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Stereotypes About the Teaching Profession

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ABSTRACT

This research aims to determine the stereotypes about the teaching profession. In line with this purpose, 104 classroom teachers determined by the criterion sampling method, one of the purposeful sampling methods, were determined as the study group in the 2021-2022 academic year. In this study, which was directed by the basic qualitative research model, one of the qualitative research approaches, semi-structured interview forms, were used to collect data. The purpose of this interview form was to identify the stereotypes experienced by classroom teachers, the cause for the creation of these judgments, and the behaviours expected of teachers and non-teachers to combat these stereotypes. The content analysis technique was used in the analysis process of the obtained data. As a result of the research, the teaching profession, It is seen that there are stereotypes that it is comfortable, having a lot of holidays, working half a day, the most difficult, earning money while lying down, a sacred, female profession. Examining the origins of stereotypes reveals that the teacher (attitude, qualifications, type of employment) and working conditions are professional factors. In contrast, the country's political structure, the media, and the social perspective are non-professional factors. It is understood that primary school teachers consider it necessary to increase professional development, have a professional attitude and promote the profession to prevent stereotypes. Finally, it has been concluded that apart from teachers, the Ministry of National Education, universities, unions, school administrators, politicians, media organizations, and parents should take responsibility for eliminating stereotypes about the teaching profession.

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Keywords:

Stereotype, teaching profession, classroom teacher, status

1. Introduction

While giving an idea about a situation or evaluating it, human beings, due to their cognitive structure, can interpret the event by considering the person who experienced it or the person who caused it. While making this interpretation, s/he does not need every available information about the person, subject or events. Instead, s/he uses the schemas that s/he previously created in their mind about the person, subject or event, that is, the frame of perception.

Piaget (1977) defines schema as a behavioural model that contains consistency and order. These schemas formed in the mind of the individual act as keystones in the process of making sense of the external world. Lippmann (1922) mentions that the structure of world reality is quite complex; therefore, people create a false context in the mind that represents the outside world instead of reacting directly to the outside world. Therefore, people do not categorize other people as individuals but as representatives of a group and as examples of an idea, and they tend to perceive them according to the definitions of these categories (Maslow, 1987). For this reason, Aranson et al. (2012) see people as lazy beings who try to perceive other people in certain patterns instead of making an effort to make sense of them. This laziness in perception causes human beings to shape the outside world with stereotypes in their minds. Stereotypes are structures (Avcı, 2017); that exist in the human mind, which are used to perceive and make sense of the people and events around them and

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stereotypes are called as mental images (Tutkun & Koç, 2008). Gürses (2005), on the other hand, sees stereotypes as a personality trait or an information package of physical attributions that are assumed to be specific to all people. Stereotypes manifest themselves in various ways in the social structure. It can be said that the beliefs that all Jews are miserly, that all young people listen to loud music, and that one of two customers in a restaurant may be treated less favourably due to his/her appearance (Cücelolu, 1996) are the result of pre-existing stereotypes in society. Because when people think based on stereotypes, they assume that people behave in accordance with the group or personality to which they belong, rather than the circumstances in which they find themselves (Avcı, 2017).

This perception package developed by people shows itself in scientific studies that have emerged in various parts of society. In Turkey, gender (Şekerci et al., 2021; Ünlü, 2021; Demirel, 2009; Bağçeli, 2008; Kahraman & Başal, 2011), managers (Ahmed, 2021), women managers (Şimşek, 2010), music preference (Şenel, 2013), obesity (Altun, 2015), teachers' stereotyping tendencies (Avcı, 2017), stereotypes attributed to professions (Tutkun & Koç, 2008), etc. studies are exemplary scientific studies showing how different ways of stereotypes can emerge in the society. Although general situation studies have been carried out for professions in Turkey, there was no study to reveal what the patterns towards the teaching profession, which has touched almost every individual in the society. Because the quality, value, and status of teachers, who are accepted as one of the most important stakeholders of the education system, will also affect other areas of education such as social, law, politics, and economy (Bozbayındır, 2019). However, how both the education process and the learning outcomes are reflected on the society can be understood from the society's views on the teacher, the first person that comes to mind when it comes to education. Because the welfare of the society, the protection of its social and cultural values, the provision of social integration, the adaptation of individuals to the society by gaining social values depend on the quality of education in general and teachers in particular (Akyavuz, 2021). In addition, the importance that teachers attach to professional practices in the education process is closely associated with the success of educational institutions and students (Turhan et al., 2012). Similarly, Seferoğlu (2004) mentions that a qualified learning process can be realized in schools and students can be successful thanks to teachers who do their job well and are devoted. For this reason, it is seen that the Ministry of National Education (2017) sees teachers as the most important stakeholder of the education process and supports the studies for teachers' professional development. 2023 Education Vision prepared by the Ministry of National Education. In this educational vision, it is emphasized that the main stakeholders in the success of the policy of raising qualified individuals who will have the skills of the age and the future are teachers. Because the teacher is the person responsible for arranging suitable learning contexts for the learning process to take place (Kesici, 2016). In this case, it can be said that the quality level of a country's education process progresses in parallel with the professional success of its teachers, who play an important role in the education process. Therefore, the fact that teachers are in a position to affect the quality of education necessitates researches to determine the status and prestige of teaching as a profession in the society (Meirkulova & Gelişli, 2021). Therefore, in order to determine the status of the teaching profession in the eyes of the society, it was determined as the aim of this research to determine the stereotypes that teachers encounter and to determine how the teacher is positioned in the society in this way. In this context, the study aims to answer the following questions:

- What are the stereotypes faced by classroom teachers toward the teaching profession?
- What is the reason for the emergence of existing stereotypes towards the teaching profession?
- What behaviours are expected from teachers to eliminate stereotypes towards the teaching profession?
- What can other than teachers do to eliminate stereotypes regarding the teaching profession?

