

INFORMAL WORKPLACE PRACTICES AND LEARNING
EXPERIENCES OF PERMANENT AND HOURLY-PAID TEACHERS:
A COMPARATIVE STUDY

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A COMPARATIVE STUDY

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Informal Workplace Practices and Learning Experiences of Permanent and
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Thesis Abstract

Gökçe Güvercin, “Informal Workplace Practices and Learning Experiences of Permanent and Hourly-Paid Teachers: A Comparative Study”

This study was conducted to explore the influences of the changing teacher recruitment regulations on teachers’ daily experiences and practices, and the consequences of those influences on teachers’ informal workplace learning experiences.

The study is focused on two teacher statuses as hourly-paid and permanent teachers. Theoretical sampling method was used. Biographical Narrative Interviews were conducted and then analyzed using the Documentary Method. In the analysis, different teacher orientation frameworks were constructed. Then, these orientations were abstracted and detached from the individual case with the means of sense-genetic typification. Next, the constructed types were put in a social context with socio-genetic typification.

According to the elicited results, hourly-paid and permanent teachers who are the graduates of faculties of education or the holders of pedagogical formation certificate complete their teacher training period with a lack of required skills and background for teaching practices. After graduation, when they start teaching, hourly-paid and permanent teachers acquired experiences and practices that are distinctly varied in relation to their employment type. Permanent teachers made an effort to improve their teaching skills through experimenting, socialization environmental scanning with these informal learning experiences, permanent teachers gradually improved their professional competencies. On the contrary, hourly-paid teachers identify being a good teacher only with personal characteristics. They assume that they have a natural ability to teach. Neither do they critically reflect on their own professional experiences, nor do they prefer to observe more experienced teachers in the way that permanent teachers do. Furthermore, hourly-paid teachers, since they teach with the possibility of losing their jobs at any time, feel the need to prove how good they are at teaching. They compare their professional competencies with those of permanent teachers and highlight what they consider their own superiority.

Tez Özeti

Gökçe Güvercin, “Kadrolu ve Ücretli Öğretmenlerin İşyeri Uygulamaları ve Algın Öğrenme Deneyimleri: Karşılaştırmalı Bir Çalışma”

Bu nitel çalışma, değişen çalışma biçimlerinin öğretmenlerin gündelik yaşamlarındaki deneyim ve pratiklerine yansımalarını ve bu yansımaların iş yerindeki algın öğrenme deneyimleri üzerindeki sonuçlarını ortaya koymak üzere gerçekleştirilmiştir.

Çalışma ücretli ve kadrolu olmak üzere iki farklı öğretmen statüsüne odaklanmaktadır. Kuramsal örnekleme yöntemine dayanarak öğretmenler ile Biyografik Anlatı Görüşmeleri gerçekleştirilmiş, Belgesel Yöntem kullanılarak değerlendirilmiştir. Değerlendirme ile öğretmenlere ait farklı yönelim çerçeveleri oluşturulmuştur. Daha sonra bu yönelimler anlam-oluşumsal tipleştirme aşamasında soyutlanmış, bireysel birer durum olmaktan çıkarılmıştır. Ardından, sosyo-oluşumsal tipleştirme aşamasında oluşturulan tipler sosyal bir bağlam içine yerleştirilmiştir.

Araştırma sonuçları, eğitim fakültesi mezunu ya da pedagojik formasyon eğitime sahip diğer fakülteler mezunu kadrolu ve ücretli öğretmenlerin eğitimlerini öğretmenlik mesleği için gerekli beceri ve donanımı kazanmadan tamamladıklarını göstermektedir. Mezuniyetlerinden sonra, öğretmenlik yapmaya başladıklarında, ücretli ve kadrolu öğretmenlerin çalışma biçimleri ile ilişkili olarak farklı deneyim ve pratikler edindikleri görülmektedir. Kadrolu öğretmenler, yeni yöntemler deneyerek, daha deneyimli öğretmenleri gözlemleyerek sosyalleşerek, mesleki yetkinliklerini geliştirmek için çaba göstermektedirler. Algın öğrenme deneyimleri ile kadrolu öğretmenler yıllar içinde mesleki yetkinliklerini iyileştirmektedirler. Kadrolu öğretmenlerden farklı olarak, ücretli öğretmenler iyi bir öğretmen olmayı sadece kişisel özelliklerle ilişkilendirmektedirler. Öğretmenlik için uygun özellikleri doğuştan getirdiklerini ifade etmektedirler. Ücretli öğretmenler, kadrolu öğretmenlerden farklı olarak, ne kendi mesleki deneyimlerini eleştirel bir şekilde dile getirmekte, ne de daha deneyimli öğretmenleri gözlemlemektedirler. Ayrıca, ücretli öğretmenler her an işlerini kaybetme olasılığı ile çalışmaya devam etmeleri nedeniyle, öğretmenlikte ne kadar iyi olduklarını ispatlama ihtiyacı içindedirler. Öğretmenlik yetkinliklerini kadrolu öğretmenlerle karşılaştırmakta, kadrolu öğretmenlerden daha iyi öğretmenlik yaptıklarını öne çıkarmaktadırlar.

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CONTENTS

CHAPTER 1: INTRODUCTION	1
Background of the Study	1
Purpose of the Study	10
Research Questions	11
Definition of Terms	11
Significance of the Study	12
Organization of the Study	13
 CHAPTER 2: LITERATURE REVIEW	 14
Learning in the Workplace	14
Historical Changes in Teacher Recruitment: From Lifelong Secure Employment to Precarious Insecure Employment	 29
Related Studies	74
 CHAPTER 3: METHODOLOGY	 82
Biographical Narrative Interview	82
Sampling Procedure	92
Data Analysis: Documentary Method	98
Ethical Considerations	111
 CHAPTER 4: FINDINGS	 115
Being Included in a System: To Be or Not To Be a Teacher of the MEB	116
Faculty of Education and Teacher Training Period: Formality or Necessity?	206
Handling Teaching Experiences and Practices as a Cumulative Learning Process	 227
Proving or Not Proving of Being a Good Teacher	263
The Ways Hourly-Paid and Permanent Teachers Handle Their Teaching Experiences	 291
 CHAPTER 5: SUMMARY, CONCLUSION AND FINAL REMARKS	 295
Summary and Discussion	296
Final Remarks: The Consequences of Assigning Hourly-Paid Teachers in Terms of the Teaching Profession	 308
Delimitations of the Study	312
Limitations of the Study	313
Recommendations for Further Researches	314

APPENDICES	315
A: Geographical Regions of Turkey.....	316
B: Provinces of Turkey.....	317
C: Districts of Istanbul Province	318
D: Interview Questions (Turkish).....	319
F: Interview Questions (English)	320
D: Transcription Rules	321
E: Sample of Formulating and Reflective Interpretation	322
H: The Original of Interview Quotes	326
 BIBLIOGRAPHY	 365

TABLES

Table 1. Types of Workplace Learning	22
Table 2. What We Have Learned About Informal Learning	23
Table 3. Differences Between Formal Learning, on-the-Job Training and Informal Learning	25
Table 4. Teacher Education between 1923-1982.....	43
Table 5. Salary System in Fordism and Post-Fordism.....	51
Table 6. Numbers and Percentages of Teachers KPSS Applicants and the Appointed Teachers	61
Table 7. Comparison of Working Conditions of Teachers of Different Statuses	65
Table 8. The Percent of Hourly-Paid Teachers and the Need for Permanent Teachers with Respect to Geographical Regions.....	66
Table 9. Education Level of Hourly-Paid Teachers.....	68
Table 10. Fifteen Provinces with the Highest Paid Teacher Ratio and Their Socio-Economic Ranking	71
Table 11. Fifteen Provinces with the Lowest Paid Teacher Ratio and Socio-Economic Ranking	72
Table 12. Interviewed Hourly-Paid Teachers	118
Table 13. Interviewed Permanent Teachers	164
Table 14. The Teacher Who Does Not Describe an Expectation from the Faculty of Education and the Teacher Training Period	207
Table 15. Teachers Who Have an Expectation from the Faculty of Education and the Teacher Training Period and Who Have Not Met This Expectation	210
Table 16. Teachers who focus on the way the university professors build relationship with their students	218
Table 17. Teachers Who State That They Had Difficulty at First Due to Lack of Experience	229
Table 18. Teachers who take lessons from their own experience.....	235
Table 19. Teachers Who Remember Their Experiences with Their Teachers in Their Student Lives	240
Table 20. Teachers Who Act With the Guidance of the More Experienced Teachers	245
Table 21. Teachers Who Explain the Problems Experienced With Factors outside Themselves.....	250
Table 22. Teachers Who Put Forward the Moral Side of Teaching.....	264
Table 23. Teachers Who Compare Their Teaching Skills with the Other Teachers.....	269
Table 24. Teachers Who Put Forward That the Communication with the Students Is Very Positive.....	273
Table 25. Teachers Who Express Their Failures	279

FIGURES

Figure 1. Diagram of Civil Servants in Turkey	36
Figure 2. The Average Rate of Real Per Capita GDP of Turkey.	68
Figure 3. Regional Distribution of Unemployment and Underemployment Rate, 2001.	69
Figure 4. The Interviewee Map of the Study	94
Figure 5. Comparative Interpretation of Three Interviews	105

ABBREVIATIONS

APA	American Psychological Association
AERA	American Educational Research Association
AYÖP (Turkish)	Not-appointed Teachers' Platform
WB	World Bank
DMS (Turkish)	Civil Servant Exam
EC	European Commission
EED (Turkish)	Education Laborers Association
GSYİH (Turkish)	Gross Domestic Product
ILO	International Labor Organization
İGEDER (Turkish)	Unemployed and Unsecured Educationist Association
İGEP (Turkish)	Unemployed and Unsecured Teachers' Platform
KPSS (Turkish)	Public Personnel Selection Examination
MEB (Turkish)	Ministry of National Education
MEGP (Turkish)	Project for Development of National Education
MEDER (Turkish)	Aggrieved Educationist Association
NALS	National Adult Education Survey
NPM	New Public Management
OECD	Organization for Economic Co-operation and Development
OYP (Turkish)	Secondary Education Placement Points
ÖSYM (Turkish)	Measurement, Selection and Placement Center
ÖABT (Turkish)	Teaching Field Information Test
SBS (Turkish)	Level Determination Examination
SEGE (Turkish)	Socio-Economic Development Ranking
TEDP (Turkish)	Project for Supporting Basic Education
TQM	Total Quality Management
TL	Turkish Lira
TÜİK (Turkish)	Turkish Statistical Institute
UNESCO	United Nations Educational, Scientific and Cultural Organization
ÜSYM (Turkish)	Student Selection and Placement Center between Universities
YGS (Turkish)	Higher Education Transition Examination
YÖK (Turkish)	Higher Education Council

CHAPTER 1: INTRODUCTION

In this first chapter, the background and the purpose of the study, research questions, definition of terms, the significance of the study and its organization will be presented.

Background of the Study

Both of my parents are retired teachers. Therefore, my childhood memories are highly engaged with teachers and their lives. I was an active observant and a participant in teachers' lives in my parents' generation during 1980s and 1990s. Besides, I had the opportunity to listen to my parents' earlier memories when they were students and novice teachers. That is to say, I became familiar with the experiences and lives of teachers before my parents' generation who were teachers in 1970s. With passing years, as a graduate of a faculty of education and as a researcher in educational sciences, although I have not worked as a teacher, I have been in several milieus that includes teachers and have had the chance to listen to teachers' experiences in my own generation, and participated researches about teaching profession, that is the teachers from the year 2000 until present. Indeed, I am acquainted with the experiences of three generations of teachers. My parents' concerns and experiences about their profession were different from those of my friends'. In the early years of research for my doctoral education, I was curious about the differences and similarities between the experiences and the concerns of those three generations of teachers and the basis of these differences and similarities. Unlike teachers in the 1970s, 1980s and 1990s, the' generation of teachers after 2000s has faced concerns and experiences in related to the issues such as central

examination for teacher recruitment, teacher unemployment, insecure precarious employment types and different employment statuses. I have realized that, as Lohman (2000) indicates, there have been prominent changes in the work structure of public school teachers, and that changes have influenced the nature of teachers' experiences and practices. The 2000s seem to be a turning point for teaching profession. How teachers define their approach to work and how they improve their professional skills appeared to change. It was obvious that the individual experiences of teachers were interwoven with the structural changes in employment regulations. The newly emerged employment regulations -including teacher recruitment policies- seem to have had an influence on teachers' experiences and practices. These experiences and practices have an impact on the individual learning processes of teachers in their professional development.

Richardson and Placier (2001) identify two different bodies of research that focused on teachers. These are on the one hand, research on individual teacher learning, on the other hand research on the school as a context for teacher learning. Richardson and Placier also note that these two bodies of research "largely stand on their own – almost entirely uninformed by each other" (p. 937). In a similar way with Richardson and Placier, Hodkinson and Hodkinson (2005) denote that "there is an extensive literature on teacher development or continuing professional development, which is paralleled by a long established literature on workplace learning, but there has been very limited connection between the two" (p. 112). Departing from these statements, I decided to conduct a study that focuses on both the workplace learning of teachers and the context of teacher professional development.

Olesen-Salling (2001) indicates that in order to "understand what happens in the workplace you need to look outside" (p.290). Analysis of teacher experiences and

practices must be treated considering underlying social, political, and economic conditions outside of schools, because; the context of the teaching profession and teachers' experiences and practices is a multi-dimensional phenomenon.

Robertson (2000) locates teachers and teachers' work within a wider perspective and examines "teachers' relation to state as it changes across as Laissez Faire Liberalism (1850-1990), Keynesian Welfare Statism (1945-1970) ... and currently Competitive Contractual State" (p, xv) and she focuses on how teachers' work has been organized in the context of these changes. Also, Phil Hodgkinson (1997) analyzes teacher professionalism in the context of economical regulations with the historical periods -which are mostly attributed to industrial work and production processes such as Fordism and Post-Fordism. These two works of Robertson and Hodgkinson have become my departure point. There have been structural and legislative changes in the employment regulations of teachers. In order to figure out the present situation of the teaching profession, there was a need to look deeper at the historical processes that shape the structure of teachers' work.

The fundamental principles for the Fordism, which long last between 1945s and 1970s, were mass production through assembly lines and mass consumption. The purchasing power of individuals supposed to be increased in order to promote mass consumption. During Fordism, states identified public affluence and well-structured social security system as the two important principles. It was anticipated that any possible economic crisis would be averted by means of full employment. Thus, the employment of citizens was under the guarantee of the state, which means full employment and job security for public servants. During this period, teachers were employed by the state as public servants with job security.

In the 1970s, the Fordist mode of production led to economic crisis. In order to overcome the consequences of the economic crisis, new production and accumulation processes, as well as new employment regulations came forward. In the public services, new types of employment regulations have been emerged, the concepts flexibility, decentralization, short term contracts, temporary or fixed-term employment contracts became widespread in the context of the public personnel regime. After the 1970s, and particularly after the 1980s in Turkey, there has been a paradigm change from public administration to public management. In much that same way that it happened in the Fordist period, structural and legislative changes were implemented out in Post-Fordist period in the public employment regime. As servants of the state, teachers and their employment regulations have been affected by the demands of Post-Fordist production processes In Turkey particularly after 2000s, as it happened in other public services the concepts flexibility, decentralization, short term contracts, temporary or fixed-term employment contracts have come the agenda of the teaching profession and new teacher employment statuses have emerged. Contractual and hourly-paid teachers are newly emerging employment statuses.

Since 2000, there have been three major changes in the teacher recruitment system in Turkey. One is recruitment of public school teachers based on the points scored on a central examination. Another structural change is the promotion of teachers in career steps, with ascending order, as teacher, head teacher and expert teacher. The third is the implementation of different employment statuses for public school teachers with different employee personnel rights.

The first structural change is implementation of a central examination in teacher recruitment. In Turkey, public school teachers are employed in line with the

law number 657, “Civil Servants Law” (*“Devlet Memurları Kanunu”*). Teacher recruitment, appointment and relocations policies are regulated in accordance with the “Teachers’ Appointment and Relocation Regulation” (*“Öğretmenlerinin Atama ve Yer Değiştirme Yönetmeliği”*). In August each year, the Ministry of National Education (Turkish translation is Milli Eğitim Bakanlığı, Turkish acronym is MEB) announces personnel requirements and quotas centrally. Any eligible teacher candidate has the right to apply. Eligibility is based on article 48 of law number 657, and the article 6 of Teachers’ Appointment and Relocation Regulation of 03 May 2002, “The General Regulation on the Application of Examination for Recruitment of Public Servants” (*“Kamu Görevlerine İlk Defa Atanacaklar İçin Yapılacak Sınavlar Hakkında Genel Yönetmelik”*) published in the Official Newspaper with the number 24744. Through this regulation, the requirement for those who want to be appointed as civil servants was to take the central examination has been put on legal basis. After 2002, with article 6 of Teachers’ Appointment and Relocation Regulation -similar to other civil servants- the recruitment of public school teachers with central examination was started.¹

As of the year 2002, the Measurement Selection and Placement Center (Turkish translation is Ölçme Seçme ve Yerleştirme Merkezi, Turkish acronym is ÖSYM)² has administered a central examination for the recruitment of civil servants, called as the Public Personnel Selection Examination (Turkish translation is Kamu Personeli Seçme Sınavı, Turkish acronym is KPSS). The ÖSYM administers the

¹ The sub-paragraph F of item 6: “Having the announced minimum point or above from the Civil Servants Selection Exam”.

² The ÖSYM is in an institution related to the Higher Education Council (Turkish translation is Yüksek Öğretim Kurumu, Turkish acronym is YÖK). The president of YÖK is appointed by the president of the Republic of Turkey. Initially ÖSYM was established on the basis of article 52 of law number 1750 Universities Law of 22 October 1974 with the name of Student Selection and Placement Center between Universities. In 1981, with law 2547, the Higher Education Law, the ÖSYM was established with the name of “Measurement, Selection and Placement Center (ÖSYM, n.d.)

KPSS once a year. The MEB announces the quotas and minimum points on the KPSS for each teaching branch. The eligible teacher candidates who apply for appointment are required to get a score of the announced minimum points or above. Teacher candidates apply to the local provincial offices of the MEB, specifying their preferences for announced vacant positions. After completing the applications, the points of the KPSS applicants are ranked. Through casting lots, based upon the KPSS point superiority, the eligible teachers are appointed as permanent teachers with lifetime employment.³ The appointment results are announced by the MEB.

Before 2002, any eligible teacher used to have the right to apply for the teaching position announced by the MEB and, through casting lots, used to be appointed as permanent teachers. However, after 2002, the number of required teaching positions announced by the MEB was lower than the number of the KPSS applicants. The MEB declared that the number of eligible candidates was more than teacher requirement. This means, eligibility was no longer only condition for appointment as permanent teacher. Some of the applicants of the KPSS are therefore not as permanent teachers. Since 2002, new problematical issues in the teaching profession as teacher unemployment have been emerged.

The second structural change was a short-lived change. It was cancelled after its first three year implementation. It was the promotion of teachers in career steps, to expert teacher and head teacher. In 13 August 2005, on the basis of the law number 5204, the “Regulation for Promotion of Teachers in Career Steps” (“*Öğretmenlik Kariyer Basamaklarında Yükselme Yönetmeliği*”) was published. With this regulation dividing public school teachers into three different career steps as teacher, expert teacher and head teacher was started. The promotion in career steps was based upon

³ The sub-paragraph E of the article 125 of the law number 657 describes the removal conditions from civil service.

five criteria length of service (10 percent), education (in service training, graduate education-20 percent), activities (scientific, cultural, art and sport activities-10 percent), qualifications (success in work-10 percent) and point scored on the central examination (50 percent). The central examination administrated by the ÖSYM, is called “Expert Teacher and Head Teacher Examination” (“*Uzman Öğretmenlik ve Başöğretmenlik Sınavı*”). In 2008, some of the items of this regulation were cancelled by the Constitutional Court. However, in some of the printed press, it is written that since 2013 the MEB has been working on a draft about a new regulation for the employment of teachers as head and expert teachers (*Milliyet Newspaper*, 2013).

The third structural change is the recruitment of teachers in different statuses. On 26 August 2005, the MEB started to recruit teachers on a contractual basis. Based upon the circuital letter of the MEB’s Personnel General Directorate, “Partial Timed Temporary Instructor” [“*Kısmî Zamanlı Geçici (Sözleşmeli) Öğreticiler*”] the recruitment of contractual teachers was started. According to the regulation, in case of teacher shortage contractual teachers would be recruited on behalf of the permanent teachers. It was stated that contractual teachers can be recruited:

when teacher requirements arising as a result of permanent staff in the Ministry of National Education are not retrieved with employment of permanent teachers ... [Such] contractual teachers are considered on [unpaid] leave during summer breaks and other resting periods ... [and] are not given additional annual [vacation] except for illness other compassionate leave (Kablay, 2012, p. 165)

Some of the applicants of the KPSS who did not get sufficient points for appointment as permanent teachers were appointed as contractual teachers. Recruitment of contractual teachers stopped in 2011 when contractual teachers were re-appointed as permanent teachers.

Apart from recruitment of contractual teachers, another teacher status emerged after 2000: hourly-paid teachers. Actually, this status is not an employment type. In relevant laws and regulations, it is described instead as a kind of assignment. In 1998 Official Gazette number with 23555, it is stated that, in the scope of the eight years compulsory education, in case of English language teaching staff, hourly-paid teachers can be assigned. In 2006, item 9 of the MEB's "Decision About Course and Additional Teaching Hours of the Administrators and Teachers" ("*Yönetici ve Öğretmenlerinin Ders ve Ek Ders Saatlerine İlişkin Karar*") English language teaching assignment of hourly-paid teachers, as well as those in in other branches have been put on a legal basis.

While permanent and contractual teachers are appointed centrally by the MEB, the hourly-paid teachers are assigned by the Provincial Directorates of National Education. The vacant hourly-paid teaching positions are announced by each Provincial Directorate. Eligible applicants⁴ apply with a letter of application to the Provincial Directorates and are assigned as hourly-paid teachers. Most of the applicants for vacant hourly-paid teaching positions are the KPSS applicants who were not appointed as permanent teachers.

Hourly-paid teachers and permanent teachers have different employee rights. While a permanent teacher have job security, an hourly-paid teacher signs a contract for a specified period with the Provincial Directorate of National Education. Also, while permanent teachers are paid over 12 months including the summer and winter school breaks. Hourly-paid teachers are paid with the 2/3 of salary of permanent teachers. An hourly-paid teachers have no right to paid leave, cannot be a member of a public union, and do not have the right to strike.

⁴ Despite having no pedagogical education, graduates of two-year degree programmes and any one who has a bachelor's degree has the right to apply for and be assigned as an hourly-paid teacher.

As it is seen, there have been fundamental structural and legislative changes in teachers' employment regulations. However, these regulations affect the dynamics of teachers' experiences at schools. These regulations are not only in teacher recruitment and employment, but also in their daily lives and reflect on "who they are ... in classrooms and schools" (Robertson, 2000, p.1). Consequences of structural changes in teacher employment regulations are studied by various researchers (Bayram, 2009; Soydan, 2012; Sağıroğlu, 2013; Buyruk, 2014). Some of these studies are quantitative studies, and have focused predominantly on the opinions and views of teachers relevant to structural changes in the profession of teaching. However, along with the views and opinions of the teachers, in relation to their professional development of teachers, there is need to reveal the individual learning processes of teachers based upon the experiences and practices as a consequence of changing recruitment policies.

Lohman (2000; 2006) points out through structural changes in schooling life expectations and roles of teachers also have changed and these changes have brought about many new learning needs for teachers. Some of the learning needs of public school teachers are met in formal in-service trainings (Baştürk, 2012; Özoğlu, 2010). These trainings are only for permanent teachers. Hourly-paid teachers do not have right to participate these in-service trainings. The participants of teacher in-service trainings indicate the content of the training programme do not satisfy the needs of teachers (Göksoy, 2014). The learning needs of teachers "are often met by engaging in informal learning" (2006, p.142). Lohman (2000, p.84) also states "reports have indicated that as much as 90 percent of new learning is acquired through informal learning activities in the workplace, rather than organizationally planned or sponsored activities away from the workplace". She adds "the importance of

informal learning in professional development has focused greater attention on the interplay between informal learning and the organizational environment where this learning occurs” (2000, p.89).

Lohman’s *organizational environment* is explained by the concept of *affordance* by Billett (2001). Billett points out “learning through work can be understood in terms of the affordances that support or inhibit individuals’ engagement in work” (p.210). According to Billett, affordance is a significant phenomenon in work practices. He states opportunities to participate informal learning activities at work effected by “race (Hull, 1997), gender (Tam, 1997), laborer or employment status, workplace hierarchies (Darrah, 1996, 1997), workplace demarcations (Bernhardt, 1999; Billett, 1995; Danford, 1998), personal relations, workplace cliques and affiliations (Billett, 1999b)” (p.210). He states that part-time and contractual laborers may need to be afforded to participate in the same way full-time employees.

Considering Lohman and Billett’s conceptualization and the structural changes in teacher recruitment and employment system described above, this study is focused on the experiences and practices of hourly-paid teachers and permanent teachers who have different employee personnel rights and have similar working responsibilities.

Purpose of the Study

The purpose of this study is to explore the influences of changing teacher recruitment regulations on teachers’ daily experiences and practices, and the consequences of those influences on teachers’ informal workplace learning experiences.

Research Questions

The study specifically addresses the following questions:

1. Are there any similarities and/or differences between the professional practices and experiences of permanent and hourly-paid teachers? If so, what are the contextual factors that affect those experiences?
2. How do the professional practices and experiences of permanent teachers related to the faculty they graduated from?
3. How are the professional practices and experiences of permanent and hourly-paid teachers related to their informal learning experiences?
4. What are the differences and/or similarities between permanent and hourly-paid teachers in terms of they see themselves as teachers?

Definition of Terms

The following is a list of some terms that are used frequently throughout this dissertation.

*Permanent teacher*⁵: Teachers who are employed in accordance with the item 4A of the law number 657, Public Servants Law. In the item 4A, it is stated that

regardless of the current structure, the civil servants who are assigned to carry out fundamental and permanent public services, which are operated in accordance with the state and other public legal bodies, are deemed as civil servants with regard to the application of this law. Those who are not included in the abovementioned institutions and execute duties such as general policy determination, research, planning, programming,

⁵ There are various usages of English translation of the terms permanent teaching staff and contractual teaching staff. Some of the resources use regular teacher or tenured teacher instead of permanent teaching staff, and contracted teacher, temporary teaching staff instead of contractual teaching staff. In order to avoid from incomprehensibility, I prefer to use the similar usage with the MEB. The MEB uses the “permanent teaching staff” instead of permanent teacher.

administration and inspection are deemed public servants” (Kablay, 2012, p. 165)⁶

*Contractual teacher*⁷: Teachers who are employed in accordance with the item 4B of the law number 657, Public Servants Law. In the item 4B, it is stated that

The non-laborer staff who are temporarily employed by the Ministerial Cabinet with the proposal of the institution, after getting the opinion of the State Personnel Division and Treasury Department, if it is compulsory for the preparation, realization, operation ... of important projects, which take part in the development plan and annual/work programs [and] if there is some temporary work, which require specific profession and expertise. (Kablay, 2012, p. 165)

Hourly-paid teacher: Teacher who are assigned in accordance with the item 9 of the MEB’s Decision about “Course and Additional Course Decision of the Administrators and Teachers” (“*Yönetici ve Öğretmenlerin Ders ve Ek Ders Saatlerine İlişkin Karar*”).

Significance of the Study

This study is expected to fill the gap between the policy studies analyzing the dynamics related to the teaching profession and descriptive studies that address teachers as individual learning subjects. The study takes into account of both the organizational structure that teachers participate in, and teachers’ informal learning experiences in these organizational structures. Apart from opinions and views of

⁶ Originally, the item is in Turkish. Translations from Turkish to English of the items 4A and 4B are from Kablay (2012).

⁷ Similar to permanent and contractual teaching staff, there are various usages for hourly-paid teaching staff. The most common usages instead of hourly-paid teacher are paid teacher, substitute teacher, part-time teacher, and casual teacher. There is no official usage of the MEB for hourly-paid teacher. So, considering the circumstance that these teachers are paid according to the number of hours they teach the most appropriate usage become hourly-paid teachers.

teachers who are employed in different statuses, this study provides empirical information based upon experiences and practices of hourly-paid and permanent teachers.

The findings of this study provide a deeper understanding of the different types of public school teachers. The study offers policy recommendations based on individual workplace practices and informal learning experiences of hourly-paid and permanent teachers. It is hoped that the findings of the study will contribute to the recognition of the consequences of assigning hourly-paid teachers.

Organization of the Study

The study consists of five chapters published in the standard form of a dissertation. Chapter one introduces the background, and purpose of the study, the research questions, definitions of terms and the significance of the study. Chapter two contains a review of relevant literature on teacher employment regulations and workplace learning. Chapter three describes the research methodology, design, and procedures. Chapter four includes the findings of the data analysis. Chapter five explains the conclusions and implications for policy and practice, de-limitations, limitations and recommendations for further research. Appropriate appendices and a list of bibliography are included as well

CHAPTER 2: LITERATURE REVIEW

In this second chapter of the study, in order to deal with experiences and practices of teachers along with their informal learning experiences, the two concepts workplace and learning will be explained. First, the concept of learning will be discussed in the context of workplace learning and from there; historical changes in teacher recruitment policies will be described. Finally, related researches about teacher work and learning issues will be included.

Learning in the Workplace

In this part of the literature review chapter, the concept of Informal Workplace Learning will be put on a theoretical basis. Initially, it will present types of learning, workplace learning, including the sub-category Informal Learning in the Workplace.

Types of Learning

The term learning has “definitional and research-based models and theories” (Malloch and Cairns, 2010, p.7). Various theorists define learning from various perspectives. In Garrick’s (1998, p.9) words learning has “definitional complexities”. Garrick states the diverse theoreticians’ conceptualization of learning. For instance, Dewey (1938) highlights learning from experience, whereas Lave and Wenger (1991) put forward learning from the context, and Jarvis (1987) indicates non-routine versus routine conditions, Polanyi (1967) focuses on the tacit dimension of knowledge, Mezirow (1990) emphasizes reflection and critical reflection and lastly Freire (1972) and Marsick and Watkins (1990) enhance informal and incidental learning. Extensively, learning is not a confinable concept that can be defined with one definition.

In his book titled “The Meaning of Adult Education” Eduard C. Lindeman (1926) identified the difference between adult learning and child learning. Lindeman focuses on the complexity of experience, and claims that the most valuable resource of adult education is the experience of learners. After Lindeman, Knowles (1980) developed a new theory, which he called “andragogy” in order to differentiate adult learning from “pedagogy”. The focus of Knowles was pre-adult schooling. As an “antithesis of pedagogy” (Merriam, 2001, p. 5), andragogy was defined as “the art and science of helping adults to learn” (Knowles, 1980, p. 43).

There are three categories of adult learning as formal learning, non-formal learning and informal learning. Marsick and Watkins (1990, p.12) describe formal learning as “typically institutionally sponsored, classroom-based, and highly structured”. According to Livingstone (1999, p.1) formal education is hierarchically organized, formally constituted system. It often includes compulsory attendance. Whereas, non-formal learning covers learning through all educational activities, including further courses, training programs, and workshops.

The third category of adult learning is informal learning. Similar to the concept of learning, informal learning has diverse conceptualization and definitions by different scholars. Informal learning as considered is “against formal learning, which refers to intentionally constructed learning activities” (Garrick, 1998, p, 10). Knowles (1975) put forward the concepts autonomous, independent and self-directed learner while defining informal learning. Schugurensky (2000) identifies informal learning as a different category from non-formal learning. He states if anything is neither formal nor non-formal then it is informal and informal learning does not need educational institutions, institutionally authorized instructors or prescribed curricula.

Marsick and Watkins (1990, p.12) define informal and incidental learning by way of contrast with formal learning. They define formal learning as “typically institutionally sponsored, classroom-based, and highly structured” whereas informal learning as “a category that includes incidental learning, may occur in institutions, but it is not typically classroom-based or highly structured, and control of learning rests primarily in the hands of the learner” (Marsick and Watkins, 1990).) Marsick and Watkins (2001, p.28) also point out that “informal and incidental learning take place wherever people have the need, motivation, and opportunity for learning”. In their view, informal learning is a significant way for individuals to construct meaning from their daily experiences.

