute to the policies of the Ministry of National Education.

Table 2. Findings Showing the Importance Union Officials Attribute to Teachers' Problems Arising from Ministry of Education Policies

MoNE Policy	Total Score
Teachers' salaries are insufficient and the tax bracket is not fixed	175
Discrediting the teaching profession	167
Inadequacy of the teacher career ladder implementation policy	167
Injustices in the additional course policy given to teachers	164
Inadequate personal rights of teachers	164
Implementation of a paid teaching policy	163
Problematic policies in the appointment of norms and teachers	162
Executive appointments without merit	160
Prevention and inadequacy of teachers from exercising their union rights	144
Making teachers do extra work	141

When Table 2 is examined, the most important problem of teachers arising from the policies of the Ministry of National Education is the inadequacy of the salaries of the teachers and the fact that the tax bracket is not fixed. According to union officials, the least important policy is to make teachers do extra work. The problem of insufficient salaries of teachers and the fact that the tax bracket is not fixed, which teachers see as the most important problem, can be interpreted as teachers having difficulty in meeting their needs. It is unlikely that the motivation levels of teachers who find their salaries insufficient and have difficulty in meeting their needs will be at the expected level.

The second sub-problem of the research was organized as "Who are affected by the policies perceived as problematic by the union officials?" According to the majority of union officials, teachers are most affected by the problems of teachers arising from the policies of the Ministry of National Education. However, some participants stated that teachers and students were affected (K10, K25), while others stated that the whole society was affected by the fact that teaching is a disreputable profession (K19, K22, K29). The K28 coded participant expressed his views on the subject: "Teachers are humiliated and affected. Our profession is underestimated to the point that it is said that at least be a teacher. Not to mention the use of the concept of earning money by lying down.", while the participant with the code K29 said, "Although it comes to mind in the first place that it negatively affects teachers, it mainly affects the education of our country."

In addition to the above-mentioned elements in terms of the paid teaching policy, union officials stated that student teachers and teachers who could not be appointed were affected by the paid teaching policy. Only teachers are affected by the injustices in the additional course policies of the Ministry of National Education, the inadequacy of teachers' salaries, the norm staff and teacher appointment policies, the fact that teachers are made to do more than their roles, the inadequacy of

teachers' personal rights, and the prevention and inadequacy of teachers from exercising their union rights. Along with teachers, students, parents, politicians, in short, the whole society are affected by the discrediting of the teaching profession, the appointment of administrators without merit and the inadequacy of the teacher career ladder implementation policy.

The third sub-problem of the research is organized as "Why do policies perceived as problematic by union officials continue to exist?" On why the problem of discrediting the teaching profession persists, the participants of the union official; the actions and discourses of state administrators towards teachers (K2, K19), parent and student-centered education policies (K6, K8), government policy (K10), the indifference of the Ministry of National Education towards teachers (K12), the effectiveness of politics in education (K25) and the inadequacy of teachers' salaries (K31, K34, K35). Regarding this policy, which is considered to be problematic, the participant with the code K25 expressed his views as follows: "We do not have an education policy and the problem continues because politics is effective."

On why the paid teaching policy continues to exist, the K12 union official said, "It is purely due to a save-the-day and commercial approach." According to the respondent K5, the union official, the reason for the continuation of the appointment of directors without merit is the regulation on the appointment of managers that is currently in place. The opinion of the respondent with the code K5 "arises from the regulation on the appointment of managers. The fact that the people who are currently managers are constantly ahead, which have been obtained through unfair appointments made in the past and unfair interviews."

Regarding the reason why the problem of making teachers do redundant work continues, the union official participants stated that the management skills of provincial, district and school administrators are insufficient (K24) and the statement that they perform the assigned duties in the regulation (K36) as the reasons. Regarding the reason why the problem of insufficient personal rights of teachers continues to exist, the participant with the code K35, a union official, expresses his opinion as "It is due to the fact that teachers do not raise their voices" and puts forward the reason why teachers do not seek their rights. Regarding why the problem of preventing teachers from exercising their union rights and their inadequacy continues to exist, the union official respondents; unqualified managers (K11, K17, K30, K35) political views and the lack of independence of unions (K20). The participant with the code K11 said, "The mobbing effect of unqualified managers is very common here. This must be resolved first." The most frequently mentioned authority of the union officials about why the problems of the teachers continue is the administrators. According to the participants, managers contribute to the continuity of the problems instead of being a solution to the problems.