2. Methodology

This section gives information about the research model, study group, data collection and analysis process.

2.1. Research Model

This research is a descriptive study formed with a qualitative research design. Qualitative research allows the study of research questions to discover the goals of individuals or groups related to an interpretative/theoretical framework that starts with assumptions and a problem posed as a social-human problem (Creswell, 2013). In addition, qualitative research aims to reveal how people make sense of their lives, to outline the process of making sense, and to describe how people interpret their lives (Merriam, 2013).

2.2. Research Sample

The study group of this research consists of 104 primary school teachers working in the city center of Diyarbakır in the 2021-2022 academic year. The classroom teachers whose opinions were taken were determined by the criterion-based sampling method, one of the purposive sampling methods. The criterion used in this research is that teachers have encountered at least one stereotype. The personal information of the study group is given in Table 1.

Table 1. Demographic Information of the Study Group

Variables	Groups	Number of teachers	Percentage (%)
Gender	Man	51	49.4
	Woman	53	50.6
Age	30 and less	11	10.4
	31-40 years	40	36.7
	41-50 years	34	32.2
	51 and more	19	16.7
Experience	10 years and less	19	17.8
	11-20 years	49	47.8
	21-30 years	27	25.6
	31 years and more	9	8.9
Work district	City center	86	82.8
	Rural area	18	17.2
Education status	Bachelor	93	89.5
	Postgraduate	11	10.5
	Total	104	100

Considering the distribution rates of the classroom teachers whose opinions were taken according to the gender variable in Table 1, male teachers represent 49.4% of the group and female teachers represent 50.6%. Considering the distribution rates within the group according to the age variable, 10.4% of the study group is 30 years old and less, 36.7% is 31-40 years old, 32.2% are 41-50 years old, and 16.7% is 51 years old teachers. Considering the distribution according to the professional experience variable, which is another variable, it appears that 17.8% of the teachers have 10 years or less, 47.8% have 11-20 years, 25.6% have 21-30 years and 8.9% have a professional experience of 31 years or more. In addition, 82.8% of the teachers in the group work in the city center, while 17.2% work in rural areas. Considering the educational status of the teachers, which is the last variable, it is seen that 89.5% of the teachers have bachelor education and 10.5% have postgraduate education.

2.3. Data Collection Tools

In order to obtain the data in the research, a semi-structured interview form consisting of two parts, developed by the researchers, was used. In the first part of the interview form, there are questions about the purpose of the research, an instruction on how to fill out the interview form, and questions about determining the personal information of teachers (gender, age, experience, educational status). In the second part of the interview form, the stereotypes faced by teachers towards the teaching profession, the source of these stereotypes and suggestions for eliminating stereotypes were asked.

The interview form was prepared in line with the literature review and the opinions of three field experts (*Experts have a doctorate in classroom instruction education and have worked in the MoNE for more than 3 years*). Büyüköztürk (2012) mentions that the scope and face validity of the measurement tool to be used can be evaluated with expert opinions. In order to determine the applicability and suitability of the interview form used in this study, the opinions of the experts who were involved in the preparation of the data collection tool were taken, and then a preliminary application was made to 12 teachers. As a result of expert opinion and preliminary application, the content and face validity of the data collection tool was ensured and put into practice. The data collection tool created, a draft containing information about the research was prepared for the classroom teachers and a link address was given to them to participate in the study. Classroom teachers who agreed to participate in the study filled out the data collection tool via this link.

2.4. Data Analysis

Content analysis method was used to determine the relationship between the data obtained in this study and the concepts underlying these data. Yıldırım and Şimşek (2013) define content analysis as the job of bringing together similar data under certain concepts and themes, organizing, and interpreting them in a way that the reader can understand. Kumar (2011) mentions that while conducting content analysis, first, broad themes reflecting the meanings of the answers should be created from the answers. The codes should be assigned to the main themes and the answers should be classified under the main themes, and finally the themes and report texts should be integrated. In this study, the same way was followed while analysing the data. In addition, Microsoft Office Visio program was used to classify the answers and themes. In addition, to increase the study's validity and reliability, the data obtained from the participants whose opinions were taken were checked by a researcher and an expert with a doctorate in classroom instruction education and internal validity was ensured. In order to ensure external validity, the data obtained are presented to the reader in detail. Expert opinion was used to determine the reliability of the research. The number of consensus and disagreement obtained as a result of the comparison of the evaluation of researcher and expert opinions, as determined by Miles & Huberman (1994), is reliable if (Reliability % = [Number of consensus / (Total number of consensus + disagreement)] X 100 > 70%) and a reliability percentage of 92% was found. It can be said that the coding made for the research is reliable with the percentage of agreement. Because the number of teachers whose opinions were taken is more than one hundred and the confidentiality of their identity information is taken as a basis, coding was used as Teacher 1, Teacher 2... Teacher 104. during the report writing process for each teacher in the study group. In addition, in the presentation of the data, the criteria of striking (different opinion), explanatory (suitability for the theme), diversity and extreme examples were taken into account for the selection of citations (Ünver et al., 2010).