Marsick and Watkins (1990) make clear distinctions between informal learning and incidental learning. They indicate that “incidental learning is a byproduct of some other activity, such as task accomplishment, interpersonal interaction, sensing the organizational culture, trial-and-error experimentation, or even formal learning” and it “almost always takes place although people are not always conscious of it” (Marsick and Watkins, 1990, p. 12). Informal learning is “usually intentional but not highly structured” (Marsick and Watkins, 2001, p. 25) and “can be deliberately encouraged by an organization or it can take place despite an environment not highly conducive to learning” (Marsick and Watkins, 1990, p. 12). According to their definitions informal learning is intentional while incidental learning is not.

In another study, Cseh, Watkins and Marsick (1999) elaborate the conceptualization of informal learning in problem-solving processes. They claim that if an individual goes through these steps, reflective learning occurs. These steps are:

1. Framing the context,
2. Responding to triggers to a potential learning experience,
3. Interpreting the experience,
4. Examining alternative solutions,
5. Choosing learning strategies,
6. Producing alternative solutions,
7. Assessing intended and unintended consequences,
8. Evaluating lessons learned.

Lohman (2006) identifies these steps as blueprint of the informal learning process. She criticizes Cseh, Watkins and Marsick's informal learning in problem-solving steps. She notes they only focus on cognitive aspect of informal learning and ignore the behavioral activities and environmental factors that laborers engage with. In common with Lohman (2006), Cairns and Malloch (2010) also criticize Watkins and Marsick's conceptualization of informal learning. According to them, Marsick and Watkins' conceptualization is a shallow conceptualization of informal learning because they take the position that work can be designed so that learning takes place as and when it is needed in order to better understand and frame problems,

- to generate alternative solutions to each problem or challenge,
 - to gain skills needed to implement solutions,
 - to understand the results so that adjustments can be made in the cycle
- (p.8)

Another leading theorist in adult learning is Peter Jarvis (1987; 2004). Jarvis takes a wider perspective than Watkins and Marsick. While defining informal learning, he shows regard to an individual's experiences and human learning. He claims all the experiences may lead to learning regardless of their educative insight and "all learning begins with experience" (1987, p. 16). Jarvis defines human learning as "a combination of processes whereby whole persons construct experiences of situations and transform them into knowledge, skills, attitudes, beliefs, values, emotions and the senses, and integrate the outcomes into their own biographies" (2004, p. 111). He regards experience as "something that happens to a

person, in which the person is involved usually as a result of conscious living and the reaction to such may result in learning” (1987, p. 16) and states “we all live in a social context (life-world) in which we learn” (p 16). While putting social content in the center and describing human learning, Jarvis points out that “when more than one individual is in the same place at the same time and subject to the same external phenomena, then their experiences are similar but not identical” (2004, p. 4).

Apart from Knowles, Watkins, Marsick, Jarvis and Schugurensky there are some scholars who did not categorize learning into three distinct bodies of research as formal, non-formal and informal learning. For example, Colley, Hodkinson and Malcom (2003) are one of them. According to their point of view, three bodies of research lead a misunderstanding of the nature of learning. Instead, they suggest that we “conceive ‘formality’ and ‘informality’ as attributes present in all circumstances of learning” (p.2). They advocate the priority of research should be “to identify these attributes, explore their relationships, and identify their effects on learners, teachers and the learning environment” (p.2). They classify two approaches relevant to informal and non-formal education as predominantly theoretical approaches and predominantly political approaches. These approaches overlap.

Colley, Hodkinson and Malcom (2003, p.5) state that the predominantly theoretical approaches focus on learning through considering a broad view of what learning is and “focuses more on the nature of informal learning and its claims to relative effectiveness compared to formal education” and also “often linked with the supposed contrasts between every day and more objective knowledge”. They consider Eraut (2004), Billet (2001; 2001a; 2004), Beckett and Hager (2002), Hodkinson and Hodkinson (2005) as the representers of the predominantly theoretical approach.

The second approach stated by Colley, Hodkinson and Malcom is predominantly political approaches. In their view, this approach

reflects continuing tensions between different imperatives, which can be summarized as concerning the individual or collective emancipation of learners, or the advancement of more instrumental state interests, often driven by the perceived economic needs of advanced capitalism (p.5).

There are two strands of political approach “a utilitarian approach common in policy documents, which focuses on workplace learning, more instrumentalist view of learning, an emancipatory political approach exhibited, for example by radical traditions of adult and community education” (p.18). Stern and Sommerlad (1999), Hunt (1986), Simkins (1977) are the representers of the emancipatory political approach, whereas The European Commission (EC) and National Adult Learning Survey (NALS) belong to a utilitarian political approach that focuses mostly on lifelong learning policy context.

Apart from predominantly theoretical and predominantly political approaches, Colley, Hodkinson and Malcom offer a third approach that combines the political and theoretical approaches. They present Livingstone (2001) as the representer of this third approach. According to their view, Livingstone’s conceptualization based upon a much wider literature range with a different organizing principle (p.25).

Considering three different approaches, Colley, Hodkinson and Malcom (2003) come to basis of the conclusion that

All learning situations contain attributes of in/formality. Attributes of formality and informality are interrelated in different ways in different learning situations. Those attributes and their interrelationships influence the nature and effectiveness of learning in any situation. Those interrelationships and effects can only be properly understood if learning is examined in relation to the wider contexts in which it takes place. This is particularly important when considering issues of empowerment and oppression (p.65).

Workplace Learning

Hagger and Halliday (2008) define two main categories in workplace learning. The first category focuses on learning as a product, while the second focuses on learning as a process. They note that the first one focuses on learning as a product focus on acquisition whereas the latter focuses on participation. The theories that emphasize learning as the acquisition are aligned with human capital theory and mostly focus on individual learning. The theories emphasize learning as a participatory process are aligned with social capital theory and focus on learning communities. According to Hager (2005) the theories that focus on learning as a product “has a range of common features” (p. 832) as follows:

- They center of individual learners
- The focus mainly on the rational, cognitive aspects of work performance.
- Work performance tends to be conceived as thinking or reflection followed by application of thinking or reflection, especially Schön’s work.
- Learning itself is taken for granted and not theorized or problematized... They tend to assume that workplace learning is akin to formal learning, thereby favoring the acquisition metaphor.
- They downplay the importance of social, organizational and cultural factors in workplace learning and performance... For instance, Marsick and Watkins accept the importance of “organizational context” (1990:210). But they do so in the limited sense that organizational context is the environment in which the individual, the unit of human capital theory, is learning informally and incidentally (p. 832-833)

The second main category that Hager and Halliday (2009) describe is the theories that emphasize learning as a participatory process. According to Hager (2005, p. 834-835) this second main category is “characterized by a recognition that workplace learning and performance are embodied phenomena, phenomena that are significantly shaped by social, organization and cultural factors that extend well beyond the individual”. Hager and Halliday (2009) note that Dewey and Vygotsky

have had major influence on much of second category: Situated Learning Theory and Activity Theory.

In their well-known book “Situated Learning: Legitimate Peripheral Participation” Jean Lave and Etienne Wenger (1991) consider learning as social learning in communities of learners. Lave and Wegner prominently consider learning is situated; that is, learning is embedded within activity, context and culture. It is also usually unintentional rather than deliberate. They call this a process legitimate peripheral participation. Lave and Wegner focus on the concept of communities of practice and legitimate peripheral participation. According to Lave and Wenger

A community of practice is an intrinsic condition for the existence of knowledge. ... Thus, participation in the cultural practice in which any knowledge exists is an epistemological principle of learning. The social structure of this practice, its power relations, and its conditions for legitimacy define possibilities for learning. (p. 98).

In order to join the community of practice, novices go through a social learning process. The beginner learns to function appropriately in a given social, cultural and physical environment. Hager and Halliday (2009) criticize the context of Lave and Wegner. They claim that Lave and Wegner consider the social, cultural and physical environment as given; the beginning learner is an outsider to this environment.

Hodkinson and Hodkinson (2001) suggest the use the following terms to capture the underlying essence of Lave and Wenger’s (1991) theoretical approach. Instead of communities of practice or legitimate peripheral participation, Hodkinson and Hodkinson’s suggest using situated learning, or learning as social participation. Additionally, instead of the term communities of practice, they prefer using Bourdieu’s field of practice concept. Hodkinson and Hodkinson’s classification of types of workplace learning is shown in the following table.

Table 1. Types of Workplace Learning

	Intentional/planned	Unintentional/Unplanned
Learning that which is already known to others	Planned learning of that which others know	Socialization is not an existing community of practice
Development of existing capability	Planned/intended learning to refine existing capability	Unplanned improvement of ongoing practice
Learning that which is new in the workplace (or treated as such)	Planned/intended learning to do that which has not been done before	Unplanned learning of something not previously done

Source: Hodkinson and Hodkinson (2001, n.p)

In his Activity theory, Engeström (1999) considers workplaces as active systems including workplace rules, the division of labor, and mediating artifacts. According to Engeström, learning occurs during work processes within activity systems that involve contradictions and tensions that have to solve. He notes that learning at work occurs from contradictions and tensions within the activity system. The activity theory covers social, organizational and cultural factors.

However, Hager (2005) disproves this assumption that learning is “exclusively individual or social”. He notes the following:

these theories accept that, while all learning is in some sense social, this is compatible with some instances of learning being learning by individuals, and other instances of learning occurring at the communal level. So at least some of the social learning theories to be discussed later included a place for learning by individuals that is different from pure communal learning. Thus, it is a plausible individual claim that both individual and social learning are different but important dimensions of workplace learning (p.830).

Similar to Hager (2005), through highlighting importance of both organizational and individual factors on learning, Billett (2004, p.109) considers “workplaces as learning spaces where individuals learn through experiences that are mediated by both the contribution of workplaces and individual’s agency”. Billett (2004) also identifies workplaces as learning spaces and advocates the re-conceptualization of workplace learning. Similar to Marsick and Watkins, according

to his point of view “describing workplaces as informal, non-formal and unstructured learning environments is negative, imprecise and ill-focused” (p.118). Billett indicates “describing something by what it is not (e.g. informal, not formalized or unstructured, not structured) does little to illuminate its qualities or characteristics” (p.118).

Informal Workplace Learning

Informal learning is “predominantly unstructured, experiential, and non-institutional. Learning takes place as people go about their daily activities at work or in other spheres of life. It is driven by people’s choices, preferences and intentions” (Marsick and Volpe, 1999, p. 4). However, informal workplace learning is the learning process that is not only determined by the organization (Center for Workforce Development, 1998). Informal workplace learning occurs by “teaming, meetings, customer interactions, supervision, mentoring, shift change, peer-to-peer communication, cross-training, exploration, on-the-job training, documentation, execution of one’s job, site visits (p. 53). Marsick and Volpe (1999) describe the nature of the informal learning Table 2.

Table 2. What We Have Learned About Informal Learning

Informal Learning	What enhance o improves learning
- Is integrated with work and daily routines - Is triggered by internal or external jolt - Is not highly conscious - Is haphazard and influenced by chance - Is an inductive process of reflection and action - Is linked to learning of others	- Making time and space for learning - Scan of external and internal environment - Heightened consciousness or awareness - Attention to goals and turning points - Inductive mindset and reflective skills - Dependent on collaboration and trust

Source: Marsick and Volpe, (1999, p. 5).

In the table, Marsick and Volpe show that “informal learning in organizations is integrated into people’s daily work and routines, it occurs just in time, as people face a challenge, problem, or unanticipated need” (p.4).

According to Beckett and Hager (2002),

People can learn from their experience of practice to further improve their subsequent practices. This does not mean that all learning is equally useful people can learn bad habits. Not does it mean that earlier learning from formal courses is irrelevant for daily workplace practice [...] Rather the claim is that informal workplace learning of the right kind appears to be an essential component of proficient practice in most (p.114)

Beckett and Hager (2002) also describe six key features of informal learning at work as follows:

1. It is organic/holistic
2. It is contextual
3. It is activity- and experience-based
4. It arises in situations where learning is not the main aim
5. It is activated by individual learners rather than by teachers/trainers
6. It is often collaborative/collegial (p.155)

Hager and Halliday (2009, p. 80-81) identify differences between formal learning, on-the-job training and informal learning, as shown in Table 3. They indicate in formal learning and on the job training teachers/trainers are in control, while in informal learning the learner is in control. Also, formal learning and on the job training are planned, informal learning is unplanned. In formal learning and on the job training learning is explicit, the learner is expected to be able to articulate what has been learnt in a written examination or in oral answers. Whereas, in informal learning learning is implicit or tacit, the learner is commonly unaware of the extent of their learning even though the learner might be well aware of the outcomes of such learning, and for example they are able to perform their job much better.

Table 3.Differences Between Formal Learning, on-the-Job Training and Informal Learning

Formal Learning	On-the-job learning	Informal learning
Teachers/trainers are in control in educational institutions	Teachers/trainers are in control in educational institutions	The learner is in control
Planned	Planned	Unplanned
The learning is predictable as it is prescribed by formal curricula, competency standards, learning outcomes.	The learning is predictable as it is prescribed by formal curricula, competency standards, learning outcomes	Is less predictable as there is no formal curriculum or prescribed outcomes.
Learning is explicit, the learner is expected to be able to articulate what has been learnt in a written examination, in oral answers	Learning is explicit, the learner is expected to be able to articulate what has been learnt in a written examination, in oral answers	Learning is implicit or tacit, the learner is commonly unaware of the extent of their learning even though the learner might be well aware of the outcomes of such learning, and for example they are able to perform their job much better.
The emphasis is on teaching/training and on the content and structure of what is taught/trained	The emphasis is on teaching/training and on the content and structure of what is taught/trained	The emphasis is on learning and on the learner.
Un-contextualized, there is an emphasis on general principles rather than their specific application.	Training is typically somewhat contextualized; the training might be aimed at general industry standards.	Highly contextualized.

Source: Hager and Halliday (2009, p. 80-81)

Garrick (1998) distinguishes “learning informally” and “informal learning” (p.15). According to his point of view, informal learning is a concept about work-based learning, defined in terms of how to enhance, empower self-directed laborers for assessment purposes and aligned with competency-based standards. The discourses about informal learning intersect with government and industry demands for efficiency and productivity, and education goals for self-directed learners, and indeed, new markets. According to Garrick learning informally is related to one’s spontaneous experience in everyday situations (p.15). He points out that

contemporary views of informal learning frequently rest on human capital theory for justification. This theory is interested in how to make informal learning effective –deliberately encouraged- referring to its processes such as mentoring, networking, working in teams, receiving feedback, and trial and error to show how it can be enhanced (p.18).

Teachers' Informal Learning in the Workplace

The importance of informal learning in professional development requires greater attention on the interplay between informal learning and the organizational environment (Lohman, 2000). As informal workplace learning is embedded in work processes the conditions in the school in which teachers work are expected to affect teachers' engagement in workplace learning activities. Researches have shown that the impact of formal in-service on professional development experiences of teachers' practice is limited (Goldenberg and Gallimore, 1991; Lieberman, 1996; Richardson, 2004). Jurasaitė-Harbison (2009, p. 300) claims "variation in the quality of learning opportunities, sometimes narrowed to required lectures and workshops does not seem to facilitate effective professional development".

Hoekstra et al. (2009a, p. 276) conducted a mix method research "to explore in detail how teachers' perceptions of workplace conditions for learning are related to their informal workplace learning activities and learning outcomes". According to the results of this study, the diverging ways were perceived, interpreted and actively shaped the learning conditions of teachers help "to explain differences in the teachers' learning activities and learning outcomes." (p. 293). They point out "conditions for learning in the school are partially constructed by the teachers and partially by others in the school" (p.294). On the basis of their study on informal workplace learning, Hoekstra et al. (2009a) define four major categories of informal workplace learning activities:

1. Learning by experimenting
2. Learning by considering own teaching practice
3. Learning by getting ideas from others
4. Learning by doing (p.278)

They maintain this classification does “not give much insight into the mental activities that take place while teachers undertake these activities” (p.278). Hoekstra, et al. (2009a) identifies five different conditions directly connected with teachers’ informal workplace learning activities:

1. Teacher autonomy.
2. Teacher collaboration.
3. Reflective dialogue.
4. Receiving feedback.
5. Experience of shared norms and responsibility within the school (p.280).

They claim, autonomy refers to the degree to individuals in a social structure determining their own work methods, schedules, and goals. In teacher collaboration the focus is on the level of interdependency between teachers. They claim that through reflective dialogue, teachers engage in conversations aimed at discussing assumptions about teaching and student learning. And teachers may ask each other or their students for feedback about the quality of their work and the impact it has on student learning. Finally, experience of shared norms and responsibility pertain to the extent to which teachers experience agreement on what good teaching and learning is, and teachers experience that they share the responsibility to achieve educational goals with others in the school. According to Hoekstra, et al.’s perception shared norms and responsibility are considered as an imperative for teachers to know where they are and to know where they need to go.

A study of informal learning of public school teachers by Lohman and Woolf (1998) found that teachers associated three main types of informal learning activities with reflective learning outcomes knowledge exchanging (sharing and reflecting on others’ practice and experiences), experimenting (actively trying out new ideas and techniques), and environmental scanning (independently scanning and gathering information from sources outside the school).

Kelchtermans (1993, p. 449–450.) suggests that the professional self, like the personal self, evolves over time and that it consists of five interrelated parts: self-image, i.e.: how teachers describe themselves through their career stories; self-esteem: the evolution of self as a teacher, how good as defined by self or others; job-motivation, or what makes teachers choose, remain committed to or leave the job; task perception, that is how teachers define their jobs; future perspective, or teachers' expectations for the future development of their jobs.

Lohman (2000, p.86) conducted a qualitative study in order to “develop a deeper understanding of the types of environmental influences that inhibit public school teachers from engaging informal learning” with twenty-two teachers. According to the results of this study four environmental inhibitors to informal learning of teachers emerged as “lack of time for learning, lack of proximity to learning resources, lack of meaningful rewards for learning and limited decision-making power in school management” (p.89).

Lohman (2006) also conducted a survey in order to examine factors influencing the engagement of public school teachers in informal learning activities. According to the analysis results,

teachers rely to a greater degree on interactive than on independent informal learning activities. Three environmental factors inhibit teachers from engaging in informal learning activities: lack of time, lack of proximity to colleagues' work areas, and insufficient funds. In addition, seven personal characteristics enhance teachers' motivation to engage in informal learning: initiative, self-efficacy, love of learning, interest in the profession, commitment to professional development, a nurturing personality, and an outgoing personality (p.141).

Workplace learning is deeply embedded in everyday professional practice (Jurasaitė-Harbison, 2009). And teachers “construct and re-construct their roles as learners through relationships with their immediate social and physical

environments” (p.301). Jurasaitė-Harbison (2008, p.196) “compared three contrasting school cultures (Lithuanian, Russian in Lithuania, and suburban American) in two countries, to describe how their educational systems perceived and provided opportunities for work-based informal teacher learning” through investigation of the teachers’ journal entries and interviews. According to the results of the study three facets of school culture provide or fail to provide opportunities for teacher learning in informal contexts “school leadership, teachers’ professional relationships, and their individual stances as learners” (p.299).

Historical Changes in Teacher Recruitment: From Lifelong Secure Employment to Precarious Insecure Employment

The definition and conceptualization of work has been altered with the fundamental changes in the forms of capitalist production. “Changes in the way work is organized and experienced have been at the heart of social and historical shifts” (Watson, 2008, p. 53).

In this section, the change in the work structure will be put in a theoretical context with its historical background. The historical process will be identified in two periods as Fordism and Post-Fordism. Instead of Post-Fordism, some researches prefer to use the terms Neo-Fordism, Flexible Specialization or Flexible and Accumulation Regime, After Fordism.⁸

⁸ In this study, the features of the historical periods Fordism and Post-Fordism will be described in order to form a historical basis for teachers’ employment regulations. For this reason, the theoretical critiques of Fordism and Post-Fordism will not be given. For a detailed discussion please see, Harvey (1990) and Meyer (1981). For Turkey-specific comments please see Aslan (2010; 2005) and Arın (1986).

Fordism: Deskilled Laborers on an Assembly Line

Fordism is the denotation of the production process between the end of the Second World War in 1945 and the oil crisis in 1973.⁹ It takes its name from Henry Ford's motor company. In his company, in order to increase production rates, Henry Ford created a new type of production process. This new production type was based on Frederick Taylor's management theory, "The Principles of Scientific Management" published in 1911. In this management theory Taylor (1911) aimed to increase labor productivity, thus adopting the structure of labor force to the needs of the capitalist production process. Edgell (2012) identifies three interrelated meanings of Fordism as "a production system or labor process element characterized by mass production ... an economic system or regime of accumulation characterized by mass consumption ... a socio-political system or mode of regulation that is supportive of mass production and mass consumption" (p.90).

In his book Taylor analyzes organization and management of labor and also advocates that profitability, productivity and wages can be increased at the same time. He describes, "How labor productivity could be radically increased by breaking down each labor process into component motions and organizing fragmented work tasks according to rigorous standards of time and motion study" (Harvey, 1990, p. 125). The fundamental feature of scientific management is "the increasingly rationalized division of tasks" (Watson, 2008, p, 23). Taylorism considers "the industrial laborer as an economic animal who could be encouraged to act as a self-seeking hired hand and who would allow managers to do their job-related thinking for them" (Watson, 2008, p. 23). That is to say, Fordism is "the fragmentation and

⁹ According to Harvey (1990), the symbolic start of the Fordist period is 1914 which is the year Henry Ford's motor company started production. However, the effects of Fordism became widespread particularly after the Second World War.

simplification of work via Taylorized tasks; managerial control over the pace of work via the moving assembly line; and the standardization of parts and products via single-purpose machines” (Edgell, 2012, p. 93). Watson states that

If this could be achieved, especially through the use of output-based and potentially high-level rewards, the management would work out the most efficient way of organizing work, tying the monetary rewards of the work to the level of output achieved by the individual. This would produce results, which would benefit employer and employee alike, removing the like hood of conflict and the need for trade unions (p.23).

Taylorism positions labor force on machinery, Fordism reveals a production structure on the basis of organization of this mechanized system in the factory referred as an assembly line mode of production. Henry Ford used the assembly line in his motor company. Features of assembly line are as follows:

- Mechanical pace of work
- Repetitive job character
- Minimum skill requirement
- No choice in the use of tools or techniques
- Minute subdivision of the product worked on
- Need for constant surface attention (Belek, Scientific Technological Revolution, p.26)

With using the principles of Taylor, Henry Ford obtained a high level of efficiency. However, this manufacturing structure that includes monotonous workflow and a minimum skill requirement leads to various psychological problems on laborers such as fatigue, dissatisfaction, absenteeism, and quitting (Belek, 1999).

Braverman (1974) has three objections to Taylor’s scientific management. First, through Taylorist scientific management theory, he thought management would gather knowledge about each labor process, and this would lead to the breaking down of each craft or labor process into its component skills and parts, which he calls de-skilling. Secondly, all brainpower would be concentrated in the hands of the management’s planning. And thirdly, knowledge would be used to control each step

of the labor process. Braverman considers scientific management as lacking the characteristics of true science because; scientific management “investigates not labor in general, but the adaptation of labor to the needs of capital” (p.85).

In the Fordist period, “instead of all round man who worked as a jack of all trade, single task men were employed to assemble a particular component, so that each laborer became responsible for a more limited set of operations” (Robertson, 2000, p. 78). Henry Ford introduced “a conveyor chain enabling car assemblies to be carried past fixed stations where men performed simple or single task operations as the assembly line passed” (Robertson, 2000, p. 78). Ford also introduced “new forms of moral regulation into the workplace and beyond; a new type of ‘man’ suited to the new type of work and the new production process” (Robertson, 2000, p. 78).

Confirming Robertson, Jessop considers Fordism as a social organization as well as a production system (Jessop, 2007). He describes Fordism as the consumption of mass commodities in nuclear families and an urban-industrial, middle mass, wage-earning society. Quoting from Womack (1990), Jessop mentions that “twice in this century [the auto industry] has changed our most fundamental ideas about how we make things. And how we make things dictates not only how we work but what we buy, how we think, and the way we live” (p.76).

In the Fordist period, capitalist mode of production has also been an international division of labor in developed countries and less developed countries in order to meet the requirements of raw materials and semi-finished goods (Dikmen, 2006). In the framework of an import substitution development model, the underdeveloped countries, which were trying to capture the developed capitalist countries, became dependent on developed capitalist countries for machinery and equipment, and this led to the diffusion of an international Fordist system to the

whole world (Dikmen, 2006). A new type of division of work emerged between the developed capitalist countries and underdeveloped capitalist countries: the developed countries were producing consumption and investment goods whereas, the duty of the least developed countries was to produce semi-finished goods and raw materials required for developed countries (Dikmen, 2006).

Public Administration and Employment in the Fordist period: Full Employment for Mass Consumption

The political regulation of Fordism was Keynesianism. “Keynesianism provided for the substitution of a partially state-administered economy for the inefficient unregulated order. This would suffice for the achievement of such desirable goals, as sustainable economic growth, eradication of involuntary unemployment and a boost in aggregate demand. Cases conceived as market failures were to be dealt with expansionary fiscal and monetary policy and centrally dictated price controls” (Markantonatou, 2007, p.121). Keynesianism “provided for the substitution of a partially state-administered economy for the inefficient unregulated order. This would suffice for the achievement of such desirable goals, as sustainable economic growth, eradication of involuntary unemployment and a boost in aggregate demand” (Markantonatou, 2007, p.121).

Some scholars define Fordist period with the term Golden Age in order to indicate the prosperity of the developed capitalist countries particularly after World War II. In this Golden Age period, “national states were charged with the responsibility of economic planning and macroeconomic design, not the least by promoting strategies of nationalization of vital enterprises and public command in the areas of industrial infrastructure and banking” (Markantonatou, 2007, p.121).

In the Fordist period,

the cultural-political targets . . . were citizens in full-time employment, who had expectations of rising living standards and job security, while the main recipes were workforce participation, free collective bargaining, strong trade unions, government intervention and Keynesian macro-politics . . . Thus, under the condition of Fordism . . . rising consumption, public affluence and social security constituted the ‘social cement’ of the regime (Beck, 2000, p. 69).

In the Fordist period, particularly between the years 1940 and 1975, the Keynesian economic policies aimed not only the “to secure laborer compliance with discipline required working the highly productive assembly-line system” (Harvey, 1990, p. 126). It also aimed to “provide laborers with sufficient income and leisure time to consume the mass-produced products the corporations were about to turn out in ever vaster quantities” (Harvey, 1990, p. 126).

In the Fordist period, the economy was nationally oriented and mass consumption was promoted. In order to maintain the demands for mass consumption, full employment was the fundamental principle of the employment policies (Dikmen, 2006). The fundamental reason for full employment was to avoid falling into an economic crisis due to lack of consumption. That is to say, to guarantee and to increase the methods of capitalist accumulation was the fundamental target of the state (Dikmen, 2006). According to Dikmen, in terms of capitalism, the period between 1945 and 1970, humanity was experiencing perhaps the most beautiful and the most egalitarian years.

In Turkey since 1945, public personnel regimes have been based upon being a civil servant subject to statutory law. In statutory law, public service positions are held by civil servants who have job security. In the Fordist period, public servants as

well as other employees gained significant social rights and acquisitions, and their purchasing power increased also (Aslan, 2006, p. 86-88).

According to Dikmen, during the Fordist period, especially in countries like Turkey, the most important acquisition is becoming acquainted with public employment style, the idea that public services should be given by the public has gained power and this situation maintained significant secure employment opportunities for public servants and as a result, this model of employment had served humanity. Dikmen also points out that the most important feature of the Keynesian Welfare state is secure employment. In this period, hiring a significant number of public servants in a secure position had positively affected the private sector employment and the private sector was forced to turn in a similar manner to secure employment (Dikmen, 2006).

Aslan (2010) indicates that the public personnel regime, particularly after 1960, has Fordist characteristics. Between 1923 and 1945, many laws about the public personnel regime were enacted, whereas between 1945 and 1960 foreign experts came and worked on recruitment of the administration of the public regime. After 1945 in particular, those foreign experts prepared reports such as the Neumark Report (1949), the Barker Report (1951), the Martin and Cush Report (1951), the Leimgruber Report (1951), and the Gıyas Mediterranean Report. In 1960, the State Personnel Administration (“*Devlet Personel Dairesi Başkanlığı*”) was established in order to administer civil servants centrally.

In 1965, law number 657, a Civil Servants Law that regulated civil servants’ qualifications, appointments, improvements, promotions, rights, responsibilities, salaries and allowances and other personnel affairs was accepted. Item 3C of this law stipulates that appointments are to be based on a merit system. However, although

law 657 was accepted in 1965, it was not applied until the year 1970. Some of the economic and financial aspects of law 657 were changed. In Turkey, public servants are employed with respect to law 657. Theoretically, civil servants are divided into four main clusters: Public Servants (“*Kamu Personeli*”), Electeds (“*Seçilmişler*”), Compulsories (“*Yükümlüler*”) and Volunteers (“*Gönüllüler*”) (Aslan, 2012, p. 4) (see Figure 1).

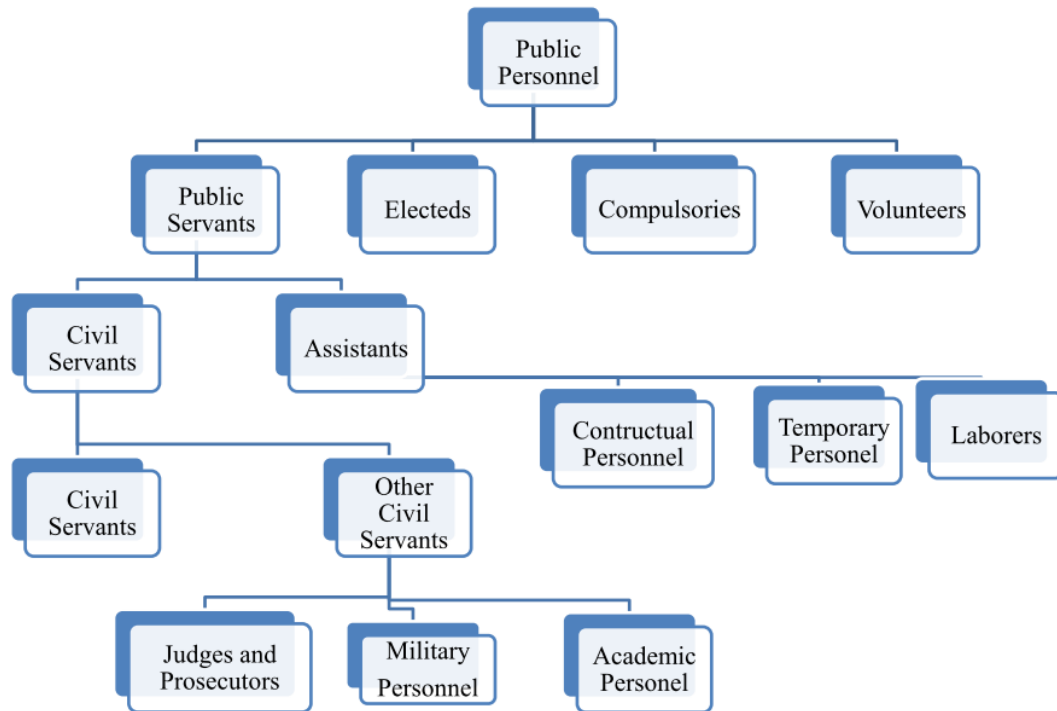


Figure 1. Diagram of Civil Servants in Turkey. Source: Aslan, (2012, p. 3).

As shown in the figure, civil servants are divided into two main clusters: civil servants (“*memur*”) and assistants (“*yardımcılar*”). Public servants are divided into two clusters as public servants and other civil servants. Other civil servants are judges and prosecutors, military personnel and academic personnel. The assistant cluster is divided into four types: contractual personnel, temporary personnel and laborers.

According to article 4 of law 657, civil servants are employed with respect to sub-paragraph and the assistant’s clusters are in sub-paragraphs B and C.

The sub-paragraph A of this law states that regardless of the existing establishment format, according to the principles of general administration of the State, those who are charged with the fulfillment of the essential and continuous public services shall be deemed public servants. The civil servants who are employed with sub-paragraph A are contingent upon statutory law (“*statü hukuku*”).