The fourth and final sub-problem of the research is organized as "What can be done to solve the policies perceived as problematic by union officials?" Regarding the solution of the problem of discrediting the teaching profession, the union official respondents; that state authorities should be more careful in their actions and rhetoric (K2), that there should be a shift from parent-centered education to teacher-centered education (K6, K31, K35), that the opinions of stakeholders should be taken in decisions (K12), that the share allocated to education from the budget should be increased (K21), that the working conditions of teachers should be improved (K31), that the remuneration of teachers should be improved (K31, K34, K35) and that government policy should be changed (K35) Are. Participant K34 on the subject said, "Government policy needs to change, the hand of the

teacher against students and parents needs to be strengthened, and the stage that the Great Leader Mustafa Kemal Atatürk said should be reached. When it is said how much the salary of the deputy should be, he said that it should not exceed the salary of the teacher."

Participants in the union official on the solution of the problems that exist in the paid teaching policy; They stated that the practice of paid teaching should be abolished (K2, K12, K31, K34, K35) and that permanent teachers should be appointed instead (K2, K6, K12, K21). On the subject, the participant with the code K6 said, "It should continue to be applied in compulsory cases, minimum wage and additional courses should be given." Regarding the inadequate salary given to teachers, the participants of the union official; They stated that the tax bracket should be fixed at 15% or completely abolished (K6, K31, K34, K35), salaries should be increased (K6, K31) and salaries should be above the poverty line (K34). Regarding this situation, the participant with the code K34 said, "The tax bracket should be fixed at 15% and salaries should be above the poverty line." In order to solve the unfair practices in the additional course policy, the participant with the code K13 said, "The fact that the additional course opportunities of each branch are not equal is a problem in itself. The solution is to make arrangements with the suggestions to be received from the stakeholders." and stated that the solution is possible with the participation of the stakeholders.

In order to solve the problematic policies that exist in the appointment of norm staff and teachers, the participants of the union official; They stated that rotation should be introduced (K1), elective courses should be selected for 4 years (K6), provincial norms should be established and appointment from the pool should be made (K10), and the practice of interviews in teacher appointment should be abolished (K29). In order to solve the policy of appointing managers without merit, the participants of the union official stated that the interview should be completely abolished (K4, K23) and that psychotechnical evaluation should also be applied in the exam (K18). The opinion of the participant with the code K23 on the subject is as follows: "The interview system should be abolished immediately and administrators should be appointed according to the exam scores." As a solution to the problem of teachers being made to do redundant work, union official participants; They stated that the job description of the teacher and the work to be done should be clearly determined (K9), that the unions should ensure that teachers are exempt from redundant work by taking VQA decisions (K19), and that the phrase "performs other duties given in the regulations" should be removed (K36). The participant with the code K19 shared his views with the statements, "Unions should ensure that teachers are exempt from drudgery by taking VQA decisions."

According to union executive respondents, the implementation of teacher career ladders is also problematic. In order to solve this policy, union official participants; they propose that government officials make bottom-up decisions (K6, K20) or abolish the practice altogether (K12, K28). Participant with code K12 on the subject said, "Career ladders are completely problematic. It is not insufficient, it is unnecessary. The principle of equal pay for equal work should be adopted and abolished completely." In order to solve the problem of insufficient personal rights of teachers, according to the participants of the union officials, personal rights should be improved (K31, K33). Regarding this situation, the participant with the code K31 stated that "Personal rights need to be improved." Finally, in order to prevent teachers from exercising their union rights and to solve the problem of inadequacy, union officials stated that union rights should be expanded by making legal arrangements (K5) and that unions should be kept away from political approaches (K22). While presenting a solution proposal, the participants sometimes resorted to general expressions and

expressed the solution proposal in general terms. For example, the solution of the participant with the code K31, which was shown as an example of the problem of insufficient personal rights mentioned above, was as follows: "Personal rights need to be improved"; However, it did not provide enough information about how and by whom these changes should be made. However, all opinions were considered valuable and necessary in the research and were included in the research.