2.5. Ethical

In this study, all rules stated to be followed within the scope of "Higher Education Institutions Scientific Research and Publication Ethics Directive" were followed. Ethical Review Board Name: Dicle University Ethics Committee Date of Ethics Evaluation Decision: 21.10.2021 Ethics Assessment Document Issue Number: 155834.

3. Findings

In this section, the results of the interviews with classroom teachers are listed under the subtitles in the order in which they were found. Under each subtitle are also some of the teachers' thoughts on the significance of the results.

3.1. Findings Obtained on Stereotypes Regarding the Teaching Profession

The findings obtained from the opinions of the classroom teachers regarding the stereotypes they encounter in society regarding the teaching profession are given in Figure 1.

As a result of the interviews with classroom teachers, it is seen that the stereotypes that teachers encounter about the teaching profession are stereotypes about the teaching profession and the concept of teacher. From these views, it can be seen that the teaching profession is considered comfortable (f=14), a profession with frequent and long vacations (f=13), a half-day profession (f=10), the hardest profession (f=5), effortless money-making (f=5), a worthless profession (f=4), a sacred profession (f=8), a stress-free profession (f=1), and the most reliable profession (f=1). In addition, it is seen that there are stereotypes about the teaching profession as a female profession (f=12) and a profession of conscience (f=5). It is another finding that there is a judgment that society says to individual: "if you can't be anything, at least be a teacher" (f=6) in choosing a profession. Apart from the teaching profession, it is understood from the teacher's opinions that the teachers also have stereotypes about themselves. It is understood from the teacher's opinions that teachers are seen as responsible for the whole education process (f=9), childish person (f=4), infallible (f=1) and whose testimony is not accepted (f=1). In addition, it is understood that there are stereotypes that describe teachers who give a lot of homework (f=8), disciplined (f=5), tough (f=4) and experienced (f=1) teachers as good teachers.

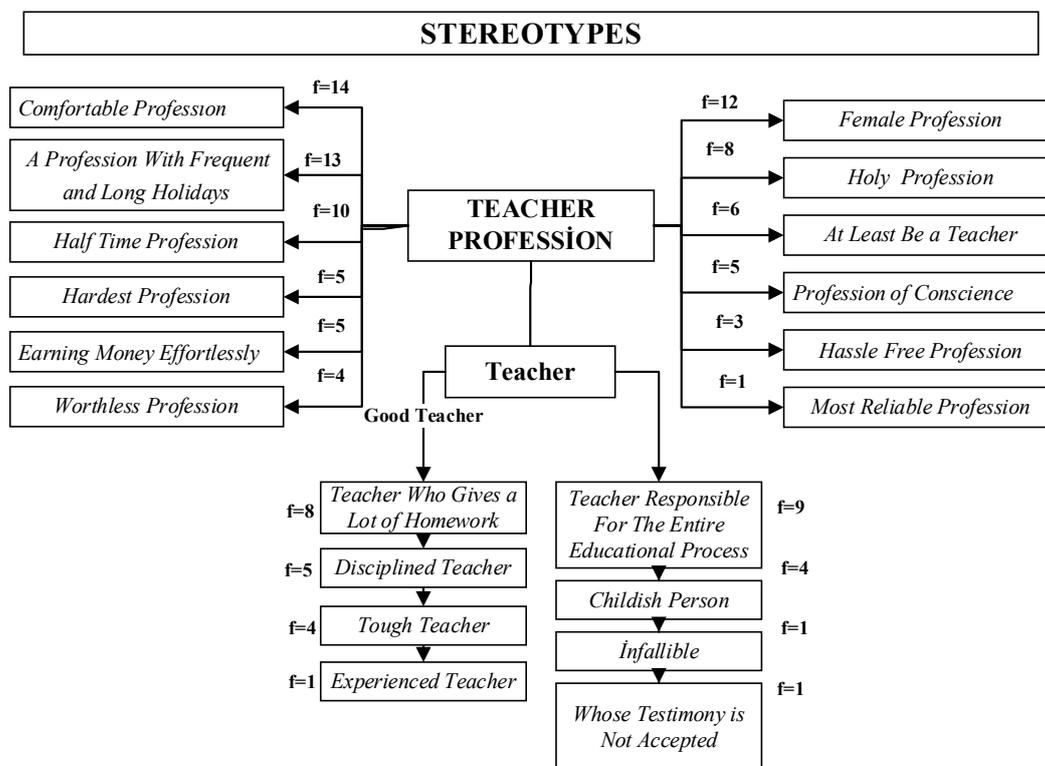


Figure 1. Stereotypes about the Teaching Profession

Some of the views received from classroom teachers about stereotypes are given below.

T38: *The teacher is responsible for all the child's needs at school (including whether s/he eats or not, whether s/he goes to the toilet or not).*

S66: *Your job is very comfortable; you work half a day. Especially during the pandemic, we heard many judgments that you stayed at home and received a salary. Oh, and a male teacher can't be a classroom teacher, it's a female profession.*

S79: *Teachers get paid while they sleep (!) However, mental fatigue is twice as much as physical fatigue ... Despite this, it is very disturbing that they see our profession as worthless and disreputable. What a pity.*

3.2. Findings Regarding the Reasons for the Emergence of Stereotypes

The results that emerge from teachers' opinions about the formation of stereotypes toward the teaching profession are shown in Figure 2.