The sub-paragraph B of the law deals with contracted personnel. The sub-paragraph regulates in need of a temporary jobs like project preparation, implementation, operation and functioning of development plan, annual program and the program of work, within the scope of established principles and procedures of the Council of Ministers within the agency's proposal upon the opinion of the State Personnel Department. The one's who are employed with respect to the sub-paragraph B have limited contracts to one financial year and they are the public servants who are not counted as laborers can be employed.

According to the sub-paragraph C, temporary staff is based on the opinions of the State Personnel Department of the Ministry of Finance and on decisions of the Council of Ministers for tasks of less than one year term or seasonal services, within the boundaries of units operated by contract, the ones are employed with contracts and the ones who are not counted as laborers.

Sub-paragraph D defines laborers employed by public institutions. In that paragraph, it is stated that, with the exception of the sub-paragraphs A, B and C, the laborers have the same status as those who are employed in allocated permanent employee position with indefinite-term employment contract and seasonal or campaign laborers or wildfire fighting services by the respective regulation and who are temporary laborers employed at least six months duration specific term work contracts in temporary job positions. The provisions of law 657 will not be classified

as laborers. Article 5 of law 657 states that institutions subject to this Law are not allowed to employ any personnel other than those in the four employment status. With law number 1327, in the salaries of public officers, the principles a single wage system, clarity and objectivity, equivalence of wages were accepted. Before this law, there were different wages that were paid for the same tasks and in the same institutions, and there were also hidden wages. However, after this law was implemented, these practices were over (for detailed information please see Çevikbaş, 1995).

Teachers in the Fordist Period: State Professionals with Job Security

Hodkinson (1997) defines as Fordism the same historical period that Robertson calls Keynesian Welfare Statitism, in the following way:

a model of top-down bureaucratic and hierarchical control, designed to achieve technical efficiency in a stable market place, where product demand can be predicted with reasonable certainty over a long period of time ... Laborers were given small and clearly defined tasks, which were constantly repeated on each car that was made (p. 69, 70) .

Fordism is “culminated not only in standardized production, work and employment, but also in standardized consumption, and standardized life-styles, even standardized politics” (Beck, 2000, p.99). In this period, the economy was nationally oriented and mass consumption was promoted. In order to keep up the demand for mass consumption, both in public services and the private sector full employment was the fundamental principle of the employment policies (Dikmen, 2006). But what are the roles and positions of teachers in this context?

Robertson (2000) elaborates on this situation through quoting a study done by Franklin Bobbitt, an instructor of educational administration at the University of Chicago, about scientific management and schools. She states after publishing the article, Bobbitt was invited to write on the National Society for the Study of

Education including the application of Taylor's economic theories as a problem of educational management. Bobbitt identifies his three key principles: "standards specified by the business and industrial world, scales of measurement to determine whether the product rises to that standard, and as system of independent inspection" (Robertson, 2000, p. 83). According to Bobbitt these principles would "enable teachers to know how well they were performing in achieving standard and then determine themselves to be either good, medium or poor teachers" (Robertson, 2000, p. 83). "A teacher who fell short of this standard was considered as a weak teacher, while such knowledge enables management to identify one of the major problems in schools: inefficient teachers" (Robertson, 2000 p. 83). Fordism was not a production system in the industrial world. Harvey (1990) states the function of Fordist production process:

the separation between management, conception, control, and execution (and all that is meant in terms of hierarchical social relations and de-skilling within the labor process) was also already well under way in many industries. What was special about Ford (and what ultimately separates Fordism from Taylorism) was his vision, his explicit recognition that mass production meant mass consumption, a new system of reproduction of labor power, a new politics of labor control and management, a new aesthetics and psychology, in short, a new kind of rationalized modernist, and populist democratic society (p.126)

In 1916, Ford "sent an army of social laborers into the homes of his 'privileged (and largely immigrant) laborers to ensure that the 'new man' of mass production had the laborers to right kind of moral probity, family life, and capacity for prudent (i.e. non-alcoholic) and 'rational' consumption to live up to corporate needs and expectations" (Harvey, 1990, p. 126). Well, what was the role of teachers and their work in those days? Robertson (2000) elaborates on teachers' conditions in the following paragraph:

the rapid decline in the collapse of laissez-faire liberal settlement in the 1890s created a climate where new solutions were eagerly sought and embraced science tried to find out new possibilities for understanding and controlling the laws of nature and especially human nature. Scientific management, the science of administration (organization theory), exchanges (economy), society (sociology), and individuals (psychology) were all mobilized to shape the new institutional structures, its practices, and the individual identities within them. As well as the schooling life and teachers' work was determined by this rationality (p.75)

Robertson (2000) points out that in England and United States "by the late 1960s, some improvements in teachers' wages, social status and aspects of their work situation were apparent" (p.72). However, these improvements "varied across nations" (Robertson, 2000). Robertson also indicates

there was a form of 'concordat' between teachers and the state over the nature of their relationships based upon trust that teachers, as welfare state professionals, should and would exercise their judgment in socially and politically acceptable ways. In exchange for teacher loyalty, goodwill and political neutrality, the state guaranteed teachers' tenure, a secure wage and some scope for discretion in their work" (p.72).

Robertson also notes:

Keynesian welfare state settlement itself is important for locating and understanding the rise of teachers as state welfare professionals, though it must be noted that the rhetoric of professionalism was no guarantee either of teacher autonomy or of continuous support by the state for teachers' professional project. Rather, the rhetoric of professionalism often existed to guarantee teachers' commitment to servicing the welfare of others or for the state, despite poor pay and working conditions (p.94).

As can be seen in Robertson's conceptualization the work of teachers was affected by the Fordist production systems. However, Robertson's focus is on England. What was the situation of teachers in Turkey in the corresponding years of Fordism?

In 1923, the Republic of Turkey was a newly establishment nation state that promoted disengagement from the Ottoman Empire. The fundamental aim was to develop the national economy and construct new Turkish citizens. In 1924, with the

Law of Unification of Education, teacher employment patterns were regulated in line with the targets of the new regime. In a speech of Mustafa Kemal Atatürk, teachers were pronounced as the cultural army of the new Turkish Republic and were held responsible for bringing up the new generations of the Turkish Republic. On 13 March 1924, teaching was accepted as official service and as a profession it was denoted that the profession of teaching is the foundation of education services (Akyüz, 1978). In the following years, teachers continued to be important civil servants responsible for the continuation of national values. In the teacher appointment system, there were no systematic or planned policies. Teachers were chosen by a central exam, and some teachers without a background in pedagogy were given the right to be appointed. Properly with Fordist employment regulations, teachers were public servants who have lifelong job security. The legislative regulations of teachers' employment have been put on a legal basis with in 1965, with Public Servants Law number 657. It is currently the law, which regulates the public servants rights and responsibilities. Teachers were employed in accordance with the article 4A of this law. The public servants who are employed under this article have lifelong job security, so teachers employed as permanent teacher have job security.

As can be seen in Robertson (2000) and Akyüz (1978), the conditions of the teaching profession in Turkey and in a developed capitalist country England have differences and similarities. The similarity is that teaching as a profession was attributed with an important meaning in both countries. However, as a newly established country Turkey, there were plenty of teacher problems of economic, organizational, teacher education, and teachers' relationship with their administrations (Akyüz, 1978).

In the years corresponding to Fordism in developed capitalist countries, Turkey was newly established nation state aiming for a stabilized national economy. In this established period, in a similar manner in England and United States, as Robertson stated in the above paragraphs, teachers were assigned to rise the new generation.¹⁰ In 1923, in the 1st Science Committee (“*Birinci Heyet-i İlmiye*”) and Ministry of Education Fulfillment report dated 14 August 1923, with the directions of Mustafa Kemal Atatürk, the professionalization of teachers was addressed with the Law of Middle School Teachers (“*Orta Tedrisat Muallimleri Kanunu*”), teaching profession was accepted as a profession responsible for the education and instruction services of the state.

The graduates of Middle School Male Teacher Education Institute (“*Orta Darülmualimin*”) and Primary and Middle School Female Teacher Education Institute (“*Darülmualimat*”) used to be appointed as assistant teachers, and were supposed to complete their one-year internship, at the end of which they assumed the title of teacher (“*Muallim*” in old Turkish) (Akyüz, 1978) Akyüz states that there were not any explicit and separate provisions about appointments to the middle and high schools.

Akyüz (2008) indicates that in 1923, there were 10102 primary school teachers in Turkey. He claims that the origins of these primary school teachers were the indicators of the wrong teacher employment policies until that date. Akyüz divides these 10102 teachers into five categories according to their background: the ones who have vocational education in teaching (2734), graduates of primary school (1357), the one who left the Muslim theological school (“*medrese*”) and become a teacher directly (711), the ones who are educated irregularly (152) and lastly the ones

¹⁰Mustafa Kemal Atatürk’s apothegm “Teachers! The generation will be your creation..” (“*Öğretmenler! Yeni nesil sizin eseriniz olacaktır.*”)

who should not be teachers (2107). In the following time line table, compiled from Okçabol (2005), the institutions related to teacher education are stated:¹¹

Table 4. Teacher Education between 1923-1982

1923-1982	1914-1915	Kindergarten Teacher Education (“ <i>Ana Muallime Mektebi</i> ”)
	1927-1932	Kindergarten Teacher Education (“ <i>Ana Muallime Mektebi</i> ”) Reestablished
	1924-1939	Music Teacher Education (“ <i>Musuki Muallim Mektebi</i> ”)
	1926-1933	Village Teacher Schools (“ <i>Köy Muallim Mektepleri</i> ”)
	1936	Education Courses (“ <i>Eğitim Kursları</i> ”)
	1937	Village Teacher Schools (“ <i>Köy öğretmen okulları</i> ”)
	1940-1954	Village Institutes (“ <i>Köy Enstitüleri</i> ”)
	1943-1947	Hasanoğlu Higher Village Institute (“ <i>Hasanoğlu Yüksek Köy Enstitüsü</i> ”)
	1963	Girls' vocational high school for kindergarten education (“ <i>Kız Meslek Liseleri</i> ”).
	1963	Reserve officer teachers
	1934	Girls of Technical Teachers Training College (“ <i>Kız Teknik Yüksek Öğretmen Okulu</i> ”)
	1946	Education Institutes for Secondary School Teacher Education (“ <i>Eğitim Enstitüleri</i> ”).
	1974	Education Institutes for Secondary School Teacher Education (“ <i>Eğitim Enstitüleri</i> ”).
	1974-1975	Teacher Education with Letter (“ <i>Mektupla öğretmen yetiştirme</i> ”).
	1975-1980	Teacher Education with expedited programme (“ <i>Hızlandırılmış Programla Öğretmen Yetiştirme</i> ”).
	1930-1979	Higher Teacher Education Schools (“ <i>Yüksek Öğretmen Okulu</i> ”).

Source: Okçabol (2005).

Akyüz identifies the main problem of teachers as quantity of teachers, their economic status and organization problems. He states that in the early years of the Turkish Republic, it was easy to become a teacher and the quality of teachers was sacrificed to quantity. That is to say, even individuals who were not graduated from vocational education related to teaching were appointed as teachers. Teachers were appointed as permanent, temporary, hourly-paid, adjunct teachers (Ayas, 1948, p. 263; cited in Akyüz, 1978. p. 227).

¹¹ For details of the teacher education system in Turkey, please see Okçabol (2005) and Hamiloğlu (2001).

During the years, a consistent teacher initial hiring policy was not established in Turkey. The initial hiring patterns of public school teachers had been altered over the years as follows:

In 1936, the government started appointing men who had completed their military service as a noncommissioned officer (“*onbaşı*”) as teachers for the first three levels of village schools (Okçabol, 2005).

- The village institutes were established in 1939 to educate as future teachers for villages who had been in the village, lived in the village and know about the conditions in villages (Okçabol, 2005). Akyüz (2008) affirms that until 1940s, graduates of the village institutes were appointed to the villages as teachers. In 1942-43 the Higher Village Institutes were established.

In 1950s, teacher candidates were selected by the oral examinations. When the Democrat Party came into power, the Ministry of Education started declaring the need for appointing of ‘real teachers’ (“*essah öğretmen*”) to the villages (Akyüz, 2008). According to Akyüz, the reason behind such declarations was to discharge the graduates of the village institutes. In 1954, the village institutes were transformed into primary school teachers’ schools (“*ilköğretmen okulu*”).

After the military coup in 1960, a new constitutional chart was prepared. In this period, the General Directorate of Teacher Training Schools was established (Okçabol, 2005). In 1960, high school graduates were given right to complete their military service as a reserve officer teacher (“*yedek subay öğretmen*”).

In 1963, men who completed their military service as a reserve officer teacher were eligible for assignment as primary school teachers (Okçabol, 2005). On 5 January 1961 Primary Education Act 222, the graduates of junior high and equivalent schools who were at least 18 years old and who had completed a course were

assigned as temporary teachers in primary schools and high school, and also university graduates were assigned as secondary school teachers also a after completing a course (Akyüz, 2008). On September 1962, more than 1.200 Peace Corps experts from the United States of America taught English until the 1970s (Okçabol, 2005).

In 1966, the Turkish government signed the UNESCO and ILO advisory document that includes recommendations concerning the regulation of the teachers' status and education (Akyüz, 2008). In this advisory document of ILO and UNESCO, article 6 indicates that, “

Teaching should be regarded as a profession: it is a form of public service , which requires of teachers expert knowledge and specialized skills, acquired and maintained through rigorous and continuing study; it also calls for a sense of personal and corporate responsibility for the education and welfare of the pupils in their charge” (UNESCO, 1966, 1997).

In article 45 in the same document, it is noted “stability of employment and security of tenure in the profession are essential in the interests of education well as in that of the teacher and should be safeguarded even when changes in the organization of or within a school system are made.” (UNESCO, 1996, p. 29). Also in article 61, it is mentioned that teachers “should be given the essential role in the choice and the adaptation of teaching material, the selection of textbooks and the application of teaching methods, within the framework of approved programme, and with the assistance of the educational authorities” (p.32).

Post-Fordism: Emergence of Flexible Team Member

Before describing the fundamental features of Post-Fordism, it is necessary to review the transition period from Fordism to Post-Fordism. Edgell (2012, p.100) points out two approaches about the reason for the collapse of Fordism as “the regulation approach” and “flexible specialization approach”. He states that the regulation approach was developed in France and it was asserted that “as a capitalist production system, Fordism is inherently alienating and inevitably involves deskilling, which is likely to provoke a negative response from laborers, no matter how well paid they are” (p.100). That is to say, according to this approach,

the demise of Fordism was due primarily to ‘crisis of labor process, which, because it dehumanizes the laborer, ends up by not being efficient, even from the employer’s point of view’ (Lipirtz, 1992, p.17). This crisis for labor and capital impacted on the ability of the state to fund the ensuing recession out of declining taxable income, thereby prompting cuts in welfare benefits, which compounded the problem as well as threatening the political dimension of the Fordist compromise (p.100).

The second approach that Edgell indicates is the flexible specialization approach. This approach is originated in America and asserts the claim that

the success of Fordism created the demand for greater variety and the ability to pay for premium products, which provoked manufacturers to radically modify, if not completely abandon, their Fordist principles and introduce more flexible technologies and laborers” (p.100).

According to Edgell, both of these approaches come to the conclusion that “by the 1970s, Fordism was in a profitability crisis and that in this more competitive environment the search was on for new production methods that would increase productivity and therefore profits” (p.101).

Jessop (1997) describes mainly two alternations in this process. First there is shift from Keynesian welfare state to Schumpeterian workfare state and the shift from the nation state to the supranational, national, regional and trans-local levels.

Watson (2008, p.67) defines Post-Fordism as “a pattern of industrial organization and employment policy in which skill and trusted labor is used continuously to develop and customize products for small markets”.

Compared to Fordism, in Post-Fordism, laborers are given more responsibility to improve quality with flat management structures (Hodkinson, 1997). In other words, “under Fordism the laborer simply sold their labor power to the employer, in the Post-Fordist period employer would seek a level of commitment and initiative that would threaten laborer’s identity and personal autonomy” (Watson, 2008, p. 68). The movement from Fordism to Post-Fordism is complex and there are also interrelated changes in the labor processes and social mode of economical organization and as well as entire character of political and social order (Jessop, 1997). Hodkinson (1997) indicates that Post-Fordism

is replacing Fordism as a model of management and organization for commercial companies. It is a flexible response to constantly changing markets, where products continually change and so do the jobs of the laborers. Laborers are given increased responsibility for continually improving quality, in organizations with flat management structures rather than the many-layered bureaucracies of Fordism (p, 70).

Post-Fordism is a “flexible responses to constantly changing markets, where products continually change and so do the jobs of the laborers” (Hodkinson, 1997, p. 69). According to Hodkinson (1997) in the Post-Fordist paradigm, the present is future-directed and firms are able to strengthen their place in the market and have to search for higher quality and as a result, approaches like Total Quality Management (TQM) have been developed.

In Post Fordist period, the core laborers were expected to be better educated and trained whereas periphery laborers are to have high levels of education in order to adapt to new and more demanding work opportunities (Hodkinson, 1997).

According to Hodkinson, in the Post Fordist era, people are considered as the most important resource that learning organizations can survive. Post-Fordist recognition accepts the principle “empowering core laborers and giving them responsibility for their own professional development” (p 69).

In Post Fordist era, particularly 1980s brought the concept of flexibility to the context of employment regulations and conceptualization of work (Vallas, 1999). Social theorist Richard Sennett (2000), in his book *Corrosion of Character*, analyzes the personal consequences of work in the new economy, he has led to disorientation of the individual because of the use of concepts like flexibility, decentralization and control, flextime, change and long-term commitment, as well as work ethics and teamwork. Sennett points out that the word “flexibility” entered the English language in the fifteenth century. Its meaning thoroughly is associated with a tree, as he states “it is trees capacity to both yield and to recover, both the testing and the restoration of its form” (p.46). According to Sennett (2000, p.46) flexible human behavior is to adapt to changing circumstances and flexibility is focused on the forces bending people and flexibility is “tree’s capacity to both yield and to recover, both the testing and the restoration of its form”.

In Sennett’s view, a flexible regime is political as well as economic. That is to say, in the different regions of Europe and America, different formulations are produced about the political side of flexibility. The questions needing to answer “Are they any limits to how much people are forced to bend? Can government give people something like the tensile strength of a tree, so that individuals do not break under the force of change? ” (p.53). To Sennett, flexibility is a main cause of growing disorientation of people in today’s world. In Sennett’s words “Time in institutions and for individuals has been unchained from the iron cage of the past, but subjected

to new, top-down controls and surveillance. The time of flexibility is the time of a new power.” (p. 59).

The promotion of flexibility is fundamental to government policy for the economy because it is seen as essential for business success, prosperity and employment (DTI, 1998: cited in Crowther, 2004, p. 125). According to Crowther (2004) “flexible specialization demands new types of malleable laborers, willing to train and retrain, to meet the changing demands of the labor process. The politics of control in the workplace -which was primarily a struggle between organized labor and capital- is being redrawn to include lifelong learning” (p. 130). In Sennett’s (2000) analysis, flexibility is corroding character because it is transforming the meaning of work. That is to say, flexibility requires the reorganization of work to adapt it to short-term trends in the market to provide firms can respond rapidly to its fluctuations” (Crowther, 2004, p. 125). Countries are seeing the employment scene change from relatively secure full-time employment to a more flexible, insecure labor market where new entrants are mostly on part-time or fixed-term contracts (Saloniemi and Zeytinoğlu, 2007).

Public Administration and Employment in Post-Fordism: Civil Servants’ Decreasing Job Security

Penning (1999) utters the changes in public employment are related to the interactive relationships between political and socioeconomic actors and political institutions, given the prevalent socioeconomic conditions. Increasing the rate of flexibility in the labor market corresponds to decreasing job security and “coming forward of fixed-term jobs, temporary agency jobs and other forms of atypical jobs yielding less security” (Auer, 2007, p.5). In the public service by the implementation of New Public Management (NPM) policies, public institutions have started to administer as

if they were private institutions and have been regarded as firms whose aim has become “doing more with less” (Sennett, 2000, p.49). Borins (1995) identifies major characteristics of the NPM as follows:

demanding, measuring, and rewarding improved organizational and individual performance; advocating managerial autonomy, particularly by reducing central agency controls; maintaining receptiveness to competition and open-mindedness about which public purposes should be performed by public servants as opposed to the private sector or non-governmental organizations (p, 5-11).

According to Miller and Dunn (2007) the concern was governmental institutions were considered as undemocratic, unresponsive, inefficient, and also failing in most other measures of what constitutes an effective organization lead to an extensively implementation of the NPM policies. After the first half of the 1980s, especially in the countries belonging to the OECD, the public sector growth lagged drastically behind economic growth (Pennings, 1999). Changes in public employment accounting in a number of the OECD countries over the 1980s were central to the rise of the NPM and its associated doctrines of public accountability (Hood, 1995). This development can be claimed to be part of a broader shift in received doctrines of public accountability and public administration.

In 1995, the Organization for Economic Cooperation and Development (OECD) indicated that “a new paradigm for public management has emerged, aimed at fostering a performance-oriented culture in a less centralized public sector” (p.26). This was the declaration of the beginning of the structural changes in employment patterns in the public sector. The NPM represents a new paradigm; it is an attempt to transform the public sector through organizational reforms that focus on results in terms of “efficiency, effectiveness, and quality of service, which appears to fit nicely into the larger, political theory of governance” (Borins, 2000, p. 12).

The status of the public personnel regime in the Fordist period, which was based on statutory law, was replaced by multiple forms of employment based upon flexibility. In this period, two types of employment provide a basis for public employment. One of them is contractual employment, while other is subcontracting (*“taşeron”*).

For Turkey, the year 1980 is a particularly great historical breakthrough for the whole of the Turkish public personnel regime and all social institutions in Turkey have experienced a significance change (Aslan, 2010). According to Aslan, this is not an "attribute less" change; it can be described as neo-liberal or Post-Fordist regime of capital accumulation. To show changes in the public personnel regime, Aslan (2010) compares salary systems for civil servants in Turkey from Fordism to Post-Fordism. (Table 5)

Table 5. Salary System in Fordism and Post-Fordism

Fordist	Post-Fordist
Unitary Salary Regime	Fragmented Salary Regime
Solidarist	Competitive
Relatively equalitarian	Absolute in equivalence
Single form	Individualist, differentiated according to the civil servant
Based on education and seniority	Based on managers' performance evaluation
Regulation to laws	Regulatory administrative acts
Related to general price level	Sensitive to market movement
No connection between salary of civil servants and the product they produce.	Direct connection between the individual output and salary.

Source: Aslan (2010, p.85).

In the Post-Fordist period the changes in public employment can be handled in three different dimensions: privatization, sub coordination and flexibilisation (Kablay, 2012). The aim of privatization of public services is state's withdrawing from the carried out in the service area. Through decentralization, some organizations are being privatized; through this transition period to privatization had been started. This application also led to a reduction in public sector employment opportunities that offer a number of public services (Kablay, 2012). The second

dimension is that Kablay state is sub coordination. Like cooking, cleaning, and security, subcontractor companies deliver some of the fundamental public services. This leads to the hiring of low-wage contract laborers in these services instead of permanent civil servants. Such practices in the public sector have led to a reduction in the certain public employment areas. Subcontracting directly influences the meaning and the nature of the work, the most important features of this type of employment is the precarization of the employment (Özoğlu, 2009).

Subcontracting started in 1988, with the legislative decree number 318, in assisted services. However, in the 2000s, subcontracting spread to all other civil servants areas such, the health services and technical services. The third dimension that Kablay indicates is the flexibilisation. Kablay states that with the changing the legal status of public employment, public employment regime is changed. Public employers hired in accordance item 4A of law number 657, the number of employees hired with respect to items 4B and 4C. Such application leads to different regulations for the different occupational employees in the same position

Teachers in the Post-Fordist period: Emergence of Precarious Employment Statuses

Robertson (2000, p. 132) quotes the IBM chief Lew Gerstner's words about the problems by post war schooling:

Unfortunately schools are not organized to work 'smart'; it is not called mass education for nothing. Schools teach by brute force; they are based on an explicit factory model, with the teacher as the laborer and the student as the product. Mass production is the objective... Schools must reinvent themselves in order to survive. The 'discipline of the market' holds the key (Gerstner et al., 1994, p. 219-231).

According to Robertson, this analysis points out the nature of Post-Fordist developments for teachers "the restructuring of teachers' work has been built upon the deregulation of their existing conditions and the establishment of a new set of

market and management oriented principles” (p.133). Hodkinson builds up the relations between Post-Fordist employment and teacher professionalism. He affirms that the fundamental part of the post-Fordist vision is the redefinition of quality. Compared to Fordism, in the Post Fordist vision, a car laborer has the right to stop the production line, if she or he judges it to be necessary to maintain quality. In this context, he associates schools and commercial organizations and maintains that the purpose of education institutions should become constantly improving quality.

In the following paragraph, Robertson (2013) points out the relation between the works of teachers in the years corresponding to Post-Fordism:

The advance of neo-liberalisms a counter hegemonic project, and its subsequent materialization in globally facing competition states, reorganized public sectors to operate like quasi-markets, new forms of private authority the construction of an education services sector open to trade, and an expanded agenda for international agencies, both challenged the transformed public sector education systems, and important features of teachers’ work and workplaces ... By the early 1990s, it was possible to see deep and far reaching changes to teachers’ work and in their workplaces in those countries that had fervently embraced market liberalism Not only was the basis of teachers’ professional expertise challenged, but those within the system were faced with an escalating set of demands around accountability, standards and performance. The net effect was to discourage high quality applicants from entering teaching, or once in the system, to quicken their exit. (p. 7).

In this context, Hodkinson associates schools and commercial organizations. He advocates purpose of education institutions become constantly improving the quality. He denotes that Post Fordism anticipate

Multi-skilled, flexible, knowledge laborer/teacher – a teacher who is knowledgeable enough to take on a range of different tasks, who can contribute to team solutions to problems, who is continually developing his/her own learning, as part of a learning organization, and who is given the training/education and responsibility to continually improve quality as part of a never-ending drive for excellence. (p. 72).

The NPM seeks to subject professional services in the public sector to accountability regimes and market forces, and the promotion of accountability regimes and market mechanisms in education will have a significant impact on teacher professionalism (Leicht et al, 2009). “Calls for accountability are often accompanied by demands to ensure that all personnel are certified, and hence the accountability movement may help teachers seal their jurisdictional monopoly and ward off potential competitors” (Leicht et al., 2009, p. 596).

In the context of Turkey, Ünal (2005) identifies two types of professionalism, namely “the traditional professionalism” and “the new professionalism”. With the conceptualization of traditional professionalism, which has been criticized by the neoliberal perspective, Ünal refers to a teacher, who is autonomous, closed to criticism and progress. In this perspective, teacher is the only determinative agent in the class, and produces and carries on the teacher-student hierarchical order. On the other hand, in the conceptualization of the new professionalism which has been adopted in the neoliberal perspective, according to Ünal’s view point, a teacher whose is formed on the basis of new professionalism is directed to doing rather than thinking and also gaining skills and competences rather than ethic values. The new professionalism put great emphasizes on the centrality of continuing professional development.

In Turkey, with the alteration of public policies, and the integration of them, the definition of public service has changed; the teaching profession also has been redefined in this perception (Ünal, 2005). Ünal asserts that with the pioneering of the Organization for Economic Cooperation and Development (OECD), led by the “Mediterranean Region Project” in Turkey, education policies has been started be defined in line economic demands. In the process, the image of teaching profession

has been structured on the basis of “New Professionalism” (Ünal, 2005). Ünal indicates consistency of the new defined roles/identities with the organization of market policies is a central factor in describing new roles/identities.

Henceforth, we will elaborate on the recruitment of teachers in Turkey during the Post-Fordist period, with the justification of the beginnings and the ends. Categorization will be according to the following periods: 1973-1982, 1982-1997, 1997-2002 and 2002-2014.

1973-1982: Seeking New Ways for Teacher Employment

The National Education Basic Law dated 24 June 1973 and numbered 1739 introduced significant principles for teacher appointment (Akyüz, 2008). According to the item 43 of this law, disregarding level of teaching, teacher candidates are supposed to enroll in higher education. In order to be appointed as a teacher, this law brings the requirement of being a graduate of higher education institution that raises teachers in order to be appointed as a teacher. However, despite the presence of the item 43, the item 45 addresses the appointment of teachers from those who do not have pedagogical training. According to Akyüz, the item 45 opens the way to be a teacher for each graduate of universities.

In 1974, in order to meet the need for teachers, the government of that period initiated a program called teacher education by correspondence (“*mektupla öğretmen yetiştirme*”). As a result of 15 weeks training, 46000 teachers were graduated (MEB, 2003, p.202). In 1975, due to the political atmosphere of the country, the students of Education Institutes were not able to continue their education, so to the correspondence program, teachers were graduated. The number of teachers who were graduated without learning the fundamentals of teaching profession teaching profession was approximately 100 thousand (Öztürk, 1998). In 1976, these expedited

teacher education programs converted to two-year education institutes (Okçabol, 2005).

1982-1997: Unsteady Teacher Recruitments

The year 1982 can be considered as a symbolic turning point for the teaching profession. The Higher Education Law introduced in 1981 with the number 254. Instead of the MEB, the YÖK become responsible for teacher education. Since 20 July 1982, the institutes and “high schools” (“lise”) related to teacher education have been embodied in the YÖK as universities. After this law, the MEB employed eligible teacher candidates graduated from the universities.

On 4 March 1987, in order to educate more qualified teachers, the duration of two-year high school became four years (Okçabol, 2005). Akyüz (2008) indicates that after 1985, different applications occurred in teacher appointment procedures. In 1986, the MEB announced that in cases where the supply exceeds demand, central exams would be conducted. In 1986, teachers were appointed according to the results of the centralized exam called “Competition and Placement Exam” (“*Yarışma ve Yerleştirme Sınavları*”). This exam was prepared and administrated by the ÖSYM. The content of the exam used to include items on Atatürk’s principles and the history of the Turkish revolution, the foundation of Turkish citizenship, geography of Turkey, Turkish culture and civilization, Turkish language and composition writing, mathematics, craft knowledge according to the features of service. There were two parts of the exam: oral and written. The candidates who scored a minimum 70 points over 100 on the written exam were entitled to take the oral exam. From the overall grading, the ones who scored 70 points over 100 used to have right to be appointed. The candidates’ points were arranged in descending order. Then the numbers of scores equivalent to the vacant positions were assigned as civil servants.

The article 25 of the framework directive came into force in 1990, stipulating that all teacher candidates would have to take a central exam (Official Gazette of Republic of Turkey, 20614). In 1991, although all the candidates who had taken the exam were appointed, there were still some vacant positions. Before the general elections, both the party in power and in the opposition announced that they would lift the exam requirement. In 1992, the Prime Minister removed the exam requirement.

After 1992, instead of the central examination a pedagogical formation certificate was required in order to be appointed as a teacher (Yüksel, 2005). The teacher candidates who did not have a pedagogical training were subjected to in-service training programs organized by Division of In-service Training in education faculties (Yüksel, 2005). Küçükahmet (1993) advocated that giving right to be appointed as a public school teacher to the graduates of other faculties except faculty of education was an act of injustice for the students who receive education in faculties of education.

With the duration of higher education intuitions for teacher education to four years, a shortage of teachers occurred. This shortage leaded the MEB to the alternative teacher appointment procedures.

Between the years 1992 and 1996, the ones who were eligible were appointed as public school permanent teachers. In the 13 September 1996 circular letter, the MEB announced that, with the exception of candidates who graduated from faculties of education and holders of a pedagogical training certificate, all candidates who had an undergraduate degree had the right to be appointed as a primary school teacher. As a result of this, almost fifty thousand graduates of various faculties such as agricultural veterinary schools and faculties of political sciences were appointed as a

primary school teacher (Küçükahmet, 1993) Those new appointees were subjected to a training course for pedagogical formation for 52 days.

1997-2002: Attempts for Central Examinations for Teacher Selection

In 1999, the 57th government decided to reconstruct the public administration, and decided to administer the Civil Service Examination (“*Devlet Memurluğu Sınavı*”). With a change in item 50 of the 657th Public Employees Law, taking the Civil Service Examination and getting required points from this exam became required. There were two multiple choice exams: general ability and general culture. The applicants of the exam who scored 70 points over 100 were considered as successful and had a right to be appointed as a civil servant. In 2001, the name of the “Civil Service Examination” was changed to “Public Officers Examination” (“*Kamu Memurluğu Sınavı*”). The KMS was administered by ÖSYM for the first and last time on 7-8 July 2001.