Conclusion, Discussion and Recommendations

In this section, the results of the research, the discussion of these results and suggestions are included. While classifying the results and their discussions, the sub-problems of the research were taken as basis. The first sub-problem of the research is organized as "What is the importance that union officials attribute to problems?" According to the scores given by the union official participants, the most important teacher problems arising from the policies of the Ministry of Education are in order of importance; Insufficient salaries of teachers and not fixed tax bracket, discrediting the teaching profession, inadequacy of the teacher career ladder implementation policy, injustices in the additional course policy given to teachers, insufficient personal rights of teachers, paid teaching policy implementation, problematic policies in norm staff and teacher appointment, unqualified administrator appointments, teachers' exercise of union rights. prevention and inadequacy and making teachers do more than their roles. It is a striking result that the items that lead the importance order are related to the reputation of the teacher. Based on this result, it can be said that the participants perceive the teaching profession as disreputable and see not working in a reputable profession as one of the most important problems. Likewise, the low salaries of teachers, which are attributed as the most important problem, is one of the most important factors that damage the reputation of teachers.

According to the findings of the research conducted by Gündüz and Can (2011), some of the problems of teachers related to education are; inadequacy of teachers' salaries, injustices in additional courses among teachers, inadequacy of promotion opportunities in the profession, inadequacies in the regulation on appointment and relocation of teachers, and the reduction of the prestige of the teaching profession in society. According to the research findings of Deveci and Aykaç's (2019), some of the problems of basic education are unqualified administrators, redundant teachers and teacher appointment problems. According to the research findings of Kara (2020), some of the problems of the Turkish education system are; The decline in teacher reputation, the inadequacy of teacher employment and the workload of teachers. According to the results of the research conducted by Güneş Karaman and Erdoğan (2016), some of the problems of trade unions in Turkey are; inadequacy of personal rights and inability to exercise union rights. As a result of the research conducted by Uygun (2012), some of the problems of teachers are; teacher candidates who cannot be appointed and are unemployed, teachers with different statuses, norm staff practice, inadequacy of personal rights and inadequacy of salaries. According to the results of the research conducted by Habacı et al. (2013), some of the problems of teachers are; imbalance in teacher appointment and training, low teacher salaries and inability to exercise union rights. All these researches are parallel to the findings of the research and support the results of the research.

The second sub-problem of the research was organized as "Who are affected by the policies perceived as problematic by the union officials?" According to union officials, teachers, then

students, parents, society, education system, teachers who cannot be appointed, teacher candidates and politicians are most affected by the problems of teachers arising from the policies of the Ministry of National Education. Due to the structure of the teaching profession, the problems of teachers affect not only teachers but also the whole society. Because teachers interact directly and indirectly with the whole society.

The third sub-problem of the research is organized as "Why do policies perceived as problematic by union officials continue to exist?" Discrediting the teaching profession; It continues to exist due to the actions and discourses of state administrators towards teachers, parent and student-centered education policies, government policies, the indifference of the Ministry of National Education towards teachers, the effectiveness of politics in education and the inadequacy of the salaries of teachers. According to the participants, the paid teaching policy continues due to the government's concern to save the day and its commercial approach; The reason for the continuation of unqualified executive appointments is the executive appointment regulation in force. According to the respondents, the problem of making teachers do more than their roles continues to exist due to the inadequacy of the management skills of provincial, district and school administrators and the statement that they perform the assigned duties in the regulation. According to the participants, the problem of insufficient personal rights of teachers continues to exist because teachers do not seek their rights. According to the respondents, the problem of preventing teachers from exercising their union rights and inadequacy continues to exist due to unqualified administrators and the lack of independence of political views and unions. As a result of the research, managers are both influencing and affected. While unqualified administrators are in the position of influencing by preventing the exercise of union rights and making teachers do more work than their roles, they are in the position of being affected by continuing to exist due to the current regulation. At the same time, people in administrative positions are among the most important teacher problems according to the participants. It is a thought-provoking result that people in managerial positions, who are expected to be the solution to problematic policies, are held responsible for the continuation of the problems.