When we look at the Figure 2, it is understood from the teachers' opinions that the stereotypes towards the teaching profession emerge due to professional and non-professional factors. When the themes under professional factors are examined, it is seen that the reasons for the emergence of stereotypes are the teacher him/herself (attitude, qualification, type of employment) and working conditions. It is understood from the views that stereotypes emergence due to the attitudes of teachers that do not giving importance to the profession (f=4), not liking the profession (f=2), feeling of burnout (f=1), lack of job satisfaction (f=1). In addition, it is understood from the opinions of the teachers that the teacher's not being competent in the profession (f=5), not self-renewing (f=3), doing additional work (f=2) affect the quality and cause the emergence of stereotypes. Considering the teachers' opinions, the presence of substitute teachers (f=4) and classroom teachers appointed as out of the field (f=4) are also seen as other factors causing this situation.

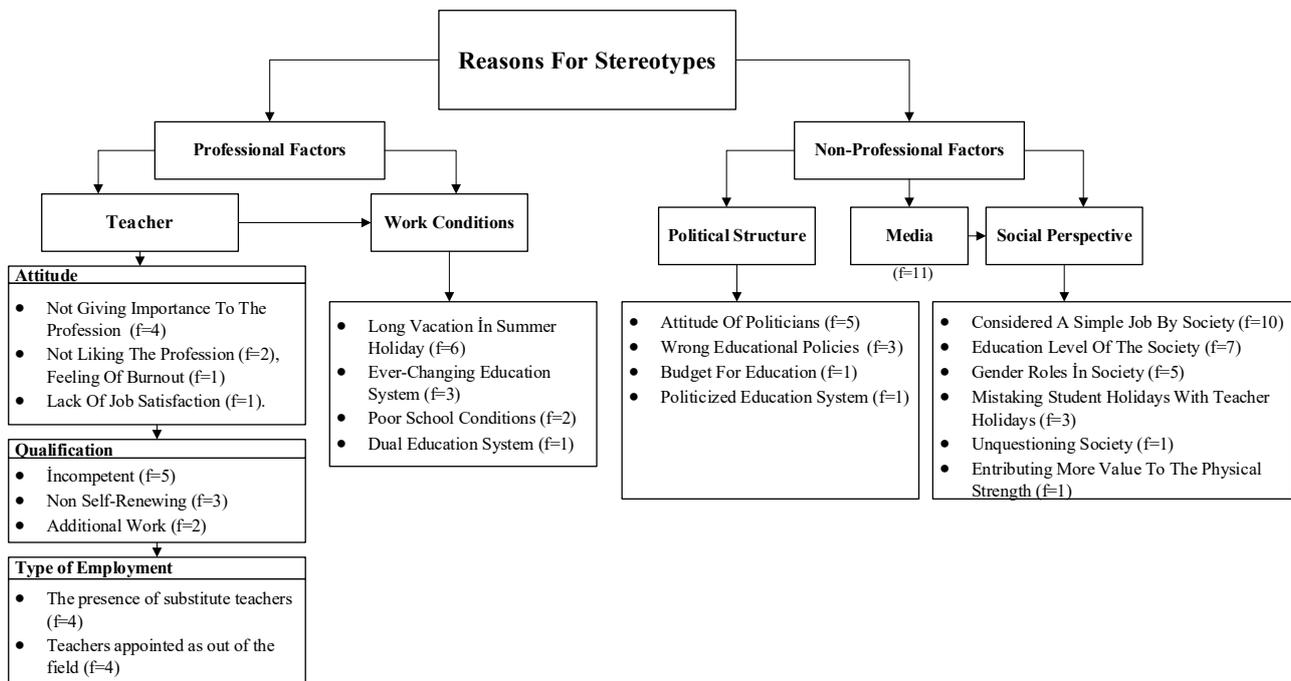


Figure 2. Reasons for the Emergence of Stereotypes

Another issue among the professional factors is the working conditions of teachers. In this topic, the teachers' opinions reveal that the long holiday during summer vacations (f=6), the constantly changing educational system (f=3), the poor condition of schools (f=2) and the dual education system (f=1) cause the emergence of stereotypes about the teaching profession. Looking at the non-professional factors, it is seen that the political structure of the country, the media and social perspective are the themes. Under the theme of the political structure of the country, factors such as the attitude of politicians (f=5), wrong education policies (f=3), weak democracy structure (f=1), the budget for education (f=1) and the politicized education system (f=1) are the reasons for the emergence of stereotypes. Regarding the other topic, society's view, the fact that society considers the teaching profession as an easy job (f=10), society's education level (f=7), society's gender roles (f=5), confusion of student vacations with teacher vacations (f=3), unquestioning society (f=1), appreciation of physical strength (f=1), are the reasons for the emergence of stereotypes.

Finally, teachers see the media (f=11) as the reason for the emergence of stereotypes since media can manipulate the society's view of the teaching profession. Some of the views received from classroom teachers about the reasons for the emergence of stereotypes are given below.

T10: People simplify our profession because they are unaware of what happens in the classroom, educational conditions, and limited opportunities. Therefore, society causes these stereotypes to emerge. The second is the teachers who do their profession without seriousness, self-sacrifice, reluctance, love, and effort. These teachers negatively affect the perception of society.

T29: Ignorance, looking at things from the outside. Not knowing how much effort and time it takes to train a person. Usually, parents have this perception. In addition, it is assumed that when the students take a vacation for 3 months, the teachers also take a vacation for 3 months.