2002-2014: Emergence of Precarious Teacher Statuses

On 8 February 2000, the MEB and the European Commission signed an agreement. The agreement was about the Project for Supporting Basic Education (the Turkish acronym is TEDP). The fundamental aim of this project was raising the level and quality of education, enhancing educational attainment particularly in disadvantaged rural and urban regions, squatter settlements (“*gecekondu bölgesi*”) and also the enhancement of teacher supply for these regions.

On 18-20 November 2011, with the initiative of the MEB, a Workshop for National Teacher Strategy was held. The report of this workshop was published in 2013. The name of the report was the “National Teacher Strategy Draft Document” (“*Ulusal Öğretmen Strateji Belgesi Taslağı*”). It includes the targets for the teaching profession determined in this workshop. Three fundamental goals have been

determined: ensuring the most qualified teachers in every classroom, improving teachers' professional and institutional sustainable commitment and strengthening the perception and status of the teaching profession. Each goal has different sub-goals.¹²

Teacher Recruitment: Application of the KPSS

On 03 May 2002, on the basis of Council of Ministers Decision (18 May 2002-2002/3975), “The General Regulation about Application of Examination for Recruitment of Public Servants” was published in the 24744 numbered Official Newspaper. With this regulation, the requirement for candidates for civil servant posts were to take the central examination was accorded a legal basis. In 2002, the application of a central examination called the KPSS for recruitment of civil servants started.

In 2006, teacher recruitment, appointment and relocation policies were regulated with respect to the “Teachers’ Appointment and Relocation Regulation”. This regulation appeared in the 2006 Official Newspaper number 26098. Item 4 of this regulation states, teachers are supposed to take education in the fields of general culture, their special field, and pedagogical training in higher education institutions. After this, they have the right to be appointed as teachers to carry out the education and training services in the all types of formal and non-formal education institutions and courses and seminars.

In August each year, the MEB announces required quotas and the minimum KPSS points for each teaching branch. Any eligible teacher candidates have the right to apply. Eligibility is based on article 48 of law number 657, the Civil Servants Law and article 6 of the Teachers’ Appointment and Relocation Regulation. According to

¹² For details please see Memurlar.net (2013).

the 6th article of Teachers' Appointment and Relocation Regulation, KPSS applicants who scored the minimum or above points for the teaching branch have the right to apply for appointment as permanent teachers. The MEB announces the quotas and minimum points to be gathered from the KPSS for each teaching branch. The eligible teacher candidates who apply for appointment are required to get points equal to these announced minimum points or above. Teacher candidates apply to the local provincial offices of the MEB with their preferences for the announced vacant positions. After completing the applications, the KPSS applicants are ranked according to their scores. Through casting lots, based upon the KPSS point superiority, the eligible teachers are appointed as permanent teachers with job security.¹³ The appointment results are announced by the MEB.

The KPSS is administered by the ÖSYM. The exam is multiple choice. The content of the multiple-choice questions are General Culture (Turkish Grammar), General Ability (History of Turkish Republic, Geography of Turkey) and Educational Sciences (Developmental Psychology, Learning Psychology, Measurement and Evaluation).

On 25 December 2006, two new items were added to the regulations of KPSS such that the public school teacher would be appointed on the average of points gathered: 50 percent from the results of KPSS and the 50 percent from the field exam. With the objection of a teacher's union, on 10 April 2007, with the decision of the state council, this change was cancelled (Özoğlu, 2010). In 2013, the Teaching Field Information Test (Turkish translation is "Öğretmenlik Alan Bilgisi Testi", and the Turkish acronym is ÖABT) was implemented. In this exam, apart from KPSS, the teachers were to answer 50 multiple-choice questions related to their teaching

¹³ The sub-paragraph E of the article 125 of the law number 657 describes the removal conditions from civil service.

branches. The points of the applicant are calculated both with the points gathered from the KPSS and the ÖABT (ÖSYM, 2012).

Table 6 represents the number of KPSS applicants and the appointed examinees between the years 2003 and 2012. It shows the number of applicants for the KPSS in 2002 was 127,973, whereas it was 279,669 in 2012. This represents a 219 percent increase in the number of applications.¹⁴

Table 6. Numbers and Percentages of Teachers KPSS Applicants and the Appointed Teachers

Year	Applicants	Appointed applicants	Percent of appointed applicants
2003	127,973	22,814	17.8
2004	182,160	19,029	10.4
2005	173,328	20,777	12.0
2006	201,877	31,000	15.4
2007	205,101	19,493	9.5
2008	237,123	20,016	8.4
2009	243,569	23,893	9.8
2010	234,392	40,922	17.5
2011	229,767	32,297+800*	14.4
2012	279,669	40,000	14.3

Source: MEB statistics

*Additional appointment

Table 6 shows that between the years 2002 and 2012, the highest appointment percent was in 2003 with 17.3. In the year 2003, 82.5 percent of the applicants (105,150 of them) were not appointed as permanent teacher. .

New Teacher Statuses: Expert teacher, Head Teacher, Contractual Teacher, Hourly-Paid Teacher

The second structural change was a short-lived change; it was canceled after its first three-year implementation. It was the promotion of teachers in career steps, as teacher, expert teacher and head teacher. On 13 August 2005, on the basis of law number 5204, “Regulation for Promotion of Teachers in the Teaching Career Steps”

¹⁴ It is important to note that for an applicant there is no restriction about the number of times taking the exam. Any applicant has right to take the exam each year.

was published. With this regulation dividing public school teachers into three different career steps as teacher, expert teacher and head teacher was started. The promotion in career steps was based upon five criteria: length of service (10 percent), education in service training, graduate education (20 percent), scientific, cultural, art and sport activities (10 percent), qualifications-success in work (10 percent) and point gathered from the central examination (50 percent). The central examination was launched by the ÖSYM, called the Head Teacher Examination. In 2008, the Constitutional Court canceled some of the items of this regulation. However, in some of the printed press in 2013, it was written that the MEB was working on a draft about a new regulation for the employment of teachers as head and expert teachers (*Milliyet Newspaper*, 2013).

In the years 2005-2011, some of the applicants taking the KPSS who were not appointed as permanent teachers were recruited as contractual teachers. On 26 August 2005, based upon the decision of the Council of Ministers (9345/2005) the hiring of the MEB contracted teachers in accordance of the civil servants law 657, article 4, and sub-paragraph B in cases of permanent teacher shortage. Recruitment of contractual teachers was revised on 27 February 2006. The State Council made a decision to adopt a motion for stay of execution. After the decision of the Council of State, based upon the principle that the “teaching profession should be a vocation of continuity”, the recruitment of contractual teachers was revised. Before this regulation, in the first year contractual teaching was applied, it was stipulated that contracted teachers would be hired with annual contracts of ten months duration, they would be paid according to the number of courses they teach, their insurance would be charged for twelve days per month, they would be assessed based on performance criteria, they would not have right to change their schools and cities,

they would have no retirement pension bonus. However, with the regulation some of these limitations were eliminated. With double edition of the 2011 Official Gazette, it was stated that if contractual teachers applied for appointment as permanent teachers within 30 days, they would be appointed. After this, 28,486 contractual teachers have become permanent teachers and contractual teaching application was terminated.

In 1998, in the Official Gazette number 23555, it was stated that in the scope of eight-year continuous compulsory education implication, in case of a teacher shortage for English language teaching, hourly-paid teachers could be assigned. However, the Council of Ministers Decision with 11350 number published in the 2006 Official Gazette number 26378, the assignment of hourly-paid teachers with respect to item 9 of the MEB's "Decision About Course and Additional Course Decision of the Administrators and Teachers" in other teaching branches as well as English language teaching was put on a legal basis.

Hourly-paid teachers are assigned by the Provincial Directorates of National Education. Each Provincial Directorates announces the vacant hourly-paid teaching positions. Eligible applicants apply with a letter of application to the Provincial Directorates and are assigned as hourly-paid teachers. Applicants for vacant hourly-paid teaching positions are unemployed teachers who cannot be appointed as permanent teachers. Despite having no pedagogical training, graduates of colleges and anyone who has bachelor's degree has right to apply for and be assigned as an hourly-paid teacher.

The eligibility for assigning hourly-paid teachers is different from the 4f item of the Teachers' Appointment and Relocation Regulation. Despite having no

pedagogical training, the ones who have two-year associate degrees have right to be assigned as hourly-paid teachers.

Assignment of hourly-paid teachers is not a recruitment type. In the related decision it is referred to as “Assignment in exchange for course charge” (“*Ders ücreti karşılığında görevlendirme*”) In terms of rights and responsibilities, an hourly-paid teacher is assigned in accordance with law 5510, article 4, sub-paragraph A, in short term works. In article 80 of this law, the salaries of hourly-paid teachers are calculated in terms of premium paid for insurance (“*Sigorta primine esas kazanç*”). That is, their gross salary is calculated through multiplication of the number of courses taught in one month and gross charge of one additional course.

On 1 January 2013, the gross charge of per daytime course is 10.02 Turkish Lira (TL), net charge was 8.70 TL.¹⁵ When a hourly-paid teacher teaches 30 hours in one week, the net salary is $30 \times 8.70 = 261$ TL per week, the salary is $261 \times 4 = 1.044$ TL. If the schools are closed temporarily due to snowy weather, vaccine or if hourly-paid teachers take a medical report, the charge of hourly-paid teacher is cut.

In exchange for 15 hours teaching per week, a novice permanent teacher is paid 1824, 84 TL per month. If the novice permanent teacher teaches an additional course for 15 hours, the teacher will be extra paid $15 \times 8.70 = 130, 5$ TL per week, $130.5 \times 4 = 522$ TL per month. With 15 additional course hours, a novice teacher who teaches 30 hours per week will be paid in total 2346, 84 TL. This means in exchange for $30 \times 4 = 120$ hours teaching, an hourly-paid teacher is paid 1,044 TL, while a permanent teacher is paid 2346, 84 TL. In Table 7, Kablay (2012) elaborates the differences between permanent, contractual and hourly-paid teachers in terms of employee rights. (Table 7)

¹⁵ A teacher who has a master’s degree who has a gross additional daytime course was paid 9.13 TL, while a teacher who has a doctoral degree was paid 9.97 TL.

Table 7. Comparison of Working Conditions of Teachers of Different Statuses

General Principles	4A	4B	Hourly-Paid Teachers
Entry requirements	University education + pedagogical formation	University education + pedagogical formation	Enough to be a high school graduate
How to enter work	Central examination or direct assignment	Central examination	Initiative of the local training manager
Contract	No need to sign a contract	Annual contract is signed with the administration	A contract is signed for specified period of work assignment
Salary	Determined by central decision and collective bargaining and based on length of service and level of education.	Indexed to civil servants' salary, but based on level of education (only), and insurance deduction is more	2/3 of salary of assigned teachers (but only during period of work and not during summer or other breaks)
Leaves	Have right to (longer) paid leave for marriage and funerals	Have right to (shorter) paid leave for marriage and funerals	No right to paid leave
Assignment right	Have right to be assigned in particular periods of year.	General principle is to give service wherever they live. The basic system is to exchange posts with others in 4B. Have more limited right to be assigned compared to 4A.	Only can work where they make a contact
Assessment	There are both annual registration and service points assessments, which provide an advantage in assignments and advances.	There is no annual registration or service points assessment, creates a disadvantage for assignments and advances.	There is no annual registration [or service points(?)] assessment.
Insurance	Pension and health insurance are paid by employer	Pension and health insurance are paid by employer	Pension and health insurance are paid by employer excluding summer terms.
Union membership, collective bargaining, and right to strike	Can become a member of a public union. Prior collective bargaining system is transformed into a collective agreement system, which gives laborers less power. No right to strike.	Can become a member of a public union. Prior collective bargaining system is transformed into a collective agreement system, which gives laborers less power. No right to strike.	Cannot be a member of a public union. They sign a contract for service. No right to strike.
Assurance	There is an advanced officer guarantees. Lifetime employment (except in very special cases)	Officer assurance is not advanced. Employment defined by (renewable) annual contract..	No advanced assurance. Employment defined by contract for specified period.

Source: Kablay (2012:166-167)

Candaş et al. (2010) and Ünal et al. (2010) state that the regional distribution of hourly-paid teachers can be examined in terms of as a factor of regional imparity. Hereafter, initially the distribution of the number of teachers paid in the geographical regions of Turkey will be stated, and then the number of hourly-paid teachers in the districts of Istanbul will be presented. It is important to indicate that, along with statistics about hourly-paid teachers, some further data (the GDP rates, unemployment rate, socio-economic development ranking and quality of life index) are included in the forthcoming tables. These further data were included because they enable the comparison of number of hourly-paid teachers with certain reference points. There might be various underlying reasons for the statistics about hourly-paid teachers with respect to provinces and geographical regions. Further statistical analyses are needed in relation to the statistical information stated in below.

Table 8 presents the percent of paid teachers and the need for permanent staff with respect to geographical regions (Appendix A for the map of geographical regions of Turkey).

Table 8. The Percent of Hourly-Paid Teachers and the Need for Permanent Teachers with Respect to Geographical Regions

Geographical Region	Hourly-Paid Teachers (%)	Need for Permanent Teacher (%)
Black Sea	9.2	45.3
Central Anatolia	14.1	30.4
South East Anatolia	12.3	46.6
East Anatolia	9.7	53.3
Mediterranean	12.3	61.8
Aegean	8.8	47.8
Marmara	33.7	55.6
Total	100	47.6

Source: Türk Eğitim Sen (2013).

Table 8 demonstrates the disparities in geographical regions in terms of distribution of hourly-paid teachers. In 2013, the total number of hourly-paid teachers was 57, 891 (Türk Eğitim Sen, 2013). With 8.8 percent, the Aegean region has the lowest hourly-paid teacher percentage. The Black Sea region follows the Aegean region with 9.2 percent. The highest percentage of hourly-paid teachers is in the Marmara region with 33.7.¹⁶ On the other hand, the percentage of need for permanent teachers is 47.6 percent in country wide. The highest percentage for permanent teacher is in the Mediterranean region with 61.8 percent. The East Anatolia region follows the Mediterranean region with 53.3 percent.

Hourly-paid and permanent teachers, who have different employee rights, are also differentiated in terms of the education they receive. The National Education Basic Law, article 43 states that the teaching profession is a profession which requires specialization and preparation for teaching profession requires general culture, special field training and pedagogical training. However, in Table 9, it is presented that only 40.1 percent of 57,891 hourly-paid teachers have graduated from faculties of education.

As can be seen in the Table 9 on the next page , 41.1 percent of the hourly-paid teachers are the graduates of other faculties, excluding faculties of education. Also, 18.8 percent of the hourly-paid teachers have an associate degree. The highest percent of the associate degree graduates with 23.1 percent is in Eastern Anatolia. In the South East Anatolia Region, this percent is 20.7. These percent rates in Table 10 are in conflict with Article 43 of the Basic Law of National Education.

¹⁶ When comparing rates of Marmara region, it should be considered that Marmara region contains Istanbul province. Istanbul province will be separately discussed in the rest of the section.

Table 9. Education Level of Hourly-Paid Teachers

Geographical Region	Percent of Faculty of Education Alumni	Percent of Undergraduate Degree (Excluding Faculty of Education)	Percent of associate degree graduates
Black Sea	45.2	35.9	18.9
Central Anatolia	42.3	41.9	15.7
South East Anatolia	41.8	37.5	20.7
East Anatolia	37.8	39.1	23.1
Mediterranean	51.4	32.8	15.8
Aegean	46.8	36.4	16.8
Marmara	32.0	48.4	19.6
Total	40.1	41.1	18.8

Source: Türk Eğitim Sen (2013).

Another indicator parallel with the number of hourly-paid teachers is the per capita GDP (Gross Domestic Product) and the regional unemployment rate.

Addressing the period of 1975-2000, Karaca (2004) conducted a study in the eastern and western regions of Turkey in terms of per capita income. According to the results of this study, there is a significant difference between the eastern part of Turkey and the rest. The average level of GDP per capita in the western regions are in below the average rate, while some of the eastern regions are located above the average. Figure 2 below presents the average rate of real per capita GDP in Turkey by region.

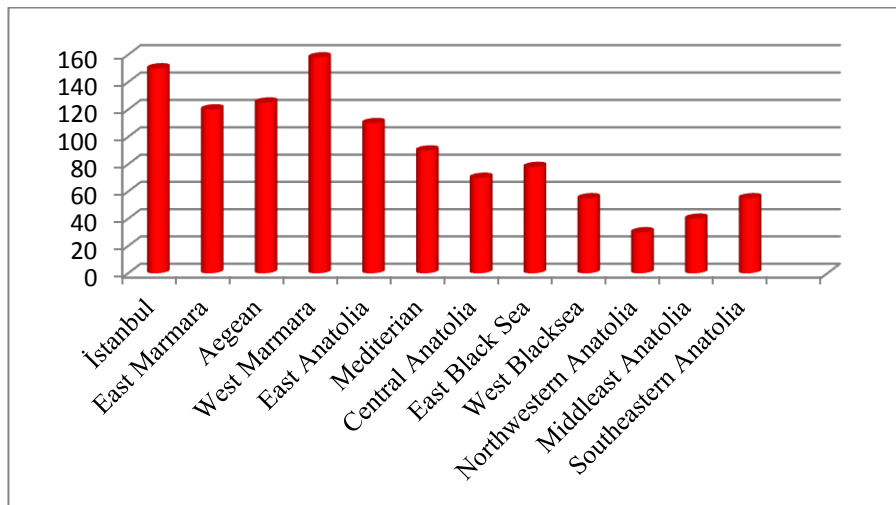
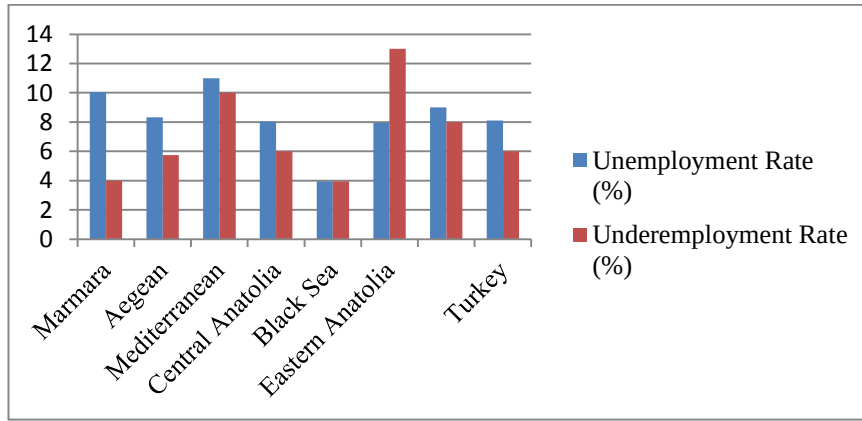


Figure 2. The Average Rate of Real Per Capita GDP of Turkey. Source: Karaca (2004, p.2)

Figure 2 shows that the Northeast Anatolia Region has the lowest GDP, the Central Anatolia and the Southeast Anatolia comes next to the Northeast Anatolia. Confirming Karaca's findings, in 2005 the World Bank (WB) and the Turkish Statistical Institute (TUIK) published a report with the title "Joint Poverty Report". In the report it was stated that in the East and the Southeast Anatolia regions, the poverty rate relative to other regions is much higher and the poverty rate by region with an unemployment rate shows the direct proportions. Similar with the report, the following figure represents unemployment and underemployment rate in the geographical regions.



Source: Yılmaz (2005, p.51)

Figure 3. Regional Distribution of Unemployment and Underemployment Rate, 2001.

According to the information compiled from the year 2001, the unemployment and underemployment rates vary by region. The unemployment rate is the highest in the Mediterranean region, the second highest rate is in the Marmara region and the third is the Eastern Anatolia region. The highest underemployment rate is in the Eastern Anatolia Region. Excluding Marmara Region, the rate of hourly-paid teachers and the need for permanent teacher are also high in the provinces where income is low and the unemployment rate is high.

The Ministry of Development (2011, p. 50) published a report that includes Socio-Economic Development Ranking of the provinces of Turkey. In the report, regarding the demography, education, health, employment, competitive and innovative capacity, financial capacity, accessibility, and quality of life between the years 2009-2011, eight sub-categories were constructed and assigned numbers to each province from 1 to 81; the number 1 represents the highest level of development, whereas the number 81 represents the lowest level of development. In the report, it is indicated that the 15 provinces that have the lowest level of development. The numbers in parentheses represent development level: Diyarbakir (67), Kars (68), Iğdır (69), Batman (70), Ardahan (71), Bingöl (72), Şanlıurfa (73), Mardin (74), Vans (75), Bitlis (76), Siirt (77), Şırnak (78), pain (79), Hakkari (80), Mus (81). Table 10 presents the 15 provinces that have the highest percentage of hourly-paid teachers within the total number of teachers and the socio-economic development rank of these provinces (Appendix B for the map of provinces of Turkey).

In the below table, the percentage of hourly-paid teachers within the total number of teachers is calculated with the number of permanent teachers indicated in the 2013 Formal Education Statistics of the MEB and the number of hourly-paid teachers indicated in the Türk Eğitim-Sen's database, which was obtained from the Provincial National Education Directorates in Turkey. The table indicates also with 19.8 percent of the highest paid teacher percentage is in the province of Hakkari, with 15.percent, Tekirdağ follows Hakkari. As seen, the provinces of İstanbul and Tekirdağ have the highest development rate. From the comparison of the percentages of hourly-paid teachers with the total number of teachers and the SEGE results, it is

seen that the provinces (excluding Tekirdağ and İstanbul) that have highest percent of hourly-paid teachers have the lowest development rank.

Table 10. Fifteen Provinces with the Highest Paid Teacher Ratio and Their Socio-Economic Ranking

Province ¹⁷	Percentage of Hourly-paid Teachers within the Total Number of Teachers	Socio-Economic Development Ranking
Hakkâri	19.8	80
Tekirdağ	15.8	9
Şırnak	15.1	78
Muş	13.0	81
Şanlıurfa	12.7	73
İstanbul	12.4	1
Kars	11.5	68
Düzce	11.4	35
Van	10.7	75
Sakarya	10.6	18
Bingöl	10.0	72
Batman	10.0	70
Bitlis	10.0	76
Zonguldak	9.6	29
Iğdır	9.3	69

Source: Türk Eğitim Sen, 2013.

Table 11 presents the twelve provinces that have the highest percentage of hourly-paid teachers and their development ranking. It is seen that the province Bolu, which has the smallest hourly-paid teacher percentage (1.2 percent) ranks 11. The second smallest hourly-paid teacher percent (2 percent) is Çanakkale. Çanakkale's socio-economic development ranking is 14.

¹⁷ Turkish Education relevant data Provincial Directorate of Education submitted by for failure Agri Aksaray, Bursa, Diyarbakır, Edirne, Bursa, Malatya, Manisa, Mersin, Rize, Siirt province of Yozgat in the number of teachers paid could not be reached stated. Therefore, in this article we paid about teaching these provinces were not included in the numerical data.

Table 11. Fifteen Provinces with the Lowest Paid Teacher Ratio and Socio-Economic Ranking

Province	Percentage of Hourly-paid Teachers within the Total Number of Teachers	Socio-Economic Development Ranking
Bolu	1.2	11
Çanakkale	1.6	14
Aydın	2.0	19
Kırşehir	2.3	40
Karaman	2.5	32
Tunceli	2.8	58
Adıyaman	3.0	66
Gümüşhane	3.3	62
Amasya	3.4	37
Nevşehir	3.6	36
Karabük	3.7	28
Sivas	3.8	49
Denizli	4.2	10
Yalova	4.4	13
Samsun	4.5	33

Source: Türk Eğitim Sen (2013); Ministry of Development (2011).

The İstanbul province was the top ranked in the Socio-Economic Development Ranking. However, İstanbul is a metropolitan province which is need to be treated separately. Now, we will look into İstanbul in detail through examining its districts with respect to the hourly-paid teacher percent, permanent teachers' percent and the results of the study conducted by Şeker (2010) entitled "Urban Quality of Life in İstanbul". Şeker examines life quality on different dimensions in the districts of İstanbul. He determined an index range between (-1) and (+1) for each district. Proximity to (+1) represents a high quality of life; while proximity to (-1) corresponds to lower quality of life (Appendix C for the map of districts of İstanbul).

Table 12.The Lowest and Highest Paid Teacher Ratio in Districts of Istanbul

District	Percent of Hourly-Paid teacher in the Total Number of Teachers	Quality of Life Index	Number of students per teacher
Tuzla	1.94	-0.10961	19.48
Kadıköy	2.96	0.88357	15.18
Bakırköy	3.75	0.53927	18.02
Beykoz	3.85	0.15482	22.06
Beşiktaş	4.49	0.80406	16.15
Kâğıthane	20.05	0.11938	22.51
Sancaktepe	20.05	-0.38877	25.18
Esenler	20.20	-0.48038	30.74
Bağcılar	21.70	-0.48038	28.21
Sultangazi	23.87	-0.30558	32.83

Source: İstanbul Provincial directorate for national education, 2013; Şeker, 2010:50; MEB, 2013.

Table 12 represents the five districts that have highest hourly-paid percentage, the quality of live index and number of students per teacher in these districts and also the five districts that have lowest hourly-paid percentage and the quality of life index and number of students per teacher.¹⁸ Tuzla, Kadıköy, Bakırköy, Beykoz and Beşiktaş represent the districts that have lowest hourly-paid teacher percent, Kağıthane, Sancaktepe, Esenler, Bağcılar, Sultangazi represent the districts that have the highest hourly-paid teacher percent

As can be seen in Table 12, in the district Sultangazi, which has the highest hourly-paid teacher percentage, the life quality index is (-0.30558). Also, this district has the highest number of students per teacher (32.83). In the research of Şeker, Esenler, Gaziosmanpaşa and Sultanbeyli are three of the districts which have the lowest life quality index. These districts have the highest percent of hourly-paid teachers.

¹⁸ Number of students per teacher is calculated through dividing the total number of students to the total number of teachers.

Şeker indicates that the districts which have highest life quality index are Kadıköy, Beşiktaş and Beyoğlu. In Table 12, Kadıköy and Beşiktaş are the two districts that have the lowest hourly-paid teacher percent. In Kadıköy, number of students per teacher is 15.18, while in Beşiktaş this number is 16.15. In the Beşiktaş district the percent of hourly-paid teacher is 4.49, and the quality of index is -0.48. In the district Sultangazi, the ratio of student to teacher is 32.83; the percent of hourly-paid teachers is 23.87. As can be seen in the Table 12, in the districts that have the higher percent of hourly-paid teacher have the lower life quality index and also the ratio of students to teachers increases.

As can be seen in the above tables, there is a disparity in the distribution of hourly-paid teachers both in the level of provinces and also in the districts of İstanbul. Further analyses are needed to reveal the disparity of hourly-paid teacher rates.

Related Studies

Several studies have been done on the teaching profession. Those studies are categorized into three groups: teacher education, the status of the teaching profession and teacher recruitment in different statuses.

Teacher Education

Various studies have been done in relation to the features of teacher education in Turkey. Most of those studies were based on the opinions and views of teachers and also teacher candidates presently enrolled in the faculties of education. For instance, Dündar and Karaca (2013) published a study entitled “Pedagogical Formation Students’ Conceptual Metaphors about Pedagogical Formation Program”. The aim of the study is to reveal the perceptions of the 147 participants enrolled in the

Pedagogical Formation Program in Ankara University's Continuing Education Center. Dündar and Karaca wanted participants to develop metaphors about pedagogical formation training. The participants created seventy-two different metaphors. The "torture" and "rose" were the metaphors with the highest frequency. Participants of the study describe the pedagogical formation as "Formation is like driving license because you need to have a driving license in order to a drive car, similar to this in order to be a teacher we need to have this certificate" (p.27). Additionally, the participants state that they perceive the formation as an inefficient period.

Another study about the teacher-training period was done by Dalgıç, Doyran and Vatanartıran (2012). The title of the study is "Experiences of Hourly-paid Teachers on the Teacher Certification Program". They analyzed the experiences and views of seventeen teacher candidates who were assigned as hourly-paid teachers regarding the teacher certification program they were enrolled in. Some of the prominent findings of the study were that the content of the pedagogical formation education has to include not only theoretical information but also practical information based on real classroom experiences, cases and anecdotes.

Studies done by Dündar and Karaca (2013) and Dalgıç, Doyran and Vatanartıran (2012) draw attention to the content of the pedagogical formation and teacher education and disclose that teacher education has to be organized as regards to needs in actual professional needs. After the studies of teacher education, the next section presents the studies about current situation of teaching profession.

Current Situation of Teaching Profession

Throughout the years, there have been significant changes in the teaching profession. These changes affected the situation of the profession. In the dissertation of Buyruk (2013), the focus was the historical transformation of teachers' labor in Turkey in association with changes in the historical process on the basis of the teachers' actual experiences. On the basis of analysis results, Buyruk points out that since the year 1950, significance changes have occurred in the life experiences and working conditions of teachers. It is revealed that compared to the previous years, due to new management paradigms and centralized standard examinations, teachers are losing their autonomy in their profession.

Özoğlu et al. published a study on the change in the role of teachers in Turkey. They consider the most significant indicator for this change as the directions in the guidebooks given to the teacher by the MEB. They describe the smallest details what a teacher should do in the class (Özoğlu et al., 2010). By these guidebooks, teachers are expected to apply the activities prepared by someone else. This might be considered as indicator of the idea that teaching profession does not require intellectual and mental occupation (Özoğlu et al., 2010).

Erdem (2009) conducted a research on the opinions of primary and secondary school teachers on economic problems and their effects on performance. It is both a qualitative and quantitative study. For its quantitative part, 903 public and private school teachers were selected, and for its qualitative part 109 teachers were interviewed. According to the results of the study, the most important economic problem teachers agree on is “the lack of financial aid for children”. The second most important economic problem they face is “insufficient fees for extra hours” and the third most important problem influencing the teachers' performance is “no

satisfying economic opportunities”. According to the results of qualitative data which was gathered from the responses to three open-ended questions, the most important economic problem that teachers agree is “insufficient wages” and the most important economic problem to face is home rent, bills, credit card payment” and the most important economic problem influencing the performance is “the income which does not meet the expenditures”.

In another research, conducted by Çevik (2009), the aim was to determine the profile of the students of the Faculty of Education with 300 randomly selected students from the Education Faculty of a public university in the academic year 2008-2009. According to the results of this study, 72.2 percent of the students did not indicate their department in their first three choices, 58.4 percent of the students are not satisfied with the education which they get, 48.1 percent of the students want to get a master’s degree, 48.1 percent of the students chose the education faculty because they like being a teacher and also 74.9 percent of the students are not pleased that teachers are appointed with the KPSS.

In a comparative study by Karaköse and Kocabaş (2006) to determine the effect of various aspects of teachers’ expectations on their job satisfaction and motivation in public and private school teachers, it is revealed that the principal’s attitude and behavior positively affected teachers’ job satisfaction and motivation at private schools, while teachers seldom agreed with this opinion in public schools. Also teachers in private schools thought positively in comparison with teachers in public schools regarding sufficiency of the workplace environment and the reputation of the schools. Both the teachers in private and public schools expressed their opinion that their job gives them the chance to evaluate their performance and

that they can achieve their aims while performing their duties; however, teachers stated that they were under stress while performing their duties in private schools.

Dönmez (2008) conducted a comparative qualitative research with 10 teachers (five senior and five inexperienced) and 10 academicians about the identity transformation of teachers in Turkey. According to the results of this study, senior teachers considered education in holistic societal concepts, whereas less experienced novice teachers defines education as constructed terminal behaviors on students. Another important result of this study is related to the curriculum of teacher education; senior teachers feel the need for courses to better understand societal realities. However, the novice teachers consider the present situation of teacher education curriculum sufficient and do not feel need for more societal based courses.

A study conducted by Karaköse and Bayındır (2007), which aims to determine the effect of teacher employment policies on teacher candidates' personnel and professional development quantitatively, found that the current employment policies increase teachers' stress and anxiety for their future. According to the results of this study, for the majority of teacher candidates in the scope of the study, central examinations towards employment are a source of stress for them and they don't contain the quality of occupational preparation.

Different Statuses of Teachers

The aim of a study conducted by Sağiroğlu (2013) was to contribute to the academic debates on the precarization and precarious employment by exploring the working and life conditions of non-appointed teachers in Turkey. The study revealed that precarious conditions are not merely confined to their workplaces; this study aims to demonstrate that the feelings of precariousness have penetrated into every sphere of social life. In the Turkish labor market, the precarious working conditions have

brought about not only precarious life experiences for the non-appointed teachers, but also their daily lives have discontinuously been redefined by risks, anxieties and uncertainties. The field study showed that non-appointed teachers have coped with the social, emotional and psychological effects of working under precarious conditions. The common feelings and experiences indicated that the more precariousness teachers experienced in their jobs resulted in the more precariousness they felt in daily life.