The fourth and final sub-problem of the research is organized as "What can be done to solve the policies perceived as problematic by union officials?" In order to solve the problem of discrediting the teaching profession, according to the participants, state officials should be more careful in their actions and discourses, switch from parent-centered education to teacher-centered education, take the opinions of stakeholders in decisions, increase the share allocated to education from the budget, improve the working conditions of teachers, improve the wages of teachers and change government policy. According to the participants, in order to solve the problems in the paid teaching policy, the practice of paid teaching should be abolished and permanent teachers should be appointed instead. According to the respondents, the tax bracket should be fixed at 15% or abolished altogether, the salaries of teachers should be increased, and salaries should be above the poverty line. In order to solve the unfair practices in the additional course policy, it was stated that additional course fees should be decided as a result of common sense with the participation of stakeholders. In order to solve the problematic policies that exist in the appointment of norm staff and teachers, rotation should be introduced according to the participants, they should be selected for 4 years with elective courses, a provincial norm should be established, appointment should be made from the pool and the practice of interviews in teacher appointment should be abolished. In order to solve the policy of appointing managers without merit, according to the respondents, the

interview should be completely abolished and psychotechnical evaluation should also be applied in the exam. As a solution to the problem of making teachers do extra work, according to the participants, it is necessary to clearly define the job description of the teacher and the work to be done, to ensure that teachers are exempt from drudgery by taking VQA decisions, and to remove the phrase "performs other duties given in the regulations". According to the respondents, in order to solve the existing problems in the implementation of teacher career ladders, government officials should take decisions from the bottom up or the practice of career ladders should be abolished completely. In order to solve the problem of insufficient personal rights of teachers, personal rights should be improved according to the participants. Finally, according to the participants, in order to prevent teachers from exercising their union rights and to solve the problem of inadequacy, union rights should be expanded by making legal arrangements and unions should be kept away from political approaches. As an interesting result, as a result of the research conducted by Sezgin Nartgün and Nartgün (2018), the participants included politics as one of the problems experienced by the unions in organizing teachers. Union officials see politics as a problem not only for teachers, but also for unions. In the research conducted by Berkant and Gül (2017), teachers mostly associated the reasons for their membership in unions with the unions' protection of their rights, making their voices heard and ensuring unity. As a result of the research conducted by Güneş Karaman and Erdoğan (2016), the expectations of the members from the unions are that the unions contribute to the solution of the problems in the field of education and training and that the social, democratic and economic rights of the members are defended. As a result of the research conducted by Akcan, Polat and Ölçüm (2017), the most common complaint of the participants who do not want to be a member of the unions is that they think that the unions have a political structure. According to the results of the research conducted by Deveci and Aykaç (2019), merit should be taken as a basis in appointing managers. According to the results of the research conducted by Gündüz and Can (2011), the time spent in the profession (seniority) should be reflected in salary and additional courses. According to the results of the thesis study conducted by Aydın (2007), although he is at the bottom of the middle layer in the society in terms of his teacher status, he is above the middle layer in terms of his role. The solution to this important problem can only be achieved by giving teachers a status appropriate to their role. All these studies coincide with the results of the research. Ultimately, the simplest solution to a problem is to get to the root of the problem and eliminate the factors that cause the problem.

Although education unions are important in terms of solving teachers' problems, they are perceived by teachers as structures that are associated with politics and do not adequately seek the rights of teachers. In this respect, the first suggestion to be made to the practitioners in the research is to take transformative legal measures for unions to structures that are far from politics. Again, it is proposed to give expanded rights where teachers can freely exercise their union rights and unions can freely defend teachers' rights. One of the most important results reached as a result of the research is that the problem of low reputation of the teaching profession is given great importance by the participants who are union officials. According to this result, it is recommended that government officials and the Ministry of National Education take measures to increase the reputation of the teaching profession. On the other hand, researchers are advised to do more research with different variables on the teaching profession reputation and unqualified administrative appointments, which are two important issues that attract attention as a result of the research.

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