T76: There are not enough schools to develop skills in our country, there is not enough equipment for lessons in our schools. Behaviours of teachers against professional ethics, Decreased respect of the society for the teaching institution, the institution's inability to carry teaching to the desired value financially and morally.

3.3. Findings Obtained Regarding Behaviours Expected from Teachers Against Stereotypes

The results that emerge from teachers' opinions about the behaviours expected of them based on stereotypes toward the teaching profession are shown in Figure 3.

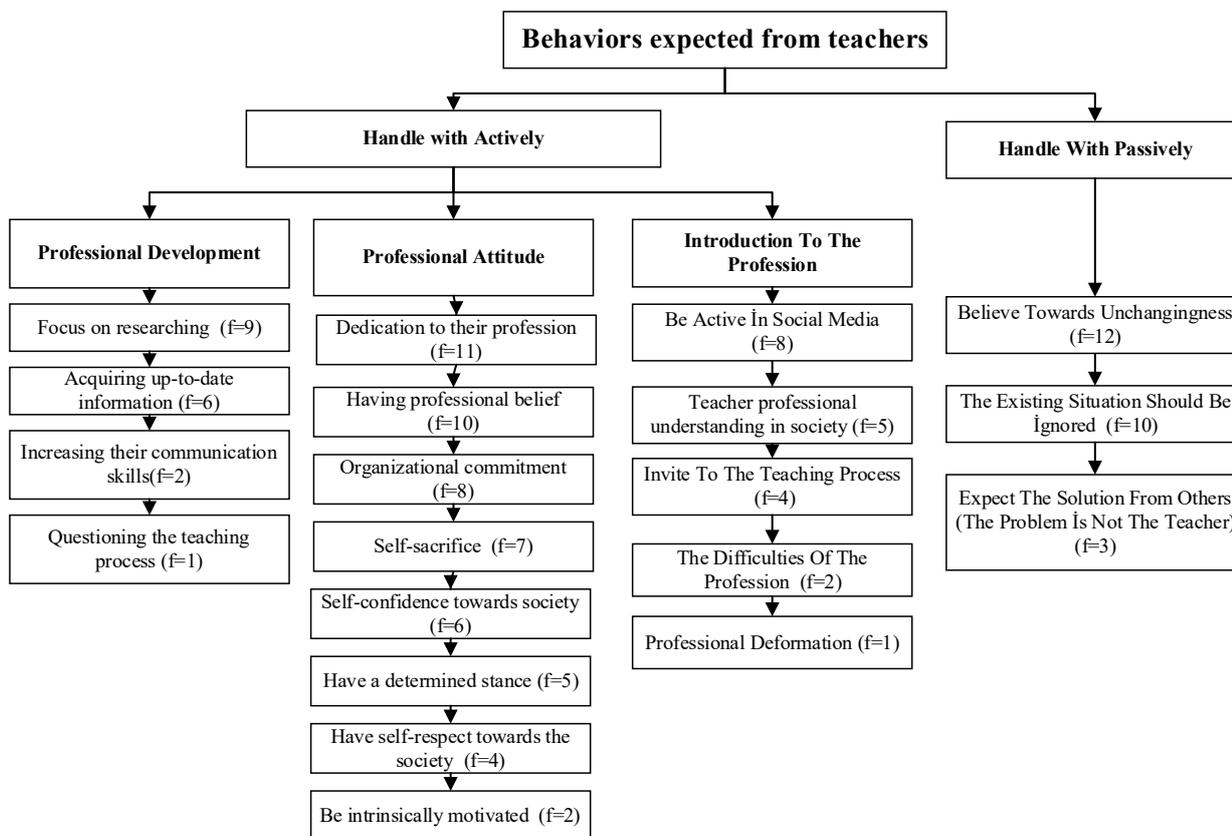


Figure 3. Behaviours Expected from Teachers Against Stereotypes

When we look at the figure above, it is seen that the opinions about what kind of behaviour teachers should exhibit against the emerging stereotypes towards the teaching profession in society are gathered under two themes. It is seen that teachers see stereotypes as problem status and deal with them actively or passively. It is understood that teachers who express their views on coping actively consider it necessary to increase professional development, to have a professional attitude and to introduce the profession.

In the professional development sub-theme included in the handle with actively, it is suggested that teachers should focus on researching (f=9), acquiring up-to-date information (f=6), increasing their communication skills (f=2), and questioning the teaching process (f=1). When looking at the subtopic of professional attitude, another subdimension, it can be seen that opinions such as teachers' commitment to their profession (f=11), professional conviction (f=10), organizational commitment (f=8), self-sacrifice (f=7), self-confidence towards society (f=6), a determined attitude (f=5), self-respect towards society (f=4), and intrinsic motivation (f=2) dominate. In the last sub-theme for promoting the profession, it was found that teachers should be active in social media (f=8) and that it should be understood by society that, teaching profession (f=5), the teaching process (f=4), the difficulties of the profession (f=2) and professional deformation (f=1).

When we look at the handle with passively theme, it is seen that the teachers believe that nothing is changed (f=12) and that the existing situation should be ignored (f=10). In addition, in the process of eliminating stereotypes, one of the findings obtained in this theme is that there are also teachers who consider it appropriate to expect the solution from others (f=3) because the problem is not the teacher.

Some of the opinions received from the classroom teachers regarding the expected behaviours from teachers against stereotypes are given below .

T13: You should not listen to what is said. This profession is a work of conscience. Teaching profession is to do its job wholeheartedly and raise the next generation the best way.