Öğülmüş, Yıldırım and Aslan (2013) conducted a study to determine the issues and working conditions of hourly-paid teachers and to evaluate the practice of hourly-paid teaching from the perspective of school administrators and hourly-paid teachers. According to the results of the study, “the hourly-paid teachers are not satisfied with the remuneration and the working conditions and as a result, their commitment to the profession is quite low and also according to the managers; hourly-paid teachers’ performance levels are low and they don’t have enough qualifications in terms of the teaching profession” (p.186).

In study conducted by Dalgıç, Doyran and Vatanartıran (2012), the participants of the study also indicated that the leading reason for hourly-paid teachers for working as an hourly-paid teacher is not to be unemployed. One of the participants stated that “Rather than being unemployed, regressing, it is better to work”.

Öztaş (2010) conducted a descriptive quantitative study with 619 elementary school teachers working in 41 different schools. She aimed to reveal teachers’ feeling of belonging to their profession in terms of status, educational status, gender, the current institution, years in current school, professional seniority, teaching branch, and the current school level. According to the findings of the study, the teachers have

the common opinion that their feelings of belonging to their profession have been affected negatively due to the discrimination in relation to their employment status. In the study, most of the teachers suggested that the hourly-paid teaching and contractual teaching should be abolished and the problems related to these issues should be arranged in better condition.

In another study, Karadeniz and Demir (2010) conducted a qualitative research with 10 teachers about the evaluation of the contracted teacher application. According to the results of this study, as a consequence of difference between employee personnel rights of tenured and contractual teachers, the motivation and job satisfaction of contractual teachers are lower than tenured teachers. Contractual teachers do not even see themselves as teachers although the content of their work is the same as tenured teachers.

In a qualitative study conducted by Bayram (2009; 2010) with 327 public school teachers, aiming at determining the problems of the contracted and the substitute teachers on their employee rights and the proficiency of teaching related to their employment types, it is revealed that contract and especially substitute teachers have a lot of problems related to their employment types because first they have no job security and their employee rights are less than those of civil servant teachers. While the contract teachers carrying the anxiety of whether their contracts will be renewed again or not, the substitute teachers have a lot of anxiety about their future. Another important finding of the study is that substitute teachers' salaries are too low. With the weight of the substitute teachers, contract teachers have problems in relationships with the administrators, other teachers, students and parents additionally in the public they have problems because of their type of employment.

Particularly substitute teachers express that they have been seen as at the status of second-class teacher by everyone.

CHAPTER 3: METHODOLOGY

In order to explore the influences of changing teacher recruitment regulations on teachers' daily experiences and practices, and the consequences of those influences on teachers' informal workplace learning experiences, I conducted a qualitative research using the Biographical Narrative Interview for data collection and the Documentary Method for the analysis of the interviews.

The following chapter includes three different parts. The first part will initially provide the theoretical background of the interview technique, and then my experiences before and during the interviews. In the second part, the characteristics of the participants of the study will be indicated. In the third part, the data analysis Documentary Method and my experiences while using the method will be presented. In the fourth and the final part, ethical considerations I noted while doing the research will take place.

Biographical Narrative Interview

My research interest for the dissertation required a deeper understanding and an explanation of teachers' work and their individual experiences and practices. With Bryman's (1984, p.79) words, I was in need of taking teachers' "perspective as the empirical point of departure" and seek to understand "the context of meaning systems employed by" (p.78) them. I needed to know the processes and the patterns. My departure point was the experiences of the teachers, and this departure point demands a view that considers "social life in procession, rather than statistical terms" (Bryman, 1984, p. 78).

Kelchtermans (1993) points out that "narrative-biographical methods are powerful and suitable tools in research aiming at understanding complex educational

processes”, and adds that “teacher development is such a meaningful and complex process” (p.1). During the review of the related literature about narrative-biographical methods, I noticed a comprehensive book by Norman Denzin (1989) entitled *Interpretive Biography*. In this book, Denzin describes a biographical interview method developed by German Scholar Fritz Schütze.

In the 1970s, Schütze developed a model for an open narrative form of interviewing (Schütze, 1977; cited in Apitzsch & Siouti, 2007, p.4). Schütze’s method involves the narrative interview which merges the objective features of a subject’s life with the subjective meanings attached to life experiences through combining narrative interviewing, elements of objective hermeneutics, and the grounded-theory approach to sampling and theory building developed by Glaser and Strauss and Strauss (Denzin, 1989). So, Schütze’s method of interview, called the Biographical Narrative Interview, was an appropriate method for data collection for my research. A useful and clear description of how Schütze’s method has to be carried out is presented by Gabrielle Rosenthal (2003; 2004).

The following parts will present the system of the Biographical Narrative Interview and the procedure of conducting the interviews.

Systematic of the Biographical Narrative Interview

The Biographical Narrative-Interview is an interview technique developed by German scholar Fritz Schütze (1983). Through developing this interview technique, Schütze developed a “model for an open narrative form of interviewing and a procedure for analyzing narrative texts within the area of sociolinguistic theory” (Schütze 1977; cited in Apitzsch & Siouti, 2007, p. 4).

The fundamental idea of the biographical-narrative interview is “to generate a spontaneous autobiographical narration which is not structured by questions posed by the interviewer but by the narrator’s structures of relevance” (Apitzsch & Siouti, 2007). The objective of the interview technique is “to allow the individual to relate how he or she has experienced certain life history processes and his or her own life history” (p. 4).

Rosenthal (2003; 2004) indicates Schütze’s model for an open narrative form of interviewing and the systematic of Biographical Narrative Interview method.

Rosenthal (2004) notes:

in biographical research we look at the experiences preceding and following the phenomenon in question, and the order in which they occurred. The point is to reconstruct social phenomena in the process of becoming. This applies both to processes of creation and reproduction of established structures and to processes of transformation. When reconstructing a past (the life history) presented in the present of a life narrative (the life story) it must be considered that the presentation of past events is constituted by the present of narrating (p. 50).

Rosenthal (2004, p. 50) defines two periods of narrative interview, shown in Table 13. The first period is the “period of main narration”. In this phase, the interviewer first asks the initial narrative question, avoiding any thematic restriction. The second period is the detailing the some of the points mentioned in the main narration that are important for the research subject. This second period includes posing nondirective questions to the participants.

Table 13. The Systematic of Biographical Narrative Interview

1. Period of main narration Interviewer: initial narrative question Interviewee: main narration or self-structured biographical self-presentation Interviewer: Active listening and taking notes
2. Questioning period (a) Internal narrative questions (b) External narrative questions

Source: Rosenthal (2004, p. 52)

Rosenthal exemplifies the initial question as: “We are/ I am interested in the life stories of people with a chronic disease (or: of people who experienced perestroika in Russia), in your personal experience. Please tell me your life story, not just about your illness (not just about the perestroika years), but about your whole life story” (p. 52).

After the initial narrative question, the interviewee starts to narrate his/her biography. Rosenthal calls this period the “main narration” (p. 52). And in the main narration period, the interviewer should not interrupt the interviewee by asking questions. Instead the interviewer should support by paralinguistic expressions of interest like ‘mhm’ (Rosenthal, 2004, p. 52). Or motivate to “continue narrating, such as ‘And then what happened?’ through eye contact, and other gestures of attention” (p. 52). Also, during the main narration period, the interviewer is to listen carefully and to take notes or take an audio recording with the permission of the interviewee (Rosenthal, 2004, p. 52). Also, in the second period, the interviewer must take notes about the subjects not referred in enough detail by the interviewee.. The narrative questions should not be asked until the second period.

The second phase that Rosenthal denotes is the “Questioning period”. In this period narrative questions are to be asked (Rosenthal, 2004). However, these questions should not ask about opinions or reasons (i.e. ‘Why did you do that?, ‘Why did you want to do this?’) (Rosenthal, 2004, p. 52). Instead of these, interviewees

should be encouraged to talk (narrate) about phases in his/her life or particular situations in his/her life (Rosenthal, 2004, p. 52).

Rosenthal identifies two types of questions in the second period. The first is “internal narrative questions”, and the second is “external narrative questions” (p. 50). The internal questions are based on “the notes taken during the main narrative; that means they do not introduce a topic the narrator has not already mentioned” (p.50). Rosenthal exemplifies the internal questions as “You mentioned situation X earlier, could you tell me/narrate in more detail, what exactly happened?” or “Could you tell me more about the time when you were ... (a child, in school, pregnant, etc.)?” (p. 50). The external questions should be kept for the last phase of the interview in order not to impose the interviewer’s own ideas upon the narrator. External questions are questions about the topics that have not been mentioned in the main narration in the interest of the research.

Procedure

Before conducting interviews, pilot interviews were done. One of the interviewees was a private school teacher, while the other two were public school teachers. After these two pilot interviews, the private school teachers were excluded from the study because it was revealed that working in a private school includes different dynamics from working in a public school. I decided the focus of the study would be the public school teachers. Secondly, the internal and external questions were re-organized, some of them were removed and the final version of the interview form was given.

In two time periods between September 26th, 2011 and November 4th, 2011 and between February 29th, 2012 and June 7th, 2012, on the basis of the Schütze’s Biographical Narrative Interview technique, 26 interviews were conducted with

hourly-paid and permanent teachers. The durations of the interviews varied between 33 to 166 minutes.

During the conducted biographical narrative interviews, after initial narrative question and main narration, internal and external questions were asked (see the interview form in Turkish Appendix D for, Appendix E in English). However, depending on the interviewee's self-revelation and the content of the main narration, in some of the interviews, the internal and external questions were not asked, also in some of them, the questions were asked.

Kelchtermans (1993, p.8) denotes that "in biographical research the relation between researcher and respondent pervades every aspect of the research process: it determines the quality and the quantity of the information gathered". So, I want to mention my experiences before and during the interviews. I will present procedures with the stages of finding participants, initial contact, and meeting with the participants, before, during and after the interview. Each of these stages is significant for the quality and the content of the interview and is worth being indicated separately.

Getting contact with the participants

I identified the participants through contact persons who provided connection with the participants of the study. This way might smooth the way of constructing a confidence-based relation with the participants and me. I started to ask my friends around me who were teachers or worked in the past as a teacher if they had colleagues who work in public schools as teachers and would volunteer to have an interview with me. Some of them responded to accept my help request. I informed them about the study and requested them to direct me to teachers.

In two or three days, they responded to say they had found some friends who were willing to make an interview. I gave information about the study to the contact persons and asked them if they could forward (the researcher) their contact information. After the contact persons asked the volunteer teachers to be interviewed to forward to me (the researcher) the mobile phone number or contact information to decide on the details of the interview. Some of the teachers accepted to forward their contact information and some of them did not. For the ones who did not accept to forward contact information, the contact persons facilitated the communication between the teacher(s) and me.

Initial contact

In this context, calling back the teacher in a very short time was very important because the contact persons said to her/him that “my friends is going to call you in a few days” and this makes the participants to be in an expectation to be called in a few days. If this duration gets longer and longer, the participants might lose trust in the study.

According to Kelchtermans (1993, p.8) “a very important condition for establishing an appropriate relation is a feeling of trust towards the researcher”. It is important to note that “only a respondent, who feels safe and perceives the researcher as trustworthy, will be prepared to share her autobiographical story”.

The relation of trust should lead that “teachers feel sufficiently free and relaxed to be ‘themselves’ ” (Woods, 1985, p.14). In order to achieve this, from the start of the interview, the respondents were informed about the professional background of the researcher; the confidentiality and anonymity of the interview were assured. (Kelchtermans, 1993).

Considering Kelchterman's and Wood's identifications about the relation between researcher and respondent, when I called the possible interviewee, first I introduced myself and requested setting an interview date and time as following:

Hello, I am Gökçe Güvercin; I took your number from X. I am a doctoral student and also a research assistant at Boğaziçi University. I am conducting a research about public school teachers for my doctoral dissertation. If you have time, I want to conduct an interview with you, which would take approximately 2-3 hours in an appropriate time and place for you.

It was important to introduce myself in a very clear, brief and easy way. The way I talk should not be constrained, but polite. It was important to give opportunity to the participant to determine time, date and the place to meet and conduct the interview. The most important factor to be considered is the readiness to conduct interviews and feeling safe and relaxed during the interviews as Kelchtermans notes. Letting them determine the date, hours and place makes them feel safe and relaxed.

Meeting with participants

As well as the initial contact with the participants, the meeting place is a significant factor for the sake of the effectiveness of having interview and trusting relationship with the participant. Conducting the interview at the school building was inconvenient. One of the teachers wanted to meet at his school and offered to make the interview in an empty class. However, students or other people who entered the class incidentally disrupted the interview. Furthermore, the teacher did not feel safe during the interview. Another teacher wanted to be interviewed at his home. This time, the interview was interrupted with tea service and his wife participated in the interview. In another interview, the teacher wanted to do the interview with her friend, and we met in a café. The interviews must include only the interviewee and

the interviewer. Otherwise, there is a risk for the interviewee to change the content of the narrations. So, I did not include these three interviews into the analysis.

Based on my first three interview experiences, in the rest of the initial contacts with the participants, I requested to be alone with the participant and to meet outside of the school. Some of them wanted to meet at schools and I told them about my previous interview at schools and requested them if appropriate it was better to conduct the interview in a silent place. Some of the interviewees accepted to meet outside the school and some of them directly asked me to meet outside of the school.

After setting down the meeting place and date, the next step was meeting with the interviewee. I tried to be at the meeting place at the predetermined time. I was also attentive to dress appropriately. It was important to give the image that as a researcher I took the interview seriously.

I took two tape recorders with me. Before meeting with the teacher, I did the last control of the devices to be sure if they are ready to record.

Before the interview starts

Before the interviews start, some of the teachers felt safe and some of them did not. Particularly, to the ones who were nervous due to the concern that I evaluated him as the researcher, I extended effort make them feel safe. Short warm up conversations about the meeting points or the weather conditions were helpful in order to ease up the worries and concerns.

Before the interview started, the oral consent of the each interviewee was taken to use a voice recorder. Interviewees were informed about the voice recordings being available only to the researcher, and that all the names, places, cities, schools would be anonymized, that no one, not even the thesis advisors, would know the real

identities of the participants. This information made interviewees feel safe and all accepted the voice recorder during the interviews. All the teachers stated their trust about the anonymization and accepted using the voice recorder. One of the teachers requested me to send the voice recording after completing the interview.

During the interview

After securing the verbal consent to use a voice recorder, I asked the initial narrative question. Some of the interviewees want me to ask questions rather than a spontaneous narration. In these cases, I told them to narrate their biographies as they wished, and that after finishing the narration I would want them to elaborate some of the points of their biographies. If this statement was not enough, I facilitated the start of the main narration through asking them to narrate where and when the teacher was born.

Initially, the presence of the tape recorder distracted the interviewees. But in a few minutes, most of them forgot about the tape recorder. In one of the interviews, I brought a pen and a piece of paper with me to take notes about the points to elaborate in the second phase of the interview. However, my note taking during the interview disturbed the concentration of interviewees and led them to focus on to the content of the moment that I took the note. So, in the rest of the interviews I did not take notes. During the interviews, I was attentive to be an active listener.

After the interview

After completing the interviews, immediately leaving the meeting place is not a polite and appropriate behavior. If the interviewee had time, continuing the conversation was a good idea. In these small conversations, teachers were feeling

themselves more relaxed and narrated very important experiences. However, due to ethical considerations I did not include those narrations in the study.

Sampling Procedure

In this dissertation theoretical sampling was used as sampling procedure. Hereafter, primarily theoretical sampling will be defined, then the participant selection procedure will be presented and lastly the characteristics of the participants will be described.

Theoretical sampling is a qualitative sampling method developed by Glaser and Strauss (1967). It is a sequential sampling method that begins with purposeful sampling and moves into theoretical sampling when concepts begin to emerge (Draucker, et al., 2007).

Purposeful sampling is a sampling strategy in qualitative research, which seeks information-rich cases, which can be studied in depth (Patton, 1990; 2001).

Information rich cases are the ones which one can learn a great deal about issues of central importance to the purpose of the inquiry (Draucker, et al. 2007). Patton (1990) identifies several different strategies for purposeful sampling. One of them is the “snowball or chain sampling” (p. 237). The process of snowball sampling begins asking well-situated people: “Who knows a lot about?” or “Whom should I talk to?” (Patton, 1990, p. 237). By asking a number of people about who else to talk with, the snowball gets bigger and bigger as the researcher accumulates new information rich-cases (Patton, 1990, p. 237).

It is a the process of data collection directed by evolving theory rather than by predetermined population dimensions (Strauss, 1987) and is a pivotal strategy in grounded theory methodology (Draucker, et al. 2007). Grounded theory is “a variety

of processes by which theory is derived from empirical data” (Draucker, et al. 2007, p.1137). Theoretical sampling differs from selective purposeful sampling (Draucker, et al. 2007, p.1137). It is sequential, that is to say, initially it begins with selective sampling “based on a general sociological perspective and a general problem” (Glaser 1978, p. 46), and then theoretical sampling occurs when “the analyst jointly collects, codes, and analyzes his data and decides what data to collect next and where to find them, in order to develop his theory as it emerges” (Glaser 1978, p. 36).

According to Patton (1990) “there are no rules for sample size in qualitative inquiry” (p. 244). He affirms that sample size depends on what we want to know and the purpose. He distinguishes depth and breadth. If a researcher wants to study with larger number of participants, this means this researcher seeks breadth for the study. If a researcher is interested more open range of experiences rather than the number of participants, thus with less number of participants, this researcher seeks depth for the study (Patton, 1990). If the cases are information rich, a small number of people can be valuable for in-depth information (Patton, 1990). Low depth studies with a larger number of people can be helpful for exploration of a phenomenon and to document diversity of variation (Patton, 1990).

In the case of interviews, there is no set number for when theoretical saturation occurs (Glaser & Strauss, 1967). The skill level of the researcher, usually acquired through experience, creates a more conversational atmosphere that generates an aura of trust (Strauss & Corbin, 1990). The flexibility of theoretical sampling allows the researcher to follow directions indicated by the data; hence, a reduction in sample size is possible by choosing appropriate participants (Glaser & Strauss, 1967; Strauss & Corbin, 1990).

Participants of the Study

After presenting the fundamental features of theoretical sampling in the previous section, in this section the process that I went through while finalizing which interviewee would be participants of the study will be presented.

Through contact persons, initially I used the snowball sampling. Then I moved to theoretical sampling, which is according to the analysis of the interviews I continued to search for new interviewees.

The following figure presents the process that I went through during the interviewing process. The shapes whose inner parts are colored are the interviewees. The shapes of inner parts which are not colored are the contact persons that provided connection between the interviewees and me.

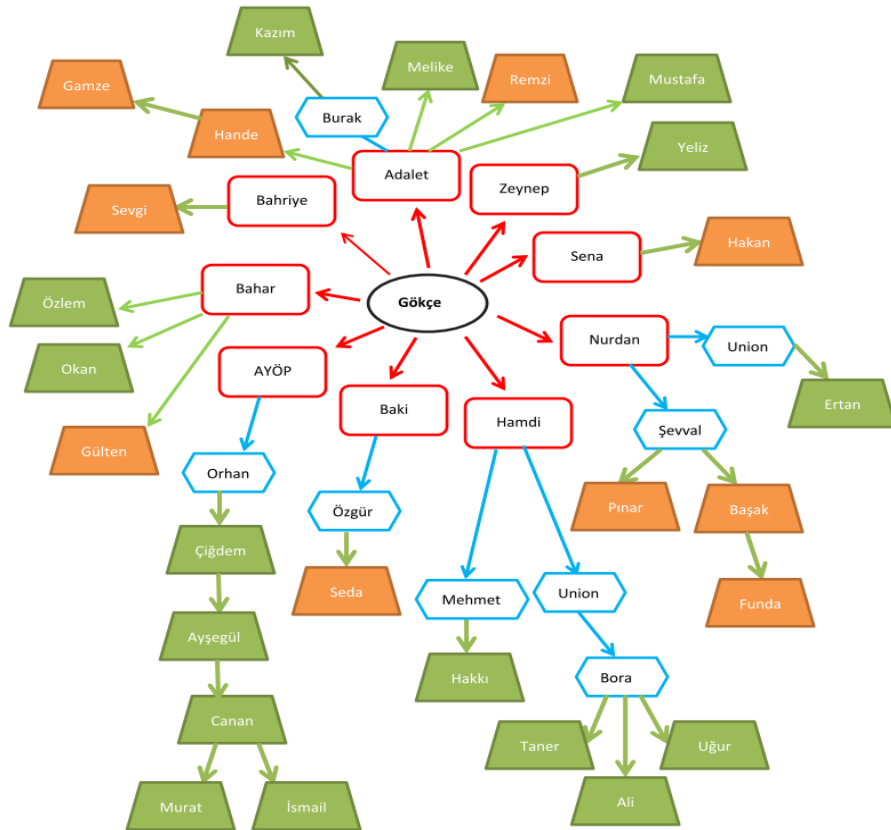


Figure 4.The Interviewee Map of the Study

As can be seen in Figure 4, there are two levels of contact persons. The first level is with the red-framed rounded rectangle that I got in contact with initially. The second level contact persons are the ones that are blue-framed hexagons and the ones that I got in contact through the first level contact persons.

The trapezoids of inner parts which are colored in orange and green constitute the teachers whom I conducted interviews. The trapezoids of that inner part which are colored orange are the ones whom I reached with purposeful and snowball sampling. The trapezoids of that inner part which are colored green are the ones whom I reached through theoretical sampling that is the participants determined with respect to the progressing analysis. Not all interviews were included in the study, so the participants of the study are not the whole group of interviewees.

Numbers of Participants

In this study, taking Glaser and Strauss (1967) and Strauss and Corbin (1990) and Patton's (1990) points of view into account, 26 biographical interviews were conducted. While conducting biographical narrative interviews, the comfort of the interviewee is the most important factor to get an information rich interview. The comfort of the teachers was directly related to the place where interview took place and the interviewee's psychological situation during the time period that we conducted the interviews.

Considering these two factors, 14 interviews were excluded from the study. In chronological order of interview conducting date, these are:

- The interview with the teacher who has a doctoral degree (1)
- The interview with the teacher who has 30 years teaching experience (1)
- The interviews conducted at school (2)

- The interview in which the interviewee teacher narrated about his/her union life rather than teaching experiences (1)

- The interviews in which the interviewee teacher narrated about their romantic relations more than their teaching lives. (2)

- The interviews where the interviewees were not eager to be interviewed (7)

I excluded the interview with the teacher who has a doctoral degree because the teacher has a different educational background than the other interviewees. I exclude the teacher who has 30 years teaching experience because the content of the narration was different than the rest of the interviews; it was mostly based on the teaching experiences 30 years ago. The interviews conducted at school were interrupted by students and staff in the school. The concentration of the interviewees was broken. This reflected on the content of the narration. I eliminated these two, though. I also excluded the interview in which the interviewee teacher narrated about his/her union life rather than teaching experiences, because the interviewee mostly focused on the political activities of the union, not his/her own teaching experiences. I excluded the interviews in which the interviewee teacher narrated about their romantic relations more than their teaching lives. Similar to the previous one, the interviewees went into more details about their romantic relations. They passed over their teaching experiences. I excluded seven interviews where the interviewees were not eager to be interviewed. They were not forced to participate, they participated voluntarily. It was possible that they might have accepted to do an interview with me in order not to reject the request of the contact persons or they were not in the mood for narrating their biographies. As a consequence, 12 interviews were left after eliminating these 14 interviews. There are several reasons for the presence of the excessive number of excluded interviews. Things did not proceed as planned while

arranging interview. In some of the excluded interviews, the connect person misunderstood the criteria.

After exclusion of these 14 of the 26 conducted interviews, 12 of them were left. These 12 interviews, which constitute the bulk of the study, are the information rich cases. These interviewees were very eager to participate. The details of the teachers that participated in the sample can be seen in Tables 14 and 15 below:

Table 14. Paid Teachers in the Sample of the Study (Alphabetical Order)

Teacher name	Status	Education	Experience	Age
Ayşegül	Hourly-Paid	Faculty of Education	8 years	33
Canan	Hourly-Paid	Faculty of Art and Science	3 years	25
Çiğdem	Hourly-Paid	Faculty of Education	1 year	26
Melike	Hourly-Paid	Faculty of Art and Science	1 year	24
Mustafa	Hourly-Paid	Faculty of Art and Science	4 years	24
Taner	Hourly-Paid	Faculty of Art and Science	8 years	33

Table 15. Permanent Teachers in the Sample of the Study (Alphabetical Order)

Teacher name	Status	Education	Experiences	Age
Hande	Permanent	Faculty of Art and Science	11 years	36
Okan	Permanent	Faculty of Education	11 years	36
Özlem	Permanent	Faculty of Education	10 years	35
Remzi	Permanent	Faculty of Education	8 years	31
Pınar	Permanent	Faculty of Education	8 years	31
Yeliz	Permanent	Faculty of Art and Science	15 years	40

As seen from Tables 14 and 15, within 12 teachers, 6 of them are permanent whereas the other 6 are hourly-paid teachers. Also 6 of them are graduates of Faculties of Arts and Science; the other six were graduates of Faculties of Education.

Data Analysis: Documentary Method

This part of the methodology chapter consists of two sections: the features and system of the Documentary Method and the analysis process of conducted interviews using the method.

Features and Systematic of Documentary Method

Before elaborating the features and the systematic of Documentary Method, it is important to explain the reason for choosing the Documentary Method as a way for analyzing the conducted interviews.

The Documentary Method is a qualitative analysis method that focuses on the experiences and practices of the actors. Rather treating as individual and subjective, the method makes possible to reveal out the frameworks of reference and constructing possible types. On the basis of the narration of the actors that lived the experiences, through finding out immanent meaning, the method also aims to reach social knowledge that directs and constitutes the basis of these actions and focuses on the how the action occurred.

As a methodology for qualitative research and as a method for practical empirical inquiry, the documentary method is used in the analysis of group discussions, biographical interviews, semi-structured interviews, and field notes from participant observations, interpretation of pictures and also in video analysis (Bohnsack, 2010; 2014). Also, the research fields of the documentary method are widespread. Bohnsack (2010) indicates the research fields as following:

education in schools, media reception analysis, organizations and their cultures (among others: hospitals, welfare organizations, the police, schools, firms), social work, medical work, migration, childhood, biography and human development, life-long education, educational and sociological aspects of religion, and entrepreneurship (p. 218).

My departure point for designing the study was to obtain actual experiences and practices of teachers. The interview technique that I have used was also based on the experiences and practices. Considering the features of the analysis method and my departure point, I decided to use the Documentary Method for the analysis of my interviews.

The Documentary Method is a method developed by German scholar Ralf Bohnsack (2010; 2014). Theoretically the method was inspired by Karl Mannheim and ethnomethodology (Bohnsack, 2014).

Bohnsack (2014) states “in the 1920s, with his draft of the ‘documentary method of interpretation’, Karl Mannheim presented the first comprehensive argument for a particular approach to observation in the social sciences, which even today is able to meet the requirements of epistemological reasoning” (p. 217). “In the 1950s and 1960s, Harold Garfinkel, the originator of ethnomethodology, was able to bring the documentary method back into social scientific discourse.” (Bohnsack, 2014, p. 217). According to Bohnsack, “the documentary method was significant as a methodological concept in the context of discourse concerning the epistemological substantiation of the social sciences.” (Bohnsack, 2014, p. 217).

The fundamental purpose of the method is not to find out “WHAT the social reality is but HOW this reality is created” (Nohl, 2010, p. 210, emphasis is original). Before elaborating the systematic of the Documentary Method, it is better to describe the basic approaches and concepts related to the method such as Mannheim’s Sociology of Knowledge, ethnomethodology, immanent meaning, documentary meaning, atheoretical knowledge, framework of orientation, and comparative analysis.

Ethnomethodology: It is a method developed by Harold Garfinkel. The method “seeks to find the methods used by ‘members’ in everyday interaction, which achieve the sense of order often called ‘society’ (hence ‘ethno’ methods).

Ethnomethodology’s focus upon the achievement of a sense of order through the actions of participants in that interaction requires an empirical focus upon the micro-processes of everyday life (David & Sutton, 2004, p. 123). Also “Garfinkel’s ethnomethodology was to reject the value of ‘grand theories’ of social structure in favor of a focus upon the practices of participants. As such the key concepts within ethnomethodology refer to forms of action, not to forms of social structure/institution” (David & Sutton, 2004, p. 123).

Sociology of Knowledge: The sociologist Karl Mannheim’s sociology of knowledge approach focuses on the dialectical relation between social structure and knowledge. Mannheim accepts the information as a social phenomenon. The fundamental aim of the Sociology of Knowledge approach is to reveal not the thoughts of single subjects, but to reveal the collective thought patterns and also the context and the constitution types of those collective thoughts.

Mannheim differentiates two levels of meaning as immanent meaning and documentary meaning.

Immanent meaning: The immanent meaning covers the “what was meant by the subject just as it appeared to him when his consciousness was focused upon it” (Mannheim, 1952, p. 46). The immanent meaning is the WHAT the text or the narration is about.

Documentary Meaning: The focus of documentary meaning is the question of HOW instead of the question of WHAT. In other words, documentary meaning is not about what social reality is in the perspective of the actors, it is about how this reality

is produced or accomplished in practice by these actors, i.e. in which orientation frame they deal with topics and problems of their (professional) life (Bohnsack, 2010)

Atheoretical knowledge: According to Bohnsack (2014, p. 221) “the knowledge that enables me to tie a knot is atheoretical knowledge”. He adds “it seems to be highly complicated, if not even impossible, to explain this process of accomplishment, this generic principle, theoretically or in theoretical concepts in an adequate way.” (p. 221).

Framework of orientation: Revealing out the documentary meaning lets researchers to reconstruct the orientation frameworks of the actors’ interviewed in the sample of the study. Reconstruction of orientation framework through comparison of one actor’s individual practices with another actor’s practices leads to the identification of similarities and differences of various orientations (Nohl, 2010).

Comparative Analysis: “Comparative analysis is one of the central components of the documentary method” (Bohnsack, 2014, p. 224). “The main purpose of comparative analysis is therefore to confirm, review and distinguish between newly developed categories and their internal relationships (Schütze 1987, p. 248).” (Nohl, 2010, p. 200). The basis of the documentary method is comparative analysis. In the following quotation, Glaser and Strauss (1967) denote the importance of comparative analysis:

Generation of theory through comparative analysis both subsumes and assumes verification and accurate description, but only to the extent that the latter are in the services of generation (p. 28)

Comparative analysis leads to the emergence and also the clarification of new dimensions of the analyzed action and cases. “During comparative analysis,

categories, their features and their relationships not only undergo a process of consolidation, examination and differentiation” (Nohl, 2010, p. 201)

The Documentary Method aims to reveal how the social reality is created through exposing the documentary meaning with the following systematic steps as formulative interpretation, reflective interpretation, and type formation (Table 16).

Table 16. Systematic of Documentary Method

Formulative Interpretation,	Preparation of topical structure and identification of interview segments to be transcribed.
	Transcription
	A detailed formulating interpretation
Reflective Interpretation,	Formal interpretation and differentiation of text genres
	Semantic interpretation and Comparative Sequential Analysis.
Type formation	Sense-genetic Type Formation
	Multidimensional Sociogenetic Type Formation

Source: Compiled from Nohl (2010).

Formulative interpretation:

The first stage of formulating interpretation is the transcription process of the conducted interviews. “After the data has been collected, the researcher listens to the audio types of the interviews and note down in a table the chronological order of the topics in each individual case” (Nohl, 2010, p. 206). As a result of this step, topical structure of the interview would be constructed.

There are three criteria for the selection of topical segments to be transcribed as following:

1. Topics of interest are those the researchers decided on prior to empirical research.
2. Also of interest, of course, are the topics the interviewees talked about in much detail, passionately and/or metaphorically. It is important to pay attention to these “focusing metaphors” (Bohnsack 2003, p. 45), among

other reasons, simply because they may serve as a corrective to the topics chosen by the researchers.