T65: The society should be made to accept that our profession is too difficult to be taken lightly, that this profession cannot be done if it is not loved, and that teachers see themselves as parents and school as a home, not as employees.

T88: The teachers should develop their self, be equipped and be able to make this felt around them. They should be good speakers and make their weight felt with their equipment.

3.4. Findings Regarding the Expected Behaviours of Non-Teachers Against Stereotypes

The results obtained from teachers' opinions on the behaviours expected of non-teachers based on society's stereotypes toward the teaching profession are shown in Figure 4.

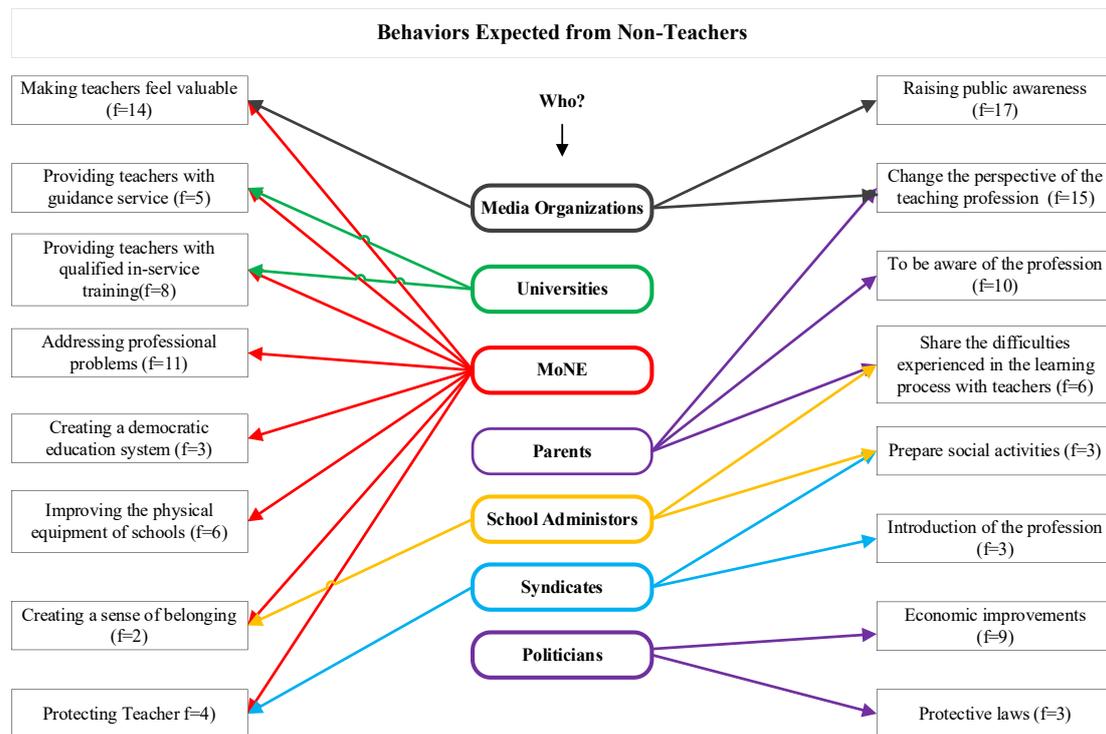


Figure 4. Expected Behaviours of Non-Teachers Against Stereotypes.

The figure above shows that classroom teachers expect the Ministry of National Education, universities, media organizations, parents, school administrators, syndicates, and politicians to take responsibility against stereotypes. In addition, it is seen that the opinion that the MoNE should take the most responsibility is dominant. The prevailing view among teachers is that the Ministry of National Education can combat these stereotypes by making teachers feel valued, providing them with guidance services and qualified in-service training, establishing a democratic education system, addressing professional issues, enhancing school infrastructure, fostering a sense of belonging, and protecting the teacher. Similarly, it is concluded that universities should take responsibility and provide guidance services with qualified in-service trainings like MoNE. It has been found that media organizations should make publications that will make teachers feel valuable, change the perspective of the teaching profession in the society, and raise awareness about this situation. On the other hand, it is seen that teachers expect parents to be aware of the profession and share the difficulties experienced in the learning process with teachers. Teachers mention the need for school administrators to work and prepare social activities to create a sense of belonging to the profession in teachers. In addition, teachers also mention that school administrators should share with teachers the difficulties that will be experienced in the learning process, just as they expect from parents. In addition, teachers believe that the unions they are members of should also prepare social events, promote the profession, and protect the teachers. Teachers ask the last factor, politicians, to make economic improvements and pass protective laws.

T26: Teachers' economic weakness leads them to earn money with non-teaching jobs. Many teachers I know do additional work, and the teacher who does not do it is busy with the thought of what to do. The improvement of the economic situation of the teacher will enable him to focus on educational work, even on holidays, as it should be. This judgment in the society will also be in vain.

T41: Measures should be taken to gain prestige for the teaching profession. The teaching profession law should be enacted, making teaching a permanent and secure profession. A wide range of employment should be created by removing substitute and contracted teacher. Words and behaviours that humiliate teachers should be avoided.

T53: Parents have a lot of work to do. If they think how difficult and continuous effort it is to deal with even 1-2 children in their own home, they will lighten the workload of the teacher a lot. Because parents need to know the difficulties that teachers experience. For this reason, like other professions, the definition of our work should be explained thoroughly, public service announcements should be created, education policies should not be changed so often, teachers should not be left to their own fate, and professional law should be enacted.

4. Conclusion and Discussion

This research aims to determine the stereotypes that classroom teachers have encountered regarding the teaching profession. In addition, this research tried to determine the reasons for the emergence of these stereotypes that teachers encounter, and the expected behaviours from teachers and non-teachers regarding the absence of these stereotypes. In this section, the qualitative research results obtained through interviews with classroom teachers are discussed in light of the relevant literature. In this research, firstly, it was tried to determine the stereotypes faced by classroom teachers. In light of the findings, it is evident that misunderstandings have arisen as a result of working conditions, the economic climate, and the impact of the teaching profession on society. Ulutaş (2017) notes that in the contemporary world, occupations exist in accordance with consumption norms and lifestyles are diverse in accordance with the culturally attributed values (p. 13). This situation can be seen as the origin of the emerging stereotypes. Particularly in Turkey, it can be observed that the traditional values of the society and the gender-based division of labor shaped by these values play a significant role in the roles assigned to women, the jobs women can do, the jobs they can work in, and the professions they can choose (Parlaktuna, 2010). With this research, it can be said that stereotypes have emerged that teaching is comfortable for women, with plenty of holidays, part-time work and similar reasons.

The welfare of the society, the protection of cultural and social values, the harmonization of individuals with the society and the provision of social integration depend on the quality of education in general and teachers (Akyavuz, 2021). Because the teaching profession is a profession in which social responsibility is carried at the highest level (Çekten et al., 2005; Özsoy et al., 2010). The existence of stereotypes such as that the teaching profession is conscientious, sacred, and difficult, that teachers are responsible for every stage of the education and training process, and that someone who shares information cannot be wrong supports this situation. The fact that teaching is considered more important because it trains professionals for every profession and the fact that the teaching profession has different functions (Yeşilyurt & Kılıç, 2014) can be cited as another reason for this situation. It is also seen that there are studies in the literature that teaching is considered sacred (Bozbayındır, 2019) and that the concept of conscience has an important place in the teaching profession (Demirkol & Kılıç, 2016). Despite this, it is another remarkable result that there are stereotypes that teaching is a worthless profession that anyone can do (at least be a teacher). In fact, it is seen that the teacher encounters stereotypes that their testimony cannot be accepted in legal processes because they spend a lot of time with the children during the teaching process. This situation can be associated with the status of the teaching profession in today's world, the society's view of the profession and its prestige in society. The fact that low status and prestige of the teaching profession compared to the past (Pişkin & Parlar, 2021; Ünsal, 2018; Ünsal et al., 2017; Ünsal & Bağçeci, 2016; Yurdakul et al., 2016; Karaman et al., 2013; Özoğlu et al., 2013) and the fact that teachers with low social status cannot meet the desired expectations in the teaching process (Özkale, 2016) can be cited as the reason for the stereotypes that emerged with this research. This situation can also affect the image of the teaching profession in society. Because negative perceptions towards the teaching profession negatively affect the image of the teaching profession (Özdemir & Orhan, 2019). Finally, it is seen that the fact that a teacher gives a lot of homework, is disciplined, hard or experienced creates a judgment in the society that that teacher is a good teacher. Gültekin (2020) mentions that the concepts of ideal teacher, good teacher are used to express the characteristics that teachers should have. In this study, it also can be said that stereotypes towards teachers' characteristics are emerged.

With this research, the reasons for the emergence of stereotypes about the teaching profession were determined by taking the teachers' opinions. According to the opinions obtained, it is seen that the emerging stereotypes arise from two factors, professional and non-professional. This situation can be associated with the problems that teachers encounter while fulfilling their teaching profession and the reflection of the problems on the society. Because teachers face many educational, social, and environmental problems in the professional process (Özdemir et al., 2015). In addition to this situation, Akyüz (2012) divides the problems of

teachers into two categories. He categorizes the problems of teachers' training, legal status, economic and organization as professional and personality traits, social origin, teacher-society, and teacher-political social relations as non-professional problems and mentions that teachers must deal with these problems. This situation is in line with the results of the research. When we look at the professional factors that are seen as the first reason for the emergence of stereotypes, we see that the reason for the emergence of stereotypes is due to the professional attitudes and qualifications of teachers, in addition to the way in which they are employed. This is because teachers are seen as having a significant impact on students' development and learning. This is connected to the level of competence of individuals who will fulfil the teaching profession and the reflection of these competencies on society. Specifically, this relates to the level of competence of individuals. Because the individual has a status according to the groups which s/he is in or s/he is affiliated (Fichter, 2015).

For this reason, the knowledge and skills of individuals who will fulfil the teaching profession should be at a certain level of proficiency in the application process (Kazu & Çam, 2019). MoNE (2017) defines teacher competence as having the knowledge, skills, and attitudes to do their job effectively and efficiently. As a result of this study, it is clear that there is a judgment in society that teachers have negative attitudes toward the profession (not liking their profession, not giving it importance, lack of job satisfaction, feeling of burnout), and that they are unqualified (not competent, not renewing themselves) in the profession. This judgment is based on the fact that this study shows that teachers have negative attitudes toward the profession. These resulting judgments can be associated with the learning outcomes seen in the society and reflected negatively on the society. Because the qualified professional behaviours of teachers affect the quality of learning (Özkan, 2012). Therefore, the education models offered to the society are limited by the quality of the personnel who will implement it (Bozbayındır, 2019). This research concluded that the teachers should continue their professional development, exhibit positive professional attitudes, and actively deal with this problem by working towards promoting their profession. In addition, to stereotypes, teachers believe that the MoNE should take the most responsibility in the process of professional development and increasing attitude. Therefore, it has been determined that the MoNE will contribute to the solution by making teachers feel valued, providing teachers with guidance service and qualified in-service training, creating a democratic education system, addressing professional problems, improving the physical equipment of schools, creating a sense of belonging, and protecting the teacher. These are the conclusions that have been reached. Similarly, it is concluded that universities should take responsibility and offer qualified in-service trainings and guidance services like MoNE. Despite this, it is seen that some of the teachers believe that the solution should not be expected from the teachers, that the situation should be ignored and that they believe that nothing will change. Therefore, teachers should prefer to remain passive.