3. What is more, the topical structures can be an aid to identifying those topics that come up in several cases and thus lend themselves to comparative analysis. (Nohl, 2010, p. 206)

After determination of the topical segments to be interviewed, transcription of those segments will be done. The interviewee's "original expressions" (Bohnsack, 2010, p.112), including the dialects, rise and falls of the voice, pausing, laughing, and emphases, should be reflected verbatim on the transcriptions. The reason for these reflections is that such expressions might have particular meaning for the actor. Also, each expression might not have a particular meaning. It is not possible to identify the meaning of the expression before analyzing. Therefore, each expression in the voice recording should be reflected on the transcription (Appendix F for transcription rules.)

In the second step of the first stage, a detailed formulating interpretation is prepared. It is reviewing each topical structure sequentially to find distinctive changes of topic (Bohnsack, 2010, p. 112). As a result of this step, principal topics and subtopics would be identified. For each subtopic, a summary in full sentences in the researchers' own words will be prepared for each sub topic which covers at least one or more interview lines (Bohnsack, 2010, p. 112)

This stage of documentary interpretation, reformulation of topical content of the interview, enables researcher to maintain a distance from the text (Bohnsack, 2010, p. 112). And also the stage leads the researcher to be aware that the topical content of the interview is not self-evident and requires interpretation. As a consequence of formulating interpretation, WHAT the interview text is about would be revealed out (Bohnsack, 2010) (Appendix G for example of formulative interpretation process.)

Reflective interpretation:

Reflective interpretation is to reveal HOW the topic or the problem is presented and addressed and in which framework of orientation. The second stage has two elements. The first is formal interpretation and differentiation of text genres. The second is semantic interpretation and comparative sequential analysis.

In the first step of second stage, the interview text is separated in four types of text as narratives, descriptions, argumentations and evaluations (Bohnsack, 2010). In a narrative, the interviewee narrates actions and events, which have a beginning and an end in a chronological sequence (Nohl, 2010). Descriptions are explaining actions or facts like a picture of machine (Nohl, 2010). Argumentations are summaries of the motives, reasons, and conditions behinds one's own or some else's actions based on common sense. Evaluations are the evaluative statements about the interviewee's own or someone else's actions (Nohl, 2010).

Quoting from Fritz Schütze, Nohl indicates that narrations a true reflection of the narrators' experience. And he adds, there is close connection between what is narrated and what actually experience was (Nohl, 2010). It is accepted that the experiences are embedded in the narrators' attitude.

In argumentative and evaluating parts of the narrative interviews, the interviewee take account the communicative situation and the conversational nature of the actual interview (Nohl, 2010). In these parts of the interview, the respondent explains and theorizes his/her motives and reasons behind his/her own action (Nohl, 2010). According to Nohl, argumentations and evaluations are closely connected to the interviewee's present point of view.

The documentary method makes a distinction between evaluation and argumentation on one hand, narration and description on the other hand (Nohl,

2010). The experience of a direct practice of action to be reconstructed in narratives and descriptions is embedded in this practice. Such “atheoretical knowledge” (Mannheim, 1982, p. 67; cited in Nohl, 2010, p. 208) and “conjunctive knowledge” (Nohl, 2010, p. 208) is only disclosed to the researcher only through observing the practice directly or by gaining access through narrations and descriptions (Nohl, 2010). The first step of the second stage of the interpretation, formal interpretation and differentiation of text genres, leads us to differentiation of text genres and identifies atheoretical and conjunctive knowledge of the interview text through narrations and descriptions (Nohl, 2010). After differentiation of text genres, in order to reveal the framework of orientations of the subject in a clear manner, and also to avoid influencing foreknowledge and prejudices of the researcher into the interpretation process, two subjects’ framework of orientations are interpreted comparatively. (See Figure 4)

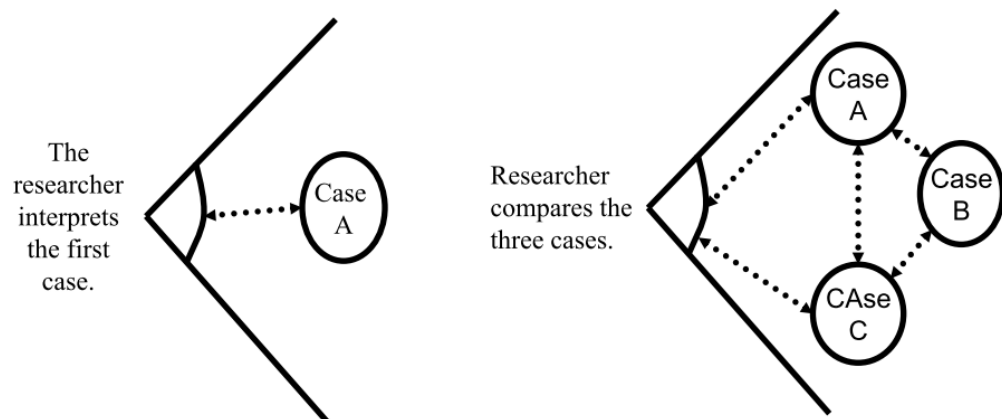


Figure 5. Comparative Interpretation of Three Interviews. Source: Güvercin and Nohl (in press, n.p.).

The second step of the second stage (reflective interpretation) is semantic interpretation and comparative sequential analysis. It is important to note that

“sequential analysis is always comparative in the Documentary Method” (Nohl, 2010, p. 204).

On the semantic level the aim is to gain access to a reality that is neither defined as objective beyond the actors’ knowledge nor consists exclusively of the meaning that is ascribed. In this step, beyond subjective and objective meaning, the researcher seeks to identify the documentary meaning.

In semantic interpretation, the researcher asks how social reality is created, instead of what social reality is. Reflection interpretation seeks to reconstruct and explicate the framework in which topic is elaborated on, to establish how, which framework of orientation the topic is dealt with (Bohnsack, 2007a, p. 135; cited in Nohl, 2010, p. 210).

In the comparative sequential analysis, the interviews are compared in terms of how the interviewee elaborated and in which orientation framework they deal with the topic (Nohl, 2010). It serves general multidimensional typologies, reconstruct the sequential structure and to generalize empirical results (Nohl, 2010).

In an interview text, the researcher has already determined the topical structure in the first stage (formulating interpretation). Taking the topical structures into account, in the comparative sequential analysis step, the researcher assumes that in a single case, a topic is experienced in one particular way. Considering the same case, the researcher assumes that the first experience way of the first topic can be followed by a specific way corresponding to the way the first topic is experienced. That is to say,

if we assume that in a case a topic is experienced in one (and only one) particular way (i.e. within one framework of orientation), we can assume with regard to an individual topical section that a first narrative segment can only be followed by a specific second segment that corresponds to the way the topic is experienced, to the respective framework. It thus becomes possible to determine the documentary meaning, the way of

dealing with the topic and the orientation framework in a triple step – the first segment, the second segment (continuation) and the third segment (ratification of the framework). If the continuation of the first segment corresponds to the homologous framework of the case, then we can expect this continuation to be ratified in the third (Nohl, 2010; p, 201-211)

The researcher is able to identify “the documentary meaning, the way of dealing with the topic and the orientation framework. The significance of a sequence of text segments, i.e. their regularity, which, as documentary meaning, constitutes the orientation framework, can only be identified by comparing it with other sequences of text segments in other empirical cases, then comparison mainly serves to permit and facilitate interpretation” (Nohl, 2010, p. 212) also “for validating interpretations” (p.212).

Type formation

The third stage is type formation, which has two types: sense-genetic type formation and multidimensional socio-genetic type formation.

Sense-genetic type formation: As a result of comparative sequential analysis, the researcher derives the orientation framework of the interview, for example, and distinguished it from the other orientation frameworks of B and C. In this case, the orientation frameworks of B and C are contrasting orientations frameworks of A, thus non-A. In sense genetic type formation, the contrasting orientation framework acquires meaning for them. That is to say, they are no longer non-A, but they are B and C. By the way, the orientation frameworks are abstracted, detached from the individual case and formulated as types A, B and C.

Abstraction can be made easier considering other interviews into account. That is to say, orientation framework A, which was only observed in interview A,

can be identified in interviews Y and X, and detached from a single case A. Sense genetic type formation shows us how different the orientation framework of the actors deal with topics and problems on the focus of the research (Nohl, 2010). Hence, sense genetic type formation does not allow the researcher to understand how a teacher deals with students is connected with his/her professional experience, or to identify how educational processes are linked with a specific era. In order to deal with these issues, a researcher must work on the socio-genetic type formation concerning the social context and genesis of an orientation framework.

Socio-genetic type formation: To understand in what social context the orientation framework referring to different topics, the interpretation must not end with the comparison of how one topic is dealt with in two interviews. It must have further interview sections that other topics are elaborated and other orientation frameworks are reconstructed.

Analyzing the Interviews with the Documentary Method

Before starting the analysis, I analyzed other publications which utilized the Documentary Method. Those were *Qualitative Analysis and Documentary Method*; the book edited by the developer of the method Ralf Bohnsack (2010). It contains several researches conducted with the method. Within the book, the article “Narrative Interview and Documentary Interpretation” by Arnd-Michael Nohl (2010) guided me to analyze the interviews. Also, the book *Intercultural Pedagogy* (“*Kültürlerarası Pedagoji*”)¹⁹ by Arnd-Michael Nohl (2009) provided significant examples for me.

¹⁹ The book is originally in German with the title “Konzepte Interkultureller Padagogik”. R.Nazlı Somel translated it into Turkish.

Those resources were helpful for me in analysis process. However, in Glasser and Strauss words, the most important for qualitative analysis was the researcher practice. I needed to determine a departure point for analysis, critical reflection and feedback for the analysis in order to develop my interpretation practices.

The analysis phase was not a linear process; it was a process which includes backs and forths, a continuing process that includes progress with the interpretation practice and feedback. In the analysis phase, between the dates July 2011-October 2012, I attended five workshops organized by Arnd-Michael Nohl with the doctoral students who use the method for their dissertations. In those workshops, I developed my analysis practices and make presentations for the participants in order to reflect on my interpretations. Participating in workshops developed my interpretation skills and I learnt about the features and the systematic of the method.

First of all, I started the analysis with the one paid teacher and one tenured teacher's interview sections about the periods when they started to teaching. Through comparative interpretation of those periods, it was revealed that these two teachers handled this period in a very different way. So, I continued to add one tenured and one paid teacher to the interpretation. As a consequence of the interpretation of those four teachers, a pattern in relation to a permanent teacher and an hourly-paid teacher was about to compose. I continued to add other participants. Through adding new cases and the comparative analysis of them, the acceptances and treatments patterns of paid and tenured were clarified. When all the cases were included to the analysis, the first chapter of the dissertation emerged.

During the emergence of the first chapter, in the interpretation process, I noticed that teachers were referring their life periods when they were students, the effect of the student memories on their teaching. Then I interpreted the periods of

their student days in the university in a similar way with the generation of the first chapter. I started to interpret comparatively one permanent and one hourly-paid teacher's narrations about the university lives, and continued to add new cases. Then the second part of the findings chapter emerged.

In the course of interpretation of the teachers initial teaching experiences and their education practices, I noticed that paid and tenured teachers experiences and practice in their teaching career differed in many ways. In order to be sure and make clear, I started to interpret comparatively one paid teacher's and one tenured teacher's teaching experiences, and continued in this way. As a consequence, it was revealed that paid and tenured teachers treat their teaching career in different ways. That is to say, while a tenured teacher experience cumulative professional experiences and practices and acquires learning from their own professional experiences, a paid teacher did not have the same experiences. These interpretations generated the third part of the findings chapter.

In the course of the interpretations for the first and the third chapter, I notice that paid teachers were in need to prove their teaching skills and did not indicate negative experiences about their teaching practices. So, I started to interpret the narrations of the paid and tenured teachers. As a result of these interpretations, the fourth and the last chapters of the study were generated.

The interpretation of the interviews and the generation of the findings chapter part was not a linear process. The interview quotes/excerpts were altered and the interpretations of the excerpts were also developed over time.

Ethical Considerations

Each research practice developed within the social structure that it has been conducted. Each social structure has its own cultural norms and dynamics. There are no exact ethical standards very definitely valid for each culture. However, while conducting research, researchers have to take common ethical principles into account. Based upon this, during my research I showed regard to ethical principles. In this part of the study, I will denote these principles with using the ethical principles identified by Lichtman (2013).

Lichtman (2013) identifies 10 principles related to the “Major Principles Associated with Ethical Conduct” (pp. 54-58). The first principle that Lichtman indicates is “Do No Harm”. It is the fundament code of ethics also in APA and AERA. The principle is based upon the idea that serving as a participant harms any individual. The study is designed based upon this fundamental principle. The results of study cannot be traced to individuals, it is anticipated that no harm will come to the participants.

The second principle that Lichtman indicates is “Privacy and Anonymity”. Lichtman denotes that “Any individual participating in a research study has a reasonable expectation that privacy will be guaranteed. Consequently, no identifying information about the individual should be revealed in written or other communication” (p. 54) took place in the analysis. In order to ensure confidentiality, I assigned an anonymous name, district name, city, and school name for each participant. Additionally, entire information, including the voice recordings, related to the participants stored in encoded file with password in my personal computer. Any identifying information was removed from the records.

The third principle that Lichtman states is “Confidentiality”. Lichtman points out “information provided to the researcher will be treated in a confidential manner” and “during your research, you might learn a considerable amount of personal information because many of the interviews you conduct will be open ended and may move in various directions” (p. 55). This dissertation is an individual study. The voice recordings were shared only with the student assistant for transcription with removing any identifying information of the participants. Also, during some of the interviews, the participants shared personal information in their biographies. These parts are included in the study.

The fourth principle that Lichtman denotes is “Informed Consent”. She states “Individuals participating in a research study have a reasonable expectation that they will be informed of the nature of the study and may choose whether or not to participate” (p. 55). The interviews were conducted with the voluntary participant of the each participant. Before starting the interviews, oral consents of the interviews were taken. During the initial contact, they were informed about the content of the study and the possible duration of the interview. Before the interview started, the participants were informed they should feel free to withdraw at any time during the interview.

The fifth principle that Lichtman states is “Rapport and Friendship”. Lichtman denotes that “Once participants agree to be part of a study, the researcher develops rapport in order to get them to disclose information ... there is a difference between developing rapport and becoming a friend. Researchers need to avoid setting up a situation in which participants think they are friends with the researcher.” (p. 56). Considering this principle, initially I avoided conducting interviews with my friends who are working as teachers. The participants of the study were not my friends in my

personal life. During the interviews, I was attentive to make the participants feel that this was not a heart-to-heart talk between friends; this was a part of my research. However, while doing this I put effort to provide a trustworthy environment.

The sixth principle that Lichtman presents is “Intrusiveness”. She elaborates these principles as “Intrusiveness can mean intruding on their time, intruding on their space, and intruding on their personal lives” (p. 57). Based upon this principle, I paid strict attention to conducting the interview in an appropriate time and place. While determining the meeting time and place the initiative was on the participant.

The seventh principle is “Inappropriate Behavior”. Lichtman denotes that “individuals participating in a research study have a reasonable expectation that the researcher will not engage in conduct of a personal or sexual nature” (p. 57). During the research, I paid attention to engage in conduct of a personal nature with the participants.

The eighth principle that Lichtman indicates is “Data Interpretation”. A researcher is expected “to analyze data in a manner that avoids misstatements, misinterpretations, or fraudulent analysis” (p. 57). During interpretation of the conducted interviews, I attended several Documentary Method workshops. In these workshops, my interpretations are presented to the participants of the workshops. According to the feedback that I got in these workshops, I developed the interpretations. Both of my thesis advisors and thesis progress committee gave feedback on my interpretations during the analysis phase of the study.

The ninth principle is “Data Ownership and Rewards”. Lichtman indicates that “the researcher owns the work generated ... Some have questioned the participants should share in the financial rewards of publishing” (p. 58). However, she adds, “it is rare that your work will turn into a bestseller or even be published outside your

university” (p. 58). If I will gain a financial reward for this thesis, I will give the reward to the organizations of not-appointed teachers.

The tenth and last principle is based on the idea that the researcher might consider several additional principles and traditional ethical standards may not always be appropriate. Every research includes the dynamics of the social structure that it occurs in. The study was conducted in Turkey. So considering the cultural norms of Turkey, the ethical principles described above were actualized.

CHAPTER 4: FINDINGS

Between 26 September 2011 and 7 June 2012, Biographical Narrative Interviews conducted with six hourly-paid and six permanent teachers. These were analyzed using the Documentary Method. Different orientations were revealed out by comparative case analysis. It is found out that hourly-paid and permanent teachers acquired experiences and practices that are distinctly varied in relation to their employment statuses. Besides, they had different acknowledgments and orientations regarding these experiences and practices.

In the first section of this chapter is devoted to introduce the cases with which the Biographical Narrative Interviews were conducted. The cases were introduced on an individual basis. With a holistic approach, for each case the ways they handle the process of beginning to work after the graduation, their experiences and practices with the school administration, teachers, parents, and students in their first schools were analyzed. In the second section, the ways permanent and hourly-paid teachers handle the education process, which they have undergone, in order to be teachers were included. In the third section the experiences of hourly-paid and permanent teachers during the period they started working as a teacher, which provided a basis for their future professional experience, and the variations of these experiences were studied in detail. In the fourth section, the orientations of permanent and hourly-paid teachers in relation to their ways of expressing their own teaching experiences were included. The fifth and the last section was organized to include all parts of the findings chapter. The general acknowledgements and orientations of hourly-paid and permanent teachers regarding the experiences and practices they had while teaching were included comparatively.

Being Included in a System: To Be or Not To Be a Teacher of the MEB

In relation to their employment types, permanent and hourly-paid teachers handle the similar periods in their biographical narrations. For example, hourly-paid teachers consider themselves as teachers in terms of professional practice, but they don't regard themselves as a teacher of the MEB. In relation to this, they don't feel belongingness to the school they work at and they regard the period in which they do hourly-paid teaching as a temporary period. Hourly-paid teachers, in relation to the fact that they regard the period of life in which they do hourly-paid teaching as a temporary period content themselves with less in the workplace/school. Contenting with less becomes clear especially when it comes to their expectations from the school administration and their demands for their employee personnel rights.

On the other hand, unlike hourly-paid ones, permanent teachers regard themselves as a teacher of the MEB. They feel that they belong to the school they work at. Permanent teachers describe different expectations from the school administration and the other teachers than that of hourly-paid teachers. For example, an hourly-paid teacher regards the fact that the principal merely greets him/her as a positive situation, whereas a permanent teacher does not find this sufficient. He/she expects the principal to appreciate him/her, and to be a good administrator who effectively conducts the teacher meetings.

Both hourly-paid and permanent teachers prefer to be a teacher as a profession after graduating from the university in the expectation to start a secure life. Although hourly-paid teachers can't fulfill this expectation, throughout the period in which they do hourly-paid teaching they keep their expectation to have a secure life one day. As the period of hourly-paid teaching extends the level of this expectation

decreases. The teachers may prefer working in jobs other than hourly-paid teaching until the day they become permanent teachers.

In this section, the processes of starting to teach of a total of twelve teachers, comprising of six permanent and six hourly-paid teachers, who have both common and different orientations as mentioned above, will be elaborated on by analyzing the interview quotes about the school administration, the other teachers, the students and the parents using Documentary Method. First, the interviews conducted with hourly-paid teachers and the interpretations of these interviews, and the orientation that becomes evident based on the interpretations will be described. Afterwards, the permanent teachers will be handled in the same order. Finally, the orientations of hourly-paid and permanent teachers will be explained comparatively.

Deferred Lives Contenting With Less: Hourly-Paid Teachers

Six hourly-paid teachers, who have different family structures, economic incomes, educations, and different backgrounds (Table 12), have common experiences in relation to their employment types and they handle these experiences similarly.

Hourly-paid teachers are not interested in where their appointments will be, and they have a mindset of “wherever it will be I’ll go”. Having postponed being a better teacher until the time they will become permanent teachers. They have low expectations from the school administration to the extent that they find greeting sufficient. They don’t experience a friendly relationship with the other teachers. Regarding the students, hourly-paid teachers are mostly focused on their behavioral problems in the class. During their meetings with the parents they don’t regard the student’s life as a whole, but only center on his/her behavioral problems in the class.

Table 12. Interviewed Hourly-Paid Teachers

Teacher	Status	Experience
Canan	Hourly-paid	3 years
Mustafa	Hourly-paid	4 months
Taner	Hourly-paid	8 years
Melike	Hourly-paid	2 years
Ayşegül	Hourly-paid	8 years
Çiğdem	Hourly-paid	1 year

In this section, the orientations of six hourly-paid teachers having different socioeconomic backgrounds, social genders, professional experiences, and political views, which make up the common orientation briefly, will be examined individually.

Canan: A “Risky ” and “Turbulent” Life

Canan is a 24-year-old science teacher. She was interviewed on 13 March 2012 in Istanbul, which lasted 111 minutes. She was born in Istanbul and grew up in the Sultançiftliği area with her family. Canan is single and lives in Çekmeköy with her family. After having graduated from the faculty of arts and science at a university located in the Central Anatolian Region, she completed her teacher training at the same university. She worked as a sale assistant at a clothing store in İstanbul during the summer term in which she graduated in order to complete her training. She used the salary she earned to make a living during her training period. Canan’s mother is a housewife. Her father, although having retired, is still working in the same job as an attendant in a public school. Canan’s elder brother didn’t go to the university. He is working. Canan is the only one in the family who went to the university. Although her family doesn’t have any financial expectation from her, Canan, after not having been appointed, was assigned as an hourly-paid teacher because she didn’t want to be a burden on her family. After having been assigned as an hourly-paid class teacher for one year, she’s been assigned as an hourly-paid science teacher for two years. At

the time of the interview, Canan had been entering the KPSS in order to be a permanent science teacher since 2009. Canan acts together with the group of not appointed teachers who call themselves “*Şubatçılar*”, attending the groups’ meetings and demonstrations. This section includes various quotes from the biographical narrative interview conducted with Canan.

The interview quote below, Canan describes the period after completing the university. Canan defines her life as “a turbulent life” in the interview quote below: 2-8.²⁰

After finishing school y’know the training (.) period which is another trouble (.) ALES (.) you know it. At that time it also changed. Look at (.) all the changes- (.) and now (.) i’ll be appointed (.) the education system will change (.) the examination system will also change (.) next year (.) hopefully (.) without having to wait for them (.) it’s a time of changes y’see (.) and transitions are common too (.) i mean i guess something’s happened (.) @I guess i’ve won something@ (.) it’s a very turbulent life @it really is@ (.) it’s risky (.) my life’s very risky. I never (.) achieved anything easily so far (.) and if i did (.) i didn’t i mean i didn’t acknowledge it (.) it was impossible (.) y’know (.) i always had difficulty with that. (Canan, Hourly-Paid Teacher, Appendix H.1.)

Canan, who defines her life as a “risky (.) very risky” life in the interview quote above, mentions three different structural changes she experienced in the education policy throughout her life as a student: the change in the ALES examination, the division of compulsory education, 4+4+4 bill (“education system will change”) and the changes in the content of the KPSS in 2013. Canan indicates that she entered the ALES examination when it was changed and she “passed”, and by the expression “and transitions are common too (.) i mean I guess something’s happened”. She sees a relationship of not causality but coincidence between the changes made in the examination systems the fact that she passed the examination,

²⁰ Indicates the range of lines of the interview quote that corresponds to its position in the whole interview. It can correspond to less or more lines than the actual analysis due to page layout.

which she entered just after the change in the examination system. Based on this coincidental relationship, by the connection “and now (.) i’ll be appointed (.) the education system will change (.) the examination system will also change” she states that she keeps hope that she will be appointed in the year in which the interview was conducted.

The interview quote above states that Canan has a “turbulent” and “risky (.) very risky” life. She acquired the accomplishments like getting into university, graduating, ‘getting’ and completing the teacher training with difficulty. This corresponds to a routine in her life. It documents that she regards the period in which she did hourly-paid teaching since she was not appointed as one of the previous usual and at the same time temporary difficult periods of her life.

Following the interview quote above in which Canan describes the time before the pedagogical training period. She elaborates on the time after she had pedagogical training will be examined. 34-45

After y’know after the training (.) when i came - i mean the same year i had the training i thought i’d be appointed right away. There’s still such a fallacy y’know although having completed our degree (.) like there’s no awareness of that too we’re people who learn everything (.) through experience y’know. Then err (.) i wasn’t appointed that year i was (.) very upset (.) i was devastated. Then i discovered, something called hourly-paid teaching. Of course it was also (.) did it have positive effects on me (.) i mean i saw it as positive in the first two years but it was completely (.) like err a waste of time (.) they only like exploit y’know they exploit our love for the profession (.) i mean- the only logic behind hourly-paid teaching is this. You love your profession (.) i mean you do it. There’s nothing else. After all you’ve just graduated from the university. Y’see that has: err (.) some bearing on you (.) it’s your responsibility from then on- your family expects you to find a job others everyone. After all hourly-paid teaching is (.) when we started doing it (.) they didn’t even ask for example if you’re an hourly-paid teacher or not. I didn’t know there was such a thing too. But err i went to school for example i found out that there were some friends who’ve been doing hourly-paid

teaching in the schools for ten years for example. (Canan, Hourly-Paid Teacher, Appendix H.2.)

In the interview quote above, Canan describes her expectations and experiences regarding the period after teacher training. Canan, by the expression “first year i thought i’d be appointed right away”, indicates that she was expecting to become a permanent teacher after graduation. However she was disappointed when this expectation didn’t come true when she graduated. She experiences having the expectation to become a permanent teacher when she graduates as a “fallacy”. Canan cannot associate this “fallacy” to the fact that she’s a university graduate and she refers to her “turbulent” and “risky” life in the previous interview quote by justifying this situation with the fact that she is among the “people who learn everything through experience”.

In her third year in hourly-paid teaching, Canan regards the period in which she does hourly-paid teaching as a “waste of time”. She points out that the “first two” years which “she saw as positive” was also a waste of time when looking back now. As the period in which she does hourly-paid teaching extends she qualifies this period as a “waste of time”. This expression of Canan, who states the “logic” of being an hourly-paid teacher is “to love your profession”, documents that she regards herself as a teacher.

Canan turned towards hourly-paid teaching due to the emotional pressure she received from her family and the social environment. She was in due to the fact that she doesn’t have a job, points out that the pressure she felt was relaxed. Since the difference between being a permanent and an hourly-paid teacher was not known by the people around her (“they didn’t even ask for example if you’re an hourly-paid teacher or not”).

When she sees “those who’ve been doing hourly-paid teaching for ten years”, Canan compares the situation of having been doing hourly-paid teaching for ten years and her own situation. She concludes that having been doing hourly-paid teaching for ten years is a more negative situation. She normalizes her own situation of not having been appointed. This situation makes it easier for Canan to accept the fact that she was not appointed in the first year and that she would do hourly-paid teaching instead of permanent teaching.

Canan, after graduating from the university and completing her pedagogical training with the expectation that she would be appointed as a teacher, encounters a reality, which she was not aware of, the KPSS, and experiences the fact that she is not appointed. Disappointed by this experience, Canan receives emotional pressure from her family and the people around her due to the fact that she’s not working. She searches for something new due to this pressure and learns that she can do hourly-paid teaching. The fact that she will do hourly-paid teaching instead of being appointed as a permanent teacher becomes a situation that is hard to accept for Canan. However, when she encounters the fact that there are those who have been doing this temporary job, which she can do until she becomes a permanent teacher, she can accept the situation of not being appointed more easily. Following the examination of Canan’s experiences during the period she was first assigned as an hourly-paid teacher and how she handles these experiences, now her experiences after she was first assigned as an hourly-paid teacher in terms of the school administration, the other teachers she worked with, the students and the parents will be examined.

The interview quote below in which Canan describes her first meeting with the school administration explains her communication with the school administration.

329-342

Gökçe: Can you tell me about your first meeting with your first principal in your previous school?

Canan: Well the first day i (.) went to school (.) first i talked with (.) y'know the assistant principal (.) the assistant principal's like (.) approach was very good (.) you can do it (.) like (.) he even said to me (.) go quiet the classroom that's enough @for a couple of days y'know@ then you'll get used to it he said (.) i went to meet the principal. i said y'know (.) i'm the hourly-paid teacher for this class (.) [...] er the principals definitely don't care for their hourly-paid teachers. I must say that y'know (.) like they greet you when they want (.) or y'know (.) they don't talk as long as they don't need you (.) usually: (.) either they're interested in your dues or (.) the success of your class (.) they're not interested in anything else. (Canan, Hourly-Paid Teacher, Appendix H.3.)

The interview quote above documents the school administration's expectation from Canan is to establish silence in the class. They expect surveillance rather than education from an hourly-paid teacher. Canan states the principal greets her "when he wants", and indicates the fact that the school principal "doesn't care" is not only the case with her. She denotes the school principals are generally only interested in issues like "dues" or "success of the class". By these expressions, Canan normalizes the principal's manner towards her by putting forward that the principal's not greeting her is not a behavior related only with her, but that he has a similar attitude towards the other teachers as well. Canan does not experience an expectation from the school administration in the interview quote above.

Following the examination of the school administration aspect of the interview quotes of Canan, from whom the school administration expects only to establish silence in the class and to whom they "greet when they want", now the other teachers

aspect will be examined. In the interview quote below, Canan compares herself with the other teachers: 51-56

I really saw it- who's doing it i mean er (.) i went:: (.) oh also y'see among our teacher friends whose ages are (.) closer to us newly graduated and the old- there are enormous gaps between us really (.) the difference in mindsets (.) point of view everything's different. I went thanks to a friend like the friend from my department embraced me very much y'know like she helped me (.) i can say that i got used to it definitely owing to her both to the environment and to the y'know. Then when i saw:: (.) that i can do it and i can do it very well. Compared to the others actually (.) like even compared to permanent ones i can do it well. (Canan, Hourly-Paid Teacher, Appendix H.4.)

In the interview quote above, which is included in the main narration, Canan compares herself with the “old...teachers” whose ages are greater than her, and points out that there are “enormous gaps” between her and them. Canan holds herself separate from the teachers that she defines as “old teachers”. Afterwards, she points out that she teaches “better” than the other teachers by the expression “even compared to permanent ones i can do it well”. The interview quote above documents Canan compares herself with permanent teachers and she regards herself as a better teacher.

Now the way Canan, who points out that she teaches better than the teachers different from her both in terms of experience and status, handles being a good teacher which she expresses as “to do well” will be examined. In the interview quote below which is included in the main narration, includes Canan's expectations as a teacher from the students: 83-87

Well y'see. I was going for example in the beginning in the third grade or so i was always dealing with discipline issues. When we were in the fourth grade like we had already established it about halfway into the third. By the way it's really hard to keep a fourth grade student under control. The kids would (.) i mean start the lesson before i came. Even if i was late or something happened something happened even if i was late after the break (inaudible) (.) they'd start the lesson. The head of the class would come forward and if nothing else he'd

make them read a book and they'd comment on it and stuff like that. They'd answer the questions. (Canan, Hourly-Paid Teacher, Appendix H.5.)

In the interview quote above, Canan states that the students had “discipline issues” in the beginning but she “established” discipline by “dealing” with these problems. Canan puts forward that the students would keep silent and start the lesson before she came to the classroom, and her expectations from her students have parallels with the expectation of the school administration who told her to “just silence” the students. Canan expects from the students to both keep silent and study their lessons. The interview quote above documents that Canan expects as a teacher from her students to keep silent and that she regards the teacher’s primary role in the classroom as control and surveillance.

So far, the expectations of Canan, who is an hourly-paid teacher, from the school administration, the teachers and the students are examined. Now finally Canan’s communication with the parents of the students and the way she handles this communication will be examined. The interview quote below in which Canan describes the last parent-teacher meeting is an example of Canan’s experience with the parents: 463:476

Gökçe: Did you arrange a parent-teacher meeting in your previous school? Can you tell me about the last parent-teacher meeting you arranged there?

Canan: There were more people there at the parent-teacher meetings. Since it was a primary school. Since it was the fourth grade (.) usually (.) based on the children’s situation y’know (.) like we were talking (.) about how: (.) they should be like (.) in the future (.) we were talking about unsuccessful students y’know the ones whose like respect (.) thing was lacking a bit (.) there (.) the family accepts their child’s fault (.) when i said he/she does such and such (.) they said (.) ok miss ... you do whatever (.) like (.) y’know (.) i know his/her faults (.) now (.) here (.) our biggest problem stems from (.) it stems from the parent who doesn’t accept the child’s fault (.) you look at the woman (.) y’know obviously an eastern. She can’t even talk (.) you say but. Your child comes to school wearing make-up (.) she looks (.) does she have make-up she says (.) but she didn’t wear today she says (.) we say we made her remove (.)

she didn't wear where is it she says @(.)@ i mean (.) like i say we deal with everything (.) how would someone (.) tie your hair up (.) y'know: (.) don't wear make-up (.) don't polish your nail (.) i mean (.) don't apply eyeliner. Don't wear earrings. @Don't do that. Don't do this@ (.) we struggle a lot (.) a lot. (Canan, Hourly-Paid Teacher, Appendix H.6.)