When we look at the non-professional factors, it is understood from the teachers' opinions that the country's political structure, the social view and the media organizations that affect this view cause the emergence of stereotypes. It can be said that the education level of the society and the lack of research and inquiry shape the perspective of the society and cause the emergence of stereotypes. This situation can be seen as an output of the education level and understanding of the society. Because, with the education to be provided, it is necessary to raise individuals who are open to learning, reason correctly, are aware of their thoughts and can manage them (Kaytancı & Dombaycı, 2020) and it is necessary for the individual to continue their life, to develop himself, to have a place in the society and to meet their needs (Özaydınlık, 2014). The emergence of stereotypes can be seen as a normal situation in societies consisting of individuals who do not acquire these needs as required by the age. With this research, the emergence of stereotypes about the teaching profession may be due to the education level of the society and individuals who are far from doing research because the society sees the teaching profession as a simple job, the society equates student holidays with teachers' holidays, and jobs based on physical strength are seen more valuable in society. In addition, it is seen that the existing gender roles in the society are also effective in the emergence of stereotypes about the teaching profession. In particular, one of the outputs of this research that can be interpreted as a result of this finding is the association of women with the teaching profession. This situation can be associated with the perception of gender in our society.. The fact that individuals in Turkey are significantly affected by stereotypes in the career selection process (Aldağ & Tekdal, 2015; Koyun et al., 2013; Kara, 2006), and that gender is one of the factors determining the status of professions in society (Yurdakul et al., 2016) supports this situation. Because

the roles of men and women can differ in every society, and it is known that the form of visibility, the way of gaining a place in the society and the rate of active participation in the society change according to gender.

Therefore, social expectations are developed about what behaviour a woman or man will exhibit, what work they can do, what rights and how much power they should have (Günay & Bener, 2011). Classroom teachers attribute the emergence of stereotypes about the teaching profession to the social perspective, and the social perspective to the media. This situation can be associated with the media presenting a situation to individuals without effort. Herbert (2007) mentions that the media often reinforces stereotypes whose practices by teachers and educational institutions have become established through overt and covert ways. The new media order that emerged with this situation shapes a large part of both social and public life (Durmuş & Övür, 2021), and the behaviour of adapting to social values and norms is exhibited rather than conflicting (Güney, 2017).

For this reason, teachers talk about the need for media organizations to make posts that will make them feel valuable, change the perspective of the teaching profession in the society, and raise awareness about this situation. Because the situation that emerges in teacher-centered news in the media can be generalized to apply to all teachers (Doan, 2018). Teachers believe that the unions to which they belong should promote the teaching profession and protect teachers through practices such as social activities. This is for the same reason that teachers believe that the unions should promote the teaching profession. In this study, teachers state that the country's political structure is one of the reasons for the emergence of misconceptions about the teaching profession. In addition to the attitudes of politicians towards the teaching profession, the educational policies they implement and the budget they allocate to education, teachers state the politicization of individuals in the education system as the reason for this situation. However, the core purpose of Turkish education policies is to cultivate a workforce that has internalized democracy, developed skills in thinking, perception, and problem-solving, is open to the outside world, universal values, and new ideas, possesses a sense of personal responsibility and social sensitivity, is prone to the production of science and technology, and has a high skill level (Akca et al., 2017). However, it is clear from the studies of the literature that the education system faces many challenges, such as structurally dealing with a variety of political, economic, and social problems (Güngör & Göksu, 2013; Taşgın & Sönmez, 2013) and a lack of continuity in education policies (Gedikolu, 2005). Other challenges include a lack of diversity in teaching methods (Taşgın & Sönmez, 2013) and a lack of diversity in. With the result of this research, it can be said that teachers see politicians as the addressees of their problems in the Turkish education system. In particular, with this research, the teachers' expectations from politicians to make economic recovery and protective laws support this situation. In addition, teachers also mention that school administrators and parents should take responsibility in coping with the difficulties teachers face in the Turkish education system face. Teachers believe that it is the responsibility of school administrators to make an effort to foster a sense of community among teachers and to organize social activities for them. Teachers believe that school administrators should talk to them about problems that come up during the process of learning, just as they expect parents to talk to them about their children's academic struggles.

5. Recommendations

In accordance with the results of this research, it was found that there are stereotypes about the teaching profession. According to the results, it can be said that stereotypes can be reduced if teachers practise their profession professionally. Moreover, it is recommended that other partners involved in the educational process (parents, administrations, unions, etc.) should actively participate in the educational process and cooperate with teachers. In conclusion, it can be said that the teaching profession is not fully known in society. In this case, publications in the media can help society to know the teaching profession properly.

6. References

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