In the interview quote above in which Canan describes her experience related to the parents, her narration centers on herself as a teacher. She describes her effect on the parents. The interview quote above documents that Canan regards “unsuccessful students” as students whose “respect (.) thing is lacking” as well. Canan indicates that “her biggest problem” with the parents is “those who don't accept the child's fault”, and she identifies issues like the student “coming to school wearing make-up”, “tying her hair up” as a problem, stating that these problems make her “struggle a lot” as a teacher. Canan focuses on the students' behavior and compliance with the rules, and she expresses her complaints on this issue to the parent. The interview quote above documents Canan's communication with the parents focuses on surveillance and control rather than education.

So far in this section, the interview quotes and their interpretations in which Canan, who is an hourly-paid teacher, describes her experiences during the period she was first assigned as an hourly-paid teacher after graduation, and her communication with the school administration, the teachers, the students, and the parents are included. Canan regards the period in which she was not appointed and was assigned as an hourly-paid teacher as one of the difficult but at the same time temporary periods in her life, and she keeps hope that one day she will become a permanent teacher. Canan, seeing a contrast between being unemployed and being assigned as an hourly-paid teacher, indicates that she was assigned as an hourly-paid teacher due to the emotional pressure she received since she was not appointed. Canan, pointing out that the school administration greets the teachers in the school

when they want, does not describe an expectation from the administration.

Comparing herself with the other teachers, Canan points out that she is a better teacher, and does not define a friendly relationship with the other teachers, does not mention a cooperative relationship. Her expectation from herself as a teacher has parallels with the school administration's expectation from her. While the school administration's expectation from Canan is to keep the students silent in the classroom, it becomes evident that Canan's expectation too, similar to that of the school administration, is that the students stay silent.

Following the detailed examination of Canan, an hourly-paid teacher, now the experiences of Mustafa, who is an hourly-paid teacher like Canan in a different school and department than that of Canan, but who has been assigned as an hourly-paid teacher for a shorter amount of time, will be examined.

Mustafa: "Rather than being left idle I'd better do hourly-paid teaching"

Mustafa, a 25-year-old hourly-paid geography teacher, who was interviewed on 22 May 2012 in İstanbul, Yenidoğan. He was born in İstanbul and grew up in Esenyurt area with his family. Mustafa is single and lives with his three siblings, mother and father. He completed his university degree in the department of art history in Erzurum province, which he preferred because it is close to İstanbul. Mustafa, who at the time of the interview was about to complete his pedagogical training at the university from which he graduated, was assigned as an hourly-paid teacher in order to support his family in paying the installments of the loan of the house in which he lives with his family. At the time of the interview Mustafa had been assigned as an hourly-paid geography teacher for five months. He expressed content with doing hourly-paid teaching considering the professional experience he gained and the salary he earned compared to other jobs. Mustafa, who would enter the KPSS in

June, 2012 for the first time, indicates that he will continue doing hourly-paid teaching in case he is not appointed. In this section, various aspects of the interview conducted with Mustafa will be included.

First, the interview quote below, which is included in the main narration in which Mustafa describes the period he graduated from the university, will be examined. In this interview quote, Mustafa tells that he didn't take precaution before he graduated regarding what he would do after graduation, and that he started doing hourly-paid teaching "rather than being left idle": 1-6

Well whi- while you're studying everything seems rosy but (.) i never like (.) could think of (.) four years after y'know (.) i couldn't take any precaution or measure for it. err y'see the kpss is an issue y'know tenureship is another (.) ok you get the diploma and graduate but (.) you might as well end up unemployed with a diploma. We never thought like that it was all beer and skittles (.) but it was very enjoyable i never regretted neither my university nor (.) my professors. Err and then y'know we graduated (.) the kpss stage (.) begins of course. Well i thought rather than being left idle (.) i'd better do hourly-paid teaching. Y'see i applied to the districts' departments of education (2) (Mustafa, Hourly-Paid Teacher, Appendix H.7.)

In the interview quote above, when he begins to tell of the period after graduation, Mustafa states that the university life is years that pass without caring ("beer and skittles"), emphasizing that he had a "very enjoyable" university life, Mustafa blames herself for not taking any "precaution or measure". Similar to Canan, Mustafa also encounters the KPSS reality after graduation. Mustafa justifies being assigned as an hourly-paid teacher such that he does it not to "be left idle". Again similar to Canan, Mustafa regards being unemployed as a threat, sees a contrast between being unemployed and being assigned as an hourly-paid teacher. Mustafa and Canan have common experiences and practices in turning towards and starting to do hourly-paid teaching.

Following the examination of the period Mustafa started doing hourly-paid teaching, now his communication with the school administration, the teachers, the students, and the parents and the way he handles this communication will be examined. In the interview quote below, Mustafa describes the first time he met the principal: 213:221

Gökçe: Do you remember the first day you met the principal?

Mustafa: I met the principal:: once (.) once. err and that was like i didn't meet actually i (.) was going to have a document approved (.) under the name of (.) a work (.) sheet (.) in order to keep and give other places in case. Well i'd requested a (.) book from the publishing house so i'd sent my work sheet. While having it approved by the principal the- there it was (.) other than that we came across with the principal maybe two or three times but (.) how are you (.) hello how are you i mean like that (.) it's like how it is between the administrators (.) and the laborers. But the principal has respect i mean the principal (.) respects us i mean he asks he asks how we're doing y'know (.) that's a good thing too y'know (.) if it was someone else maybe he wouldn't i mean he wouldn't even care y'know (.) but our principal is good (.) both the teachers and the principal are good. So there's no problem this school is good i mean. (Mustafa, Hourly-Paid Teacher, Appendix H.8.)

In the interview quote above, Mustafa defines an administrator-laborer relationship which he describes with expressions like "hello how are you" and which he considers usual ("it's like how it is between the administrators"). Mustafa, also pointing out that this type of relationship is not unusual, defines a worse communication style by the expression "if it was someone else maybe he wouldn't i mean he wouldn't even care y'know" and compares the communication style of his own school principal with the principals who don't ask about the teachers, making his communication with the principal usual. The interview quote above, similar to Canan, documents that Mustafa's expectation from the school administration is very low, and even unlike Canan, don't even consider this type of relationship a problem.

Following the interpretation of the interview quote in which Mustafa describes the school administration, now the way he handles the other teachers will be examined: 47-51

I notice that the students say this a lot (.) like (.) i mean (.) we have old teachers y'know (.) around forty or forty five years old (.) they say a lot that they don't like them. They say they can't get along they can't communicate with them. Thank god i (.) never experienced such a problem (.) hopefully if i become a permanent teacher thirty or forty years from now (.) hopefully i won't end up in the same situation. (Mustafa, Hourly-Paid Teacher, Appendix H.9.)

In the interview quote above, Mustafa describes the more experienced teachers who he describes as “old teachers” through the eyes of the students, and justifies the case by pointing out that it is not his view but the students’. He states that the students “don’t like” the old teachers and indicates that they “can’t get along” with them with an emphasis. Mustafa, pointing out that he didn’t experience a case where he couldn’t get along with the students or the students didn’t like him, hopes that he won’t be like the “old teachers” he mentions when he becomes a “permanent teacher” one day, and comparing himself with the permanent teachers through the eyes of the students, he points out his difference from the other teachers. Stating that the other teachers can’t get along with the students and that the students don’t like them, he points out that the same students like him and he gets along with them. Mustafa, similar to Canan, compares himself with the other teachers in his narratives and pays attention to show that he is a successful teacher. And in the interview quote below, Mustafa describes the last teachers meeting he attended. 232-243

Gökçe: Did you attend the last teachers meeting in this school?
Mustafa: er (.) i (.) couldn’t make it that day it was held once because i was in edirne (.) i couldn’t make it. No teachers meeting was arranged after that. Our department meetings are being held (.) it doesn’t fit me i happen to be in Edirne. Y’see er once once i attended though once we’d make decisions they’d ask me consult me too like mr mustafa how is it even much more experienced teachers would consult me on the questions (.) together (.) we’d try to chart our roadmap i like it very much y’know (.) they’re more experienced teachers after

all but isn't it mr mustafa it should be like that yes mr mustafa we should do it like that. I mean that's a very pleasing thing (.) that they'd ask me (.) they'd feel the need to ask me is very important very important y'know. I've just y'know it's been 4 months (.) ok we've studied but y'know. field of contest teachers for so many years y'know (.) well they know better after all (.) that's very important the teachers do not scorn (.) they're supportive they're helpful they ask for help if the time comes together here very harmonious (.) we work in a very beautiful way y'know (.) we do our jobs. (Mustafa, Hourly-Paid Teacher, Appendix H.10.)

In the interview quote above, Mustafa describes the way the permanent teachers who are more experienced than him communicate with him. Mustafa, expecting that the permanent teachers could scorn him, considers it sufficient for him that the permanent teachers, whom he defines as having a higher status than him hierarchically, ask his opinion and those they “do not scorn”. The fact that the permanent teachers ask his opinion as an indication that they accept him as a teacher becomes sufficient for him. He expects that the hourly-paid teachers in the school could get scorned, and he is glad that he is not scorned. These expressions documents Mustafa's expectations from the permanent teachers are low, that he does not define an equal relationship, and that he does not define a friendly relationship with the other teachers.

Following the examination of the way Mustafa handles his communication with the school administration and the other teachers, now his communication with the students and the interview quote below, which is included in the main narration and in which he states that the teaching is a difficult profession, however the students “won't fail” in terms of “respect and love” if he doesn't “look down upon” them, will be examined. 31-35

it really is a difficult job (.) honestly. Well (.) the relationships are important too in the way you (.) call the students (2) i mean you really have to make the students feel (.) that you value them. If you value the students (.) if they really understand it (.) they don't fail in terms of respect love and interest in the

lessons. I realized this. I felt it even in the worst (.) student. You should give the students the value they deserve. You should not despise or look down upon them you should not treat them roughly. (Mustafa, Hourly-Paid Teacher, Appendix H.11.)

In the interview quote above, Mustafa focuses on the students' "respect" and "love" for the teacher instead of their academic success, and points out that his expectation in the relationship he builds with the students is that the student shows respect for him. Mustafa accepts a linear relationship between valuing the student and being respected and loved by the student and focuses on the behavior of the students in the classroom and their compliance to the rules of the classroom.

Following the examination of Mustafa's relationship with the school administration, the other teachers, and the students, now his experiences with the parents of the students will be examined. In the interview quote below, Mustafa, who regards his main expectation from the students as the students "respecting" and "loving" him, describes one of his meetings with a parent. 260-266

Gökçe: Did you arrange a parent-teacher meeting?

Mustafa: I didn't arrange a parent-teacher meeting (.) well the parents come but (.) the parents come in order to receive opinions about their students y'know their kids. er (.) and with them (.) i don't know any parent in person (.) i don't know but as far as i could (.) whatever i see whatever i observe regarding their child (.) honestly (.) i tell them honestly y'know (.) i tell them to their face that this child can or cannot grow into a decent person. Never (.) do i beat about (.) around the bush y'know. (I tell it if the children do not behave themselves) i tell them that they should change their circle of friends (.) they're also aware of it (.) they're also aware of it there are many parents talking as if confirming me (.) yes you're right mr mustafa they say he or she was like this the previous year as well and things like that. But now these kids (.) as i said y'know (.) these ages are troubling ages when they're in puberty they cannot exactly (.) figure out what to do y'know (.) their limit they don't know their limit (.) i mean they don't know where to stop where (.) to hit the highest where to hit the lowest. Both toward their teacher and their friend. There are those quarreling in the class for example (.) interesting. (Mustafa, Hourly-Paid Teacher, Appendix H.12)

In the interview quote above, in the meeting of Mustafa and the parent, it can be seen that the focus of the meeting is the student "behaving himself/herself".

Mustafa, gives feedback to the parents about the behaviors of the students, he gives his “opinions”. As a teacher, Mustafa expects the student to behave “respectfully”, “to grow into a descent person”, “to behave himself/herself”. For this reason, he conducts meetings with the parents of the students focusing around this issue. Mustafa’s meetings with the parents have similarity with those of Canan. Similar to Canan, Mustafa also focuses on the students’ behaviors in the classroom during the parent meetings and his primary expectation is that they comply with the rules of the classroom.

So far we included the interview quotes of hourly-paid teachers Mustafa and Canan. Mustafa, similar to Canan, prefers to do hourly-paid teaching until being appointed because it is an alternative of being unemployed, and regards the period in which he does hourly-paid teaching as a temporary period until he becomes a permanent teacher. While Mustafa considers it sufficient that the school administration greets him and the other teachers “do not scorn” him, similar to Canan, it becomes evident that his expectation from the school administration is that his presence is acknowledged and approved by the administration. Mustafa, who is an hourly-paid teacher, does not define a friendly relationship with the other teachers, expects that the other teachers will scorn him, and similar to Canan, comparing himself with the other teachers, Mustafa points out that he is a better teacher and he communicates better with the students. Mustafa, similar to Canan, puts forward the surveillance and control aspects in his narratives about the students, expects the students to behave “respectfully” and “to grow into a decent person”, and centers around this issue in his meetings with the parents. It can be seen that Canan and Mustafa, being assigned as hourly-paid teachers for different amounts of time, with different genders and in different departments, have common experiences and

practices, and their acceptances and orientations regarding these experiences and practices are similar.

Following the interpretation of Mustafa's interview quotes, the interview quotes of Taner, who is an hourly-paid teacher like Mustafa and Canan, but who has been assigned as an hourly-paid teacher for a longer amount of time, for eight years, will be examined.

Taner: "Let's say a twist of life"

Taner, a 31-year-old hourly-paid teacher who was interviewed on 7 June 2012. After graduating from the faculty of letters at a university in Kütahya, Taner completed a teacher-training program at a university in İstanbul and he has been assigned as an hourly-paid class teacher intermittently for eight years. Taner, who has been entering the KPSS for eight years, worked as an office staff in a transport company because he wanted a regular job for a while, and he wanted to continue that job since he had a regular income but when his manager reminded Taner that he was a teacher and advised that he should do his profession in any case, he returned to hourly-paid teaching. Taner, stating that he entered the KPSS for the last time in 2012 regardless of the result, indicates that he does hourly-paid teaching not to earn money but as a response to his family's criticism of "you sit there doing nothing". In this section, the interviews conducted with Taner will be interpreted.

First, the period after Taner's graduation will be examined. In the interview quote below which is included in the main narration, where Taner describes the period after he graduated, he states that he completed the certification program in which he took the necessary courses for teaching and that he gave himself "a last chance" to be appointed. 2-7

Now throughout the process hourly-paid teaching was always (2) well one year (.) i'll be appointed the next year (.) saying the next year the next year (.) we ended up here (.) also i didn't have teacher training when i graduated (.) i took it in two thousand ten from ziverbey (2) having completed the training y'see er (2) at least (2) this year (2) i want to be appointed y'know (.) getting my tenure (2) i gave it to myself as a last chance (.) beyond this point i don't know what will happen if i'm not but (.) just one month left. Within one month (.) i want to be appointed i hope i will. (Taner, Hourly-Paid Teacher, Appendix H.13.)

In the interview quote above, Taner points out that every year he kept hope that he would be appointed the next year, and that after this year the future is uncertain for him if he is not appointed ("i don't know what will happen if i'm not"). These expressions document that Taner regards the period in which he is assigned as an hourly-paid teacher as a temporary period. Taner, by the expression "having completed the training y'see er (2) at least (2) this year (2) i want to be appointed" indicates that he completed teacher training in order to support his expectation for being appointed. The interview quote above documents that Taner is tired of this uncertain period which he is in, and that his hope for being appointed and his motivation to make an effort are lower compared to Canan and Mustafa who has been doing hourly-paid teaching for a shorter amount of time. In the interview quote below which is also included in the main narration, Taner explains his reasons for doing hourly-paid teaching: 17-22

i (.) after graduation (.) you're bound to do something. What i wanted in fact was to prepare for the exam properly (.) sit down and (.) for one year (.) i thought i'd prepare for the exam (.) but due to circumstances (.) let's say a twist of life (.) you can't find such an environment. Now that you finished the university. Your family's expectations increased (.) be part of something. Earn some money at least. Save yourself. Y'know (.) meet your needs yourself (.) honestly since it's reasonable (.) i couldn't get (.) such a chance. (Taner, Hourly-Paid Teacher, Appendix H.14.)

The interview quote above documents that the reason for Mustafa to do hourly-paid teaching, similar to Canan and Mustafa, is the emotional pressure he felt due to being unemployed although he graduated ("Your family's expectations increased").

Taner, who regards the period in which he does hourly-paid teaching not as a period of gaining experience, but an obstacle for “preparing for the exam” (“What i wanted in fact was to prepare for the exam”), similar to Canan, he experiences this period as a waste of time.

The interview quote below exemplifies the fact that Taner regards the period he is in as a temporary period: 76-80

Finally (.) the previous year (.) i thought i should do this for the last time (.) i thought i shouldn't do it anymore (.) once again i couldn't keep my promise. Because i couldn't pass the exam (.) in the following period i couldn't study. In the first term i still wasn't working. In the second term when (.) er a friend here (.) took her maternity leave (.) i replaced her in the second term (2) because i'd reserved this year for the exam y'know. I was supposed to study for the exam. I was supposed to do nothing (.) but the circumstances though (2) our need for (.) money. I didn't need money but it was time i needed my mind to be relaxed (.) within the family y'know (.) i didn't want an image like (.) he doesn't work he just sits there (.) or in the neighborhood anymore. . (Taner, Hourly-Paid Teacher, Appendix H.15.)

In the interview quote above, Taner regards the period in which he is intermittently assigned as an hourly-paid teacher in substitution for a teacher as a temporary period, which he does “for the last time”. He puts forward that he cannot just prepare for the examination like he plans. Taner experiences the fact that he does hourly-paid teaching as an obstacle for preparing for the KPSS examination.

The interview quotes of Taner, who regards the eight years that he was assigned as an hourly-paid teacher as a temporary period, in which he describes the school administration, the teachers, the students, and the parents will be examined. First, the interview quote below in which he describes his first meeting with the school administration will be examined. 178-187

Gökçe: Do you remember when you first met the administration?

Taner: The first time i met the administration (.) er i think (.) mr ünäl was here (.) well i'm sure of it mr ünäl was our principal (.) it was alright with him. I mean our first (.) conversation our first chat had already been good ... (.) my relation with the administration has always been good (.) in the period when we

first began we couldn't be hand in glove with the assistant principals of course (.) since it was a three-month period (.) i didn't get much close (.) to the administration rooms at that time ... i went there occasionally. I went when i had something to do but otherwise i didn't stop by. . (Taner, Hourly-Paid Teacher, Appendix H.15.)

In the interview quote above which is included in the second part of the interview, which forms the elaboration part, Taner describes his communication with the school administration. Taner defines his communication with the school administration by the expression "not being hand in glove with". He presents this case as usual by the expression "of course" justifying it with the fact that it was "a three-month period". Taner, as a teacher of the school, does not describe an expectation from the school administration and does not elaborate on his experience with the administration.

Following the interview quote in which Taner describes his first meeting with the school administration, the interview quote below in which he describes his communication with the teachers will be examined. In this interview quote, Taner describes the "smoking room" in the school. 119-130

Gökçe: Do you remember the first day you entered the teachers' lounge?
Taner: I remember because (.) the teachers' lounge (.) and that (.) day the teachers' lounge didn't seem much friendly to me y'know. Everyone minding their own business (.) it's usually like that in schools y'know (.) or for a person who's not used to (.) it might seem uninviting but after getting used to you become inured to (.) the existence of the place (.) as it is. Somehow you accept it (.) or as i said (.) that (.) day i went and sat with those from my department. I talked (.) i met for the first time (2) i was usually with (.) him since i didn't know anyone (.) afterwards of course (.) you meet other people. Y'know we had a smoking room once in our school. We went there we could meet with (.) the people in there (.) i mean the conversations there is a bit more (.) it's more intense y'know (.) in all the schools the conversation in the smoking room is better (.) at the moment (.) there's no smoking room though but (.) at least when there is the teachers' lounge is more of a place where (.) people rest their heads they're more (.) relaxed and routine whereas (.) the smoking room (.) is a place (.) or with more lively conversations (.) it was also the case with me (.) (Taner, Hourly-Paid Teacher, Appendix H.16.)

In the interview quote above, Taner indicates that it didn't "seem much friendly" when he first entered the teachers' lounge. Taner does not describe an expectation from the teachers he works with, and he puts forward that in time he "became inured to" the teachers' lounge which at first he found "uninviting". Taner's expressions in the interview quote above documents that he defines himself as a teacher of the school he works at.

Following the examination of Taner's experiences with the school administration and the teachers, now his experiences with the students will be examined. In the interview quote below in which Taner describes his first period in hourly-paid teaching, he states that he can't be of help to students in terms of lesson knowledge, and that he can't focus properly since he feels the "exam rush" on him:

30-37

my control of the classroom was good. The class (.) was really (.) i mean our principal at that time said that too (2) my control of the classroom was good i mean. Never (.) experiencing a problem with the class (2) but er i didn't think i was much productive at that (.) period honestly i couldn't be of help to the children academically in terms of the lessons. Because my mind was always somewhere else (.) always an exam rush always an exam stress (2) er i mean did i do good did i do bad what am i doing (.) with these thoughts we spent (.) three months with the kids here (.) oh as a (.) er teacher i might not be much of help but as a person at least (.) a certain attitude (.) they took from me (.) in that (.) in that sense i was of some help to them (.) (Taner, Hourly-Paid Teacher, Appendix H.17.)

Taner indicates that when he first entered the classroom his "control of the classroom" was "good". Afterwards, he indicates that the principal also stated that he confirmed it. The expectation of the school administration is in parallel with that of Taner, both of them expect from Taner as a teacher that his "control of the classroom" is "good", in other words that the students behave according to the rules. Similar to Canan and Mustafa, Taner also puts forward the surveillance and control aspects regarding his experiences with the students.

In the interview quote above, Taner, unlike Canan and Mustafa, points out that he is not a sufficiently good teacher (“i didn’t think i was much productive”). And he gives as the reason for this the fact that “his mind is somewhere else”. The interview quote above documents that Taner cannot concentrate on teaching as much as he wants due to the KPSS, and that Taner is caught between being a good teacher for his students and preparing for the examination. Taner describes his meetings with the parents below, stating that he doesn’t have a “problem” with the parents. 192-203

Gökçe: Do you meet with the parents?

Taner: Yes we meet with the parents. Our relation with (.) the parents is good (.) our dialogue is good (.) but i can’t say it’s very good (.) i mean (.) i can’t say it’s at the desired level. At least (.) in recent years i don’t arrange many parent-teacher meetings. If it’s legally required to arrange (.) three meetings in a year i arrange three (.) and i don’t (.) go beyond this much. Once since the second term had come (.) i had arranged two parent-teacher meetings (.) it’s required to arrange four in a year. I had already arranged two. Other than that (.) our dialogue with the mother of the class is good (.) i mean there are a couple of mothers in the class (.) interested (.) they always come (.) my dialogue with them is good. But the others (.) if anyone wants to come they come and meet (.) but personally i (.) don’t arrange many parent-teacher meetings (.) er it was also good in my parent-teacher meetings in previous years y’know. My dialogue with the parents is usually good (.) but it could be better (2) er i don’t have any conflict with the parents (.) i don’t have any problem as well at least (.) (Taner, Hourly-Paid Teacher, Appendix H.18.)

In the interview quote above in which Taner describes his meetings with the parents, he puts forward that his “dialogue” with the parents is “good” and indicates that he doesn’t have a “problem” with them. Taner, indicating that he “doesn’t have any conflict” with the parents, does not talk about the contents or the focus of his meetings with them.

In the interview quotes above, Taner documents that, similar to Canan and Mustafa, he continues with hourly-paid teaching due to the pressure he feels because of being unemployed despite having graduated from the university. Taner also puts forward that he cannot prepare for the KPSS due to being assigned as an hourly-paid teacher, and he cannot focus on teaching as productively as he wants. In the previous

sections, where Mustafa and Canan who have been assigned as an hourly-paid teacher for a shorter amount of time than Taner hopefully wait to be appointed, Taner who has been assigned as an hourly-paid teacher for eight years intermittently points out that his hopes for being appointed are diminishing by indicating that he will enter the examination for the last time. Taner, similar to Canan and Mustafa, puts forward surveillance and control (“control of the classroom”) regarding his experiences with his students.

So far three teacher cases who are graduates of the faculty of science and letters, who completed teacher training, and who have experience in hourly-paid teaching for different amounts of time with one of them being a woman are examined. When these three cases are compared, it can be seen that the ways they make sense of doing hourly-paid teaching are similar. All three teachers associate the reason for doing hourly-paid teaching to the responsibility they feel for their families and the pressure they feel due to not working in a permanent job despite having graduated from the university. All three teachers see a contrast between hourly-paid teaching and being unemployed. These three teachers expect from their students to stay silent in the classroom, and it is documented that their school administrations have a similar expectation as well. The difference between the three teachers, with one woman among them, in the way they handle the processes of doing hourly-paid teaching, is not related to gender, but to the amount of time spent doing hourly-paid teaching. Taner, who has been doing hourly-paid teaching for a longer amount of time, unlike Mustafa and Canan, has diminished hopes for being appointed. However, in order to clarify these common and different acknowledgements and ways of handling, it is required that other cases are analyzed and included in the comparison. Therefore, following Canan, Mustafa, and Taner, the interview quotes

of Ayşegül, who graduated from faculty of educational sciences unlike these three teachers, and who has been assigned as an hourly-paid teacher intermittently for eight years like Taner, will be examined and interpreted.

Ayşegül: “The brain back then was mine, isn’t it mine now?”

Ayşegül, a 33-year-old geography teacher who was interviewed on 6 March 2012 in İstanbul, Beşiktaş, was born and grew up in Mersin. A part of her family still living in Mersin, Ayşegül came to İstanbul to get a master’s degree and lives in İstanbul, Gültepe with her elder brother and her nephew. Ayşegül, who completed her education in the faculty of educational sciences in Elazığ province, graduated in the year in which the KPSS was first administered. Ayşegül, who has been preparing for the KPSS for eight years, worked as a teacher in a cram school in Mersin for two years and was assigned as an hourly-paid English and class teacher in İstanbul for two years. She had been assigned as an hourly-paid English teacher after the English teacher took maternity leave in the school where she was a class teacher for two years at the time of the interview. Ayşegül didn’t want to go to the cram school for seven years, but in her eighth year she went to the cram school for KPSS expecting that it might help her to succeed and gave some of the salary she earned from hourly-paid teaching to the cram school. She was acting with the “Şubatçılar” group like Canan. At the time of the interview, Ayşegül was hoping to be appointed after entering the KPSS in 2012.

First, in the interview quote below, the period that Ayşegül went through after graduation will be examined. In the interview quote below which is included in the main narration in which Ayşegül describes the period after her graduation, she points

out that she has been a “successful” student throughout her life and that she cannot understand how she is not able to pass the KPSS: 6-13

errr the program i studied was a five-year one the faculty of education (.) and then i graduated: (.) i couldn't get appointed (.) i couldn't get appointed (.) i couldn't get appointed (.) up to this year (.) again it's two thousand twelve still (.) i'm here (.) look (.) in the primary (.) secondary and high school (.) i achieved (.) ranks (.) with very high scores. I graduated (.) i even got (.) top student ranks in school (.) but (.) in kpss this (.) doesn't work for some reason (.) as if (.) kpss is a different system (.) or whatever i don't know. Like the brain back then (.) was mine is it not now (.) or can't i use it now (.) can't i adapt myself. I don't know (.) like i said y'know (.) i'm a successful student (.) i'm a student who even entered the university without cram school (.) without going to the cram school (.) (Ayşegül, Hourly-Paid Teacher, Appendix H.19.)

In the interview quote above, which is included in the main narration, Ayşegül elaborates on the fact that she has been a successful student until graduating from the university. As an indication of success, she gives examples like “I won in my first year”, “I won without cram school” and “I completed (.) without extending”. She points out that as a student she did everything she had to do the way it was supposed to be done and achieved the result. By the expression “i couldn't get appointed (.) i couldn't get appointed (.) i couldn't get appointed”, she cannot find a logical reason for the fact that although she did everything she had to do in time and the way it was supposed to be done, she was not appointed. Ayşegül feels alienated to herself and her experiences in the past as a student (“the brain back then was mine is it not now”). In the interview quote below, which is also included in the main narration, Ayşegül elaborates on the meaning of not being appointed for her: 13-16

How come i can't be successful in kpss (.) i also couldn't figure that out (.) it's also a major (.) factor for my family too (.) now they also (.) like i said with difficulties (.) we studied at the university with difficulty (.) they tried not to make me feel that thanks to them (.) but cooperatively as a family (.) after all i owe a duty of loyalty to them (.) a debt of gratitude (.) i have to pay it (.) i can't be appointed (.) they become sad (.) they don't show me (.) that they're sad. (Ayşegül, Hourly-Paid Teacher, Appendix H.20.)

Ayşegül defines passing the KPSS with paying “the duty of loyalty” which she owes to her family due to the fact that they “made her study with difficulties”.

Ayşegül, who associates not being able to score enough to be appointed in the KPSS with not being able to pay “the duty of loyalty” to her family, find herself responsible and states that she “still couldn’t pay” her “duty”. The interview quote above exemplifies that professional career is related not only with oneself but with a familial responsibility as well, and that not being appointed brings with it an emotional pressure and a sense of guilt on the teachers. Ayşegül, similar to Canan, Mustafa, and Taner, sees a contrast between hourly-paid teaching and being unemployed, and starts doing hourly-paid teaching in order not to be unemployed and to relax the emotional pressure and the sense of guilt she feels.

In the interview quote below in which Ayşegül describes the period of preparing for the KPSS, she tells that she “wasn’t aware of (.) KPSS” before graduation: 49-60

Gökçe: So you graduated. Beginning the profession can you tell me about that process? You prepared for the exam-

Ayşegül: I couldn’t (.) er prepare for the exam first year (.) back then we thought that (.) we’d graduate from the university (.) we’d be teachers (.) we believed like that (.) we weren’t aware of (.) kpss (.) and then (.) er we entered the exam of course (.) since we weren’t (.) like i said (.) aware of the exam fact we were pretty relaxed (.) recently y’know (.) as we saw our friends studying (.) i started feeling (.) this (.) sting of conscience. Oh i didn’t prepare at all. What am i going to do now (.) of course i couldn’t succeed. I couldn’t pass (.) however for example turkish language teaching graduates who scored way worse than me (.) it was sufficient for them just to enter the exam (.) they were appointed right away (.) they must be (.) err the first (.) or second graduates from Turkish (.) there are too many openings (.) err they were appointed of course when you see them you become depressed (.) oh if only i (.) i never thought of including turkish language teaching (inaudible) if only (.) i’d included it i thought (.) they were appointed so easily (.) they were appointed (.) without any stress (.) and they are now (.) maybe (.) teachers for eight or ten years (.) i’m still (.) struggling with (.) kpss (.) will i pass the kpss (.) it’s doubtful as well (.) (Ayşegül, Hourly-Paid Teacher, Appendix H.21.)

In the interview quote above, Ayşegül tells that after graduation, similar to Canan, Mustafa, and Taner, she expected immediately that “we’d graduate from the university we’d be teachers”, and this expectation came to nothing due to the existence of the KPSS. Regarding the fact that she “didn’t pass” the examination as an expected result of the fact that she “didn’t prepare at all”, Ayşegül, similar to Taner, does not have much hope in passing the KPSS examination: (“will i pass the kpss (.) it’s doubtful as well”)

Following the examination of how Ayşegül handles the period after graduation, now the period in her school in İstanbul where she spent the last two years in hourly-paid teaching will be examined in terms of the school administration, the other teachers, the students, and the parents:

In the interview quote below, which forms the second part of the interview and is included in the question-answer part, she describes her first meeting with the school principal: 180-191

Gökçe: Do you remember the first time you met the administration the principal in your current school?

Ayşegül: er the first time i met the principal we met each other when i (.) brought my documents (.) there’s already like (.) err an inflation of assistant principals in the school (.) we have five assistant principals and one principal (.) i met (.) the assistant principal first. Our chief assistant principal (.) err he has this (.) for example he’s the kind who doesn’t look at one’s face while talking to people (.) he talks to you but he doesn’t look at your face (.) either (.) he looks the other way (.) or he looks at the floor (.) or at the table (.) or at something in his hand (.) but he doesn’t look at your face (.) he said welcome (.) without looking at my face. And i was like (.) (Inaudible) @what kind of a welcome@ what kind of a greeting (.) i felt a bit weird (.) our next principal (.) well when i met our principal (.) he too said welcome and stuff like that (.) but y’know it wasn’t much (inaudible) a greeting but as if like the conversations made for the sake of formality (.) so it was (.) i didn’t have (.) too many problems or difficulties (.) after all (.) it was only about my dress that @i was criticized@ a bit (.) then (.) @that too@ i tried to improve as much as i could. (Ayşegül, Hourly-Paid Teacher, Appendix H.22.)

In the interview quote above, Ayşegül points out that the school's assistant principal is someone who generally doesn't look at one's face while talking to people, and she describes how he said "welcome" without looking at her face like he does to everyone. By pointing out that the way the principal communicates with her is similar to other teachers too, Ayşegül makes this situation usual and does not associate it with her being an hourly-paid teacher. Ayşegül does not regard this greeting as an appropriate one ("@what kind of a welcome@"). The interview quote above documents that Ayşegül expects a different greeting from the school principal as a teacher of the school, and that her expectation is not met with the school principal's answer. The dialogue between Ayşegül and an administrator about the teacher's dress in the interview quote above exemplifies that there is a hierarchical relationship between the school principal and Ayşegül who is an hourly-paid teacher, and the principal's effect on Ayşegül.

Indicating that she "didn't have (.) too many problems" with the school administration, Ayşegül elaborates on the relationship she built with the other teachers she works with by telling about the first day she entered the teachers' lounge in the interview quote below: 155-168

Gökçe: You came to istanbul from körfezköy. Did you start in your present school or in another one?

Ayşegül: I started in this school.

Gökçe: Do you remember the first day, the first day you started?

Ayşegül: I remember it.

Gökçe: Can you tell me about that day?

Ayşegül: That day (.) i entered the teachers' lounge (.) i left my stuff (2) the people (.) didn't (.) very (.) much (.) like y'know (.) they couldn't realize (.) i wondered if they didn't see (.) because there was no (.) like welcome (.) i'd expect for example (.) you enter a new place (.) after all they were there before (.) i'd started on (.) the twentieth- thirteenth of october (.) i'd started on october the thirteenth (.) until then y'know (.)

they've been in the school for a month (.) at least most of them knew each other before (.) they'd taught in the same school in the previous years (.) i'm the one who's new in the place (.) after all (.) due to my character (.) there are times when i'm not (.) sociable very much (.) (inaudible) there are situations when i'm sociable that's something else but (.) like all these new meetings it could be a bit more (.) i could be a bit more (inaudible) sometimes (.) after all there are more than sixty: teachers (.) sixty four if i'm not mistaken (.) they all stay at the same place (.) you arrive later (.) i didn't make eye contact with anyone much (.) and there was no one saying welcome (.) one or two people standing (.) the people i met while going out (.) said welcome (.) err i was demoralized a bit then (.) (Ayşegül, Hourly-Paid Teacher, Appendix H.23.)

In the interview quote above, Ayşegül explains the fact that the other teachers did not greet her the first day she entered the teachers' lounge with the possibilities that they "could not realize" that she is new and that they "did not see" her entering. Ayşegül's expectation is that the teachers who "all stay at the same place" offer her, as a new teacher of the school, a friendly environment and include her among themselves. However, her expectation is not met with this greeting and she is "demoralized". In the interview quote below which follows the interview quote above, Ayşegül elaborates on the fact that she did not "make friends" with the other teachers: 171-179

err my first day (.) i mean it was not that good (.) and then y'know gradually (.) we started (.) meeting each other: (.) it was a bit more i made friends with a couple of people still with some of them (.) or rather with most of them (.) still (.) we only say hello (.) we didn't build a friendship y'know (.) because it's not possible (.) even within the school (.) even among those who've been teaching there for years (.) there's not much friendship going on (.) i don't know why this is the case (.) ... is it because of the hard living conditions (.) or is it because of something else i don't know but (.) sadly there's no such environment. 24

Through placing emphasis on the expression "with most of them", Ayşegül points out in the quote above that she did not "make friends" with most of the teachers in the school. By defining the relationship she built with the other teachers in the school with the expression "we only say hello", she indicates that there is a

relationship consisting of merely greeting. She explains this situation with “hard living conditions” or another reason that she does not know. Similar to Canan and Mustafa, Ayşegül too does not define a friendly relationship with the teachers in the school, and she expects that the teachers acknowledge her presence in the school as a teacher. Unlike Canan and Mustafa, Ayşegül does not compare herself with the permanent teachers. In the interview quote below, Ayşegül describes the first day she entered the class which she has been teaching English for five months: 252-265

Gökçe: ok err when you first entered the classroom can you tell of that day with the students?

Ayşegül: (inaudible)

Gökçe: no no-

Ayşegül: (inaudible)

Gökçe: in the department yes-

Ayşegül: the first class i entered (2) now i need to remember which (.) fourth-grader i think it was the fourth grades (2) of course it was the fourth grades (.) the children to begin with (.) since it's a new teacher at first they're like (.) the period of observing the teacher (.) they try to understand (.) what kind of a teacher it is (.) they try to figure that out (.) it was also the case when i entered. I guess i wasn't much (2) like (.) how to put it (.) i guess they didn't see me as a teacher (.) i started the lesson right away (.) i introduced myself of course (.) i wrote my name on the board do you have any questions (.) no one asked anything (.) and i (.) started the lesson without asking because (.) err i'd already started late (.) i'd started (.) one month late (.) i have subjects to be completed in time (.) i have to keep up with the curriculum (.) i'm going to hold an examination in a couple of weeks and i (.) still (inaudible) i moved on to the subject immediately (.) the children (.) weren't pleased (.) very much (.) like @the lesson wasn't disrupted@ (.) in their words (.) i had a (.) thing like that. (Ayşegül, Hourly-Paid Teacher, Appendix H.25.)

Ayşegül “starts the lesson” on her first day in the class, and is concerned about things like “having subjects to be completed in time” and “having to keep up with the curriculum”. She regards herself as the teacher of that class, and is concerned about things like keeping up with the curriculum and holding the examinations. Despite the students are not “pleased”, she focuses not on making the students happy, but on

fulfilling her responsibilities as a teacher. In the interview quote above, Ayşegül, unlike Canan, Mustafa, and Taner, defines an expectation not of the students staying silent in the classroom and obeying the rules in the classroom, but of “keeping up with the curriculum”.

Ayşegül is a teacher who has been assigned as an hourly-paid teacher for eight years. She cannot understand how she couldn't score good enough in the KPSS despite having been a successful student before the university and during the university, and she becomes alienated to her choices regarding her life and her successes. She decides to do hourly-paid teaching temporarily in order to relax the sense of guilt and responsibility she feels for being unemployed. In this temporary period, Ayşegül expects that the teachers in the school in which she is assigned as an hourly-paid teacher acknowledge her presence, but her expectation is not met. She expects from the school administration too that they acknowledge her presence, but this expectation is not met as well. The interview quotes above documents that Ayşegül, who feels herself responsible and is concerned about being late in following the curriculum in time, regards herself as a teacher.

So far, following Canan, Mustafa, and Taner, who are graduates of the faculty of science and letters and who completed or are currently receiving teacher training, the interview quotes of Ayşegül, who graduated from the faculty of education, are examined. Ayşegül, similar to Taner, had been assigned as an hourly-paid teacher for eight years. It is documented that Ayşegül too, similar to Canan, Mustafa, and Taner, does hourly-paid teaching due to the responsibility she feels for her family, and that she associates sees a contrast between being unemployed and being assigned as an hourly-paid teacher. Again similar to Canan, Mustafa, and Taner, Ayşegül doesn't experience a welcoming greeting from the teachers in the school as she expects, and

her narration points out the hierarchical relationship between her and the school administration. Unlike Canan, Mustafa, and Taner, Ayşegül doesn't expect the students to stay silent in the classroom, it can be seen that her expectation is keeping up with the curriculum. In order to decide whether this difference is due to the fact that Ayşegül graduated from the faculty of education, the interview quotes of Çiğdem, who has been assigned as an hourly-paid teacher for two years like Ayşegül, will be examined.

Çiğdem: "I still dream of teaching"

Çiğdem, a 25-year-old mathematics teacher who was interviewed on 29 February 2012 in İstanbul, Kadıköy, was born and grew up in İstanbul, Gülsuyu Region. Currently living in İstanbul, Kartal with her family, Çiğdem graduated from the faculty of education at the university in Kütahya. Having been assigned as an hourly-paid mathematics teacher for one year, she didn't do hourly-paid teaching in her second year thinking that hourly-paid teaching would continue as long as hourly-paid teachers do hourly-paid teaching. At the time of the interview, she had taken training to be a permanent civil servant in a field that is not related to the field she graduated from, and she was waiting to be appointed. Stating that she would still be preparing for the KPSS while working as a permanent civil servant, and that she only dreamt of teaching if she could score enough, Çiğdem was acting with the Platform of Teachers Who Are Not Appointed (AYÖP), and was involved in various demonstrations with AYÖP.

In the interview quote below, which is included in the main narration, Çiğdem describes the process after graduation. 6-16

I entered in two thousand six. After having graduated in two thousand ten i came to İstanbul. That year y'know i entered kpss in balıkesir when i graduated (.) i scored (.) eighty two something (.) it wasn't enough. Err after all my family had expectations. And i wanted to earn my own money. In our district there are too many openings for teachers since it's a service area. I applied for hourly-paid teaching there (2) i was assigned as an hourly-paid teacher for a year (2) there. Later again at the end of that year i (.) y'know both (.) was assigned as an hourly-paid teacher and attended a kpss course. I entered kpss again. This time i scored eighty four (.) something again it was not enough. But this year:: when i entered y'know in september (.) i decided not to be assigned as an hourly-paid teacher. Because as long as we do hourly-paid teaching i didn't think hourly-paid teaching would be abolished. At least as graduates from the faculty of education (.) i thought we shouldn't be doing hourly-paid teaching. This year i didn't. *Later* (.) er but (.) family expectation after all doesn't end. (Çiğdem, Hourly-Paid Teacher, Appendix H.26.)

In the interview quote above, Çiğdem points out that she is not appointed despite scoring a relatively high point (“eighty two something”). Indicating that she does hourly-paid teaching due to the responsibility she feels for her family and the pressure she receives, and in order to meet her own needs after graduation, Çiğdem takes a political stance and decides “not to do hourly-paid teaching” due to the fact that as long as “people do hourly-paid teaching” “hourly-paid teaching won't be abolished”. Çiğdem takes a different stance than Canan, Mustafa, Taner, and Ayşegül, and doesn't continue with hourly-paid teaching despite receiving the same emotional pressure from her family, and seeing contrast between being unemployed and being assigned as an hourly-paid teacher. And she enters the process, which she describes in the following interview quote: 20-30

Because our brach requires a very high score. Because of thi::s in september i (.) came across something on a website (.) i moved to (.) another profession. İşkur was (.) opening a course named (inaudible) (.) at that time y'know the minister (.) was changed y'know. The new minister like (.) when he said y'know we can't make this many appointments and things like that due to family pressure i (.) went to that course. We were registered for the course by our (.) three scores from kpss two thousand ten and we made preferences for province. We studied in istanbul at istanbul university. It lasted for three months (.) normally at

the end of december we'd (.) start that job but again (.) *because they didn't keep up to their promise* this was (.) delayed till january (2) it was delayed till january (.) and then (.) y'know (.) it was delayed till february or something. They put us to a test and gave us certificates. That's the certificate (.) i received. Now i'm waiting for its appointment and such (2) so it is. During my assignment as an hourly-paid teacher (2) er it was bad i didn't want to do it again. Y'know (2) to a degree due to family pressure (.) i seemed to have moved to a different profession but i still dream of teaching. (Çiğdem, Hourly-Paid Teacher, Appendix H.27.)

The interview quote above documents that she regards the period of hourly-paid teaching as a temporary period until becoming a permanent teacher, and that she expects to work as a teacher one day ("I dream of teaching").

Following the examination of Çiğdem's period after graduation and the process in which she started doing hourly-paid teaching, now the period of hourly-paid teaching will be examined in terms of the school administration, the teachers, the students, and the parents: 242-246

In the first days y'know when the principal didn't yet like (know) our faces our visages much (.) like when i said good morning sometimes he wouldn't answer (.) he was very y'know *authoritative* y'know like (2) but for example one day for example (2) he said *o good morning* (.) i like (.) very much (.) later heard it like i didn't turn back and said good morning. I guess i took my revenge or *whatever* i don't know. He was like that (.) i mean he behaved as he wished (2) (Çiğdem, Hourly-Paid Teacher, Appendix H.28.)

In the interview quote above which is included in the answer to the question "Do you have a memory that you can tell about the school principal?", Çiğdem experiences that the school principal doesn't answer back when they greet him. She associates this with his not knowing their "faces". Çiğdem describes her primary expectation as the school principal acknowledging her presence in the school. Çiğdem associates the fact that this expectation is sometimes met and sometimes not met with the principal's characteristics ("(.) he was very y'know *authoritative*"), and she doesn't explain this communication style with her being an hourly-paid

teacher. The interview quote above documents that, similar to Canan, Mustafa, and Ayşegül, Çiğdem's primary expectation in her experience with the school administration is that her presence is acknowledged, and that she finds it sufficient that this expectation is met.

In the interview quote below, Çiğdem describes her experiences with the teachers in the school: 115-124

For example in that school i went (2) the first time (.) i went for example it was known that i was an hourly-paid teacher. The appointments hadn't been carried out the cheating scandal had come out (2) it was like permanent teachers were separate y'know the hourly-paid ones stayed isolated and stuff like that. I came over that for example (.) i went on and (.) like talked to everyone and stuff like that. Like y'know (.) just because i'm also an hourly-paid teacher (.) i didn't sit in the corner and looked lowly. There was for example y'know about the cheating scandal like a (.) conversation would come up (2) i don't know they were talking like wrongly about our unjust case. I was definitely rising against all of them like (.) y'know i wasn't (.) like standing behind. For example i had friends and they were telling. Like y'know (.) they felt excluded and rather (.) turning into (2) y'know they were (.) they were like (.) withdrawn. I wasn't like that (.) i mingled with them (.) like (.) i tried not to (.) make them feel that lowliness. (Çiğdem, Hourly-Paid Teacher, Appendix H.29.)

Çiğdem makes an extra effort not to "make them feel that lowliness", and points out that her effort is different from hourly-paid teachers who "feels excluded". Çiğdem doesn't expect that the other teachers make friends with her. Her expectation is that they don't "exclude" her. It becomes sufficient for Çiğdem that they don't exclude her. She justifies this situation with her "not sitting in the corner and looking lowly" and making effort to communicate ("i came over that" "like talked to everyone and stuff like that"). The interview quote above documents that as an hourly-paid teacher, Çiğdem, similar to Canan, Mustafa, Taner, and Ayşegül, doesn't expect that the other teachers accept her as a teacher of the school, however, unlike them, she makes an extra effort to prove her presence. The interview quote below,

which is included in the main narration, exemplifies Çiğdem's experience with the students: 183-187

For example a teacher who beats (2) a complete silence in the class. I (.) like always told them. Y'know i (.) don't want to be like that y'know (.) i'm not someone like that don't do it (2) i said (.) at last they'd gotten me very angry. I said like you respect people who beat you like (.) you say lots of things behind their backs (.) i said things like that and then i cried my eyes out for example (2) (Çiğdem, Hourly-Paid Teacher, Appendix H.30.)

In the interview quote above, Çiğdem compares herself with the teachers who “beat”, and points out that she is not a teacher who “beats”. Describing her primary expectation as the students staying silent in the classroom, Çiğdem explains the cases when her expectation is not met with her not applying physical violence to the students (“you respect people who beat you”). The interview quote above documents that Çiğdem, comparing herself with the teachers whose students stay silent in the classroom and who “beat“, points out that she's not like them, and that her primary expectation in the classroom is that the students stay silent (“a teacher who beats (2) a complete silence in the class”). Çiğdem, unlike Ayşegül, similar to Canan, Mustafa, and Taner, describes her primary expectation as the students staying silent in the classroom. Çiğdem is an hourly-paid teacher who puts forward that she is an hourly-paid teacher graduated from the faculty of education, and who indicates that she is not appointed due to the fact that the department she graduated from appoints teachers with higher scores. Graduating with the expectation to be a teacher after graduation, she is not appointed due to not scoring enough, and is assigned as an hourly-paid teacher.

Çiğdem, similar to Canan, Mustafa, Taner, and Ayşegül, sees a contrast between being assigned as an hourly-paid teacher and being unemployed, and with her family's pressure she starts doing hourly-paid teaching and then doing another

job. Similar to the other hourly-paid teachers, she regards the period in which she does hourly-paid teaching as a temporary period until she becomes a permanent teacher. Çiğdem, similar to Canan, Mustafa, Taner, and Ayşegül, expects from the school administration that they acknowledge her and greet her, and from the other teachers that they communicate with her, but her expectation is not met. Unlike the other hourly-paid teachers, she makes an effort to make the other teachers acknowledge her presence, and by taking a political stance, she doesn't continue with hourly-paid teaching. Çiğdem, who graduated from the faculty of education like Ayşegül, unlike her, describes her primary expectation as the students staying silent in the classroom. Therefore, it is not possible to associate Ayşegül's expectation of keeping up with the curriculum with her graduating from the faculty of education.

Çiğdem has similar experiences with Canan, Mustafa, Taner, and Ayşegül while being assigned as an hourly-paid teacher, and she handles these experiences similarly. The hourly-paid teachers examined so far commonly regarded the period in which they did hourly-paid teaching as a temporary period, and described their primary expectations as the school administration and the other teachers acknowledging their presence in the school and the students staying silent in the classroom. And now the interview quotes of Melike, who has been assigned, as an hourly-paid teacher for one year, will be examined, her experiences common with and different from Canan, Mustafa, Taner, Ayşegül, and Çiğdem will be presented, and the way Melike handles these experiences will be examined.

Melike: “KPSS is for me not a goal but a tool”

Melike, a 23-year-old geography teacher, who was interviewed on 29 May 2012 in İstanbul, Bakırköy, was born in Zonguldak, and lived in Zonguldak with her family until she entered the university. After completing the department of geography of the

faculty of science and letters at a university in İstanbul, she took teacher training, and she had been assigned as an hourly-paid teacher for one year. Melike lives with her sibling in İstanbul, Avcılar, and she's attending a cram school in order to prepare for the KPSS examination. Stating that she does hourly-paid teaching in order to pay for her cram school and make a living, Melike indicates that she will get a master's degree when she becomes a permanent teacher, and that she wants to continue with doctor's degree and be an academician. In the interview quote below, Melike explains that she postponed her aim of getting a master's degree until she becomes a permanent teacher since she can't do that with the salary she gets from hourly-paid teaching. 405-412

Afterwards (.) i thought i could be (.) like i thought i could stay at the university (.) for that still (.) you had to work (.) in the same way- i mean you had to study (.) language (.) for one thing i don't know english i had to deal with that. For that there (2) has to be financial means (.) there has to be means timewise (.) well since these means were not available to me i thought (.) what could i do (.) at the moment (.) i (.) could be a teacher @(.)@ i had to pass kpss (.) i had to establish my financial freedom (.) after establishing my financial freedom (.) attending a language course (.) improving my language (.) getting master's degree (.) i mean (.) at the moment (.) being a teacher i mean (.) teaching in a public school (.) kpss is for me (.) not a goal but a tool (.) in fact (.) i mean (.) i consider it like that. (Melike, Hourly-Paid Teacher, Appendix H.31.)

In the interview quote above, Melike presents two requirements for being an “academician” as “speaking more than one language” and “studying”. She associates both of these requirements with the preconditions which she defines as “financial means” and “means timewise”. She indicates that the most appropriate job, which will allow her to realize these preconditions, is “to be a teacher”. Melike handles passing the “KPSS” and “establishing financial freedom” together. Expecting that when she passes the KPSS her financial freedom will be established, she points out that for her being a permanent teacher is not a “goal” but a “tool” that will allow her to do the things she want. The interview quote above documents that Melike wants to

be a permanent teacher not for job security or her professional identity, but for the income it provides allowing her to “establish her financial freedom”, and that she regards the current period in which she is assigned as an hourly-paid teacher as a temporary period, and postponed the things she really wants until the period after she passes the KPSS.

Following the examination of the way Melike justifies doing hourly-paid teaching, the relationship she builds with the teachers, the students, and the parents will be examined. In the interview quote below, Melike tells a dialogue she had with a school administrator on the first day she came to the school: 136-145

When i first came in this school (2) i forgot his name but (.) there was a teacher serving as (.) assistant principal (.) i came first. He'd give me the syllabus. There are two syllabuses (.) he said (.) y'know literature one syllabus literature two (.) he said choose one (.) and i said (.) i looked (.) i took the one which has more twelfth grades (.) and then i said i'd like this one. Because i'd worked in cram school before (.) kids preparing for öss y'know (.) i said i think i can be productive (.) and then he said (.) @(.)@ c'mon what öss he said. He said the kids here have nothing to do with university. He said they came here to be laborer (.) laborer y'know (.) laborer with a degree he said @(.)@ @he even used a slang term for them@ (.) he said they got nothing to do with öss or such things like that. He said look let me give you (.) an advice he said. He said go and take the ninth grades (.) he said the ninth grades (.) had just come out of secondary school (.) and (.) they're afraid of the teacher he said. I mean they cherish the teacher dearly he said (.) (Melike, Hourly-Paid Teacher, Appendix H.32.)

In the interview quote above, Melike conveys that she wants to be the teacher of the twelfth grades due to having worked in a cram school before being assigned as an hourly-paid teacher, and with the expectation to prepare the students in the twelfth grade for the university examination. However, the administrator indicates that he doesn't expect from Melike to prepare the students for the university examination by telling her “they got nothing to do with ÖSS or things like that”. Giving as the reason that “the ninth grades are afraid of the teacher” he persuades Melike to be the teacher of the ninth grades. In the interview quote above, it can be seen that the expectation

of the school administration is not transfer of knowledge but control and surveillance. Melike's interview quote below exemplifies that the school principal has expectations from Melike, an hourly-paid teacher: 172-191

There was the subject of theater in literature lesson (.) texts depending on show (.) there was one in my class (.) i felt a couple of my students (.) were talented (.) and i said (.) c'mon i said you find a (.) text i said. I said let's perform this between us i said (.) the kids two or three students (.) would perform (.) only that class would watch (.) er they do rehearsals and stuff like that (.) and then the last day (.) er there was (.) like (.) and i'm with them. Because: (.) via a computer (.) the sound would be played and i will do it (.) there's no one else to do it y'know (.) for example when i had (.) a lesson in a class (2) err (.) i was working with them. I mean i didn't attend my own class (.) later on: (.) i was working with them in the conference room. Because the next lesson they're going to. They're going to perform and they're very excited. They were like what should we do miss melike i said ok i'm with you (.) y'know i'm saying this because. For example there are other teachers i see (2) one of which could even be among the administrators. There are also administrators who don't attend their class (.) and do their own personal work (.) but y'know (.) for them it's not much (inaudible) they don't question them why didn't you attend your class and (.) things like that (.) or they can't question (.) y'see i couldn't attend my own class. I went and said (.) look you stay silent (.) you're free (.) don't make noise (.) i said i have work to do in the conference room (.) and then of course (.) since (.) the students aren't (.) much (.) quiet (.) they didn't (.) stay silent. Y'know sound (.) noise they did something (.) then (.) i went to the administration office (.) they said to me there like. Y'know you can't do another activity when you have a class they said (.) and i said. Mr ... i said the next lesson there will be a performance (.) y'know the kids (.) are going to perform a show (.) y'know i had to be with them i said (.) i didn't sign the register i said (.) yeah (.) he said (.) to me (.) and i said. Y'know i didn't attend the class (.) show me absent i said (.) sign the register on behalf of me i said (.) y'see it's not that easy like you sign it. They said to me you'll have your money anyway (.) y'know as if like (.) i was having the money for nothing (.) y'know after all that's ok what i did might not be right but (.) y'know in that case still (.) i wanted to do something for the students (.) at that point for example i could say that the wind's been: (.) taken out of my sails (.) (Melike, Hourly-Paid Teacher, Appendix H.33.)

The interview quote above documents that the school administration expects from Melike, an hourly-paid teacher, to keep the students silent in the classroom. The students' not staying silent in the classroom for whatever reason is accepted as unfavorable by the school administration. It becomes evident that the

administration's primary expectation from an hourly-paid teacher is surveillance and control.

In the interview quote below, Melike, from whom the school administration's expectation is to keep the class silent, describes the first day she entered the teachers' lounge: 77-95

Gökçe: Do you remember the first day you entered the teachers' lounge?
Melike: i'm too excited. I couldn't sleep (.) i see nightmares (.) about the students: (.) i mean i can't forget those nightmares at all (.) i couldn't make the students listen to me: Y'see they wouldn't listen: (.) i was shouting and stuff like that. I was seeing similar things all the time (.) and then y'know in the morning (.) since i couldn't sleep i woke up very early like around six (.) i prepared (.) i came (.) but i was trembling. Where's the teachers' lounge: (.) what's what (.) i don't know anything. Asking the way I entered (.) i'm anxious as well. I'm anxious about the reactions of the other teachers as well. Because oh look she's an hourly-paid (.) that image (.) is bad (.) i believed (.) i mean they don't like it (.) i heard (.) @permanent teachers@ err (.) i entered (.) first i entered the teachers' lounge (.) i raised my head like this (.) from my university (.) a friend of mine called sinem (.) my classmate (.) she was also assigned here as an hourly-paid teacher and i immediately saw her (.) we embraced each other (.) ezgi (.) y'know melike and so on. @I'm very excited (.) and so on@ (.) by inspiring each other (.) c'mon (.) we'll do it (.) we'll make it and stuff like that (.) inspiring each other like that (.) we entered the class (.) i mean i came through that day extremely relaxed. Otherwise that stress (.) anyway (.) very excited (inaudible) (2) (Melike, Hourly-Paid Teacher, Appendix H.34.)

On the first day she entered the teachers' lounge, Melike points out that she was "anxious about the reactions" of the other teachers because she "believed" that "hourly-paid (.) image (.) is bad". She expects that the permanent teachers won't "like" her. When she sees another teacher who is assigned as an hourly-paid teacher in that school who she knew before she indicates that she became "extremely relaxed" with an emphasis on the word "extreme". The interview quote above documents that Melike entered the teachers' lounge anxiously as an hourly-paid teacher, and that she expects that her presence as a teacher in the school won't be acknowledged by the other teachers.

Melike, unlike Canan, Mustafa, Ayşegül, Taner, and Çiğdem, is not shaken when she encounters the KPSS reality and regards being a permanent teacher as procuring the required financial gain, which is a precondition for being an academician. Again differently, Melike describes expectations such as preparing the students for the university examination and supporting them in a cultural domain like theater. However, similar to Canan, Mustafa, Ayşegül, and Taner, Melike also learns by experience that they expect surveillance and control from her as an hourly-paid teacher.

In the sections so far, six hourly-paid teachers with different educational backgrounds, family structures, teaching experiences, different genders and departments were handled. Now these six hourly-paid teachers will be handled comparatively.

Temporary Postponed Lives: Hourly-Paid Teachers, Comparison of Six Cases

So far six hourly-paid teachers with different family structures, educational backgrounds, and different characteristics, different social gender roles were handled. Canan, Mustafa, Taner, Çiğdem, Ayşegül, and Melike are hourly-paid teachers who are assigned as hourly-paid teachers in different schools in different regions of İstanbul. Their experiences and practices and the way they handle these experiences and practices share common aspects in relation to their being hourly-paid teachers. And now in this section, the common aspects of these six hourly-paid teachers' "collective experiences" (Nohl, 2009:90) will be presented in detail.

First, hourly-paid teachers' expectation to start a life with job security is not met and they experience a disappointment when they can't score enough to be a permanent teacher in the KPSS examination and they aren't appointed. They regard

the period of their lives in which they do hourly-paid teaching as a temporary period until they have a secure life, and they postpone the life they want to live until the time they become a permanent teacher. During this period, which they regard as temporary, they prepare for the KPSS in order to be a permanent teacher. Expecting that if they study hard enough for the KPSS they will be appointed, hourly-paid teachers regard the period in which they do hourly-paid teaching as a period in which they gain experience in teaching in their first year that they are assigned as an hourly-paid teacher. In the cases where the period of hourly-paid teaching extends, instead of preparing for the KPSS, they regard this process as a waste of time since they do hourly-paid teaching instead of preparing for the KPSS, and they are caught between being a good teacher for their students and preparing for the examination.

Hourly-paid teachers regard the period of their lives in which they do hourly-paid teaching as a temporary period. For example, Taner's expression "I want to be a teacher", who already does teaching, documents that Taner defines a difference between doing teaching and being a teacher. While Mustafa keeps his expectation of being a good teacher for the days he will become a permanent teacher, Çiğdem, who is going to start working as a permanent teacher in another public institution, points out that she "dreams of teaching", whereas Ayşegül and Melike state that they will get a master's degree when they become a permanent teacher. Hourly-paid teachers, who regard being a permanent teacher as a blessing, expect to be appointed no matter where it may be as long as they are appointed.

Regarding the period in which they do hourly-paid teaching as a period that will end someday, hourly-paid teachers worry that their expectation of being a permanent teacher one day won't come true as the years they do hourly-paid teaching increase. The expectation of becoming a permanent teacher one day shows a

decrease from Mustafa, having the shortest amount of time doing hourly-paid teaching, to Taner, having the longest teaching experience, in correlation with the years of doing hourly-paid teaching. Mustafa, who has been assigned as an hourly-paid teacher for four months, is sure that he will become a permanent teacher one day, whereas Taner, who has been assigned as an hourly-paid teacher for eight years, states that he will enter the examination for the last time this year and that he may think of other jobs in case he can't pass. As for Canan, who has been assigned as an hourly-paid teacher for three years, she expects to become a permanent teacher one day and on the other hand she is worried that she may not become one.

For hourly-paid teachers, who see a contrast between being unemployed and hourly-paid teaching, hourly-paid teaching serves a function in two aspects. The first one is that being assigned as an hourly-paid teacher relaxes the pressure of "he/she graduated but is idle" applied by their social surroundings and especially by their families. The second is that those who are assigned as an hourly-paid teacher for a shorter amount of time associate hourly-paid teaching with gaining experience in teaching. They regard this period as one in which they wait for being appointed and procure a financial gain, albeit small, while preparing for the KPSS. However, as the period of hourly-paid teaching extends, they evaluate this period as an obstacle for preparing for the KPSS examination and a waste of time.

Hourly-paid teachers see a contrast between being unemployed and being assigned as an hourly-paid teacher. These teachers, who generally have identities that are accepted and stand out in their social surroundings due to having studied at the university, show a tendency to blame themselves when they are not appointed and return to their families as an unemployed university graduate, and they are caught between the moral and financial responsibility they feel for their families who made

them study with financial difficulties and the sense of being lost caused by not being appointed as a permanent teacher and having started a secure life. Besides this sense of guilt and responsibility, they receive emotional pressure from their social surroundings due to not working in a permanent job that is financially and morally satisfying despite having graduated from the university, and they do hourly-paid teaching at the expense of not being able to prepare sufficiently for the KPSS in order not to appear “graduated but idle” and to partially relax this pressure.

Regarding the period in which they do hourly-paid teaching as a temporary period, hourly-paid teachers expect that they won’t experience any of the negativities they experience when they become permanent teachers. Hourly-paid teachers, who don’t regard themselves as a teacher despite actually doing teaching, associate being a teacher of the MEB with being a permanent teacher, and they don’t regard themselves as a teacher of the MEB due to not being a permanent teacher.

Regarding every negativity they experience as a temporary period, hourly-paid teachers’ content themselves with less in the schools they are assigned as hourly-paid teachers. They regard the school administration’s not greeting them as usual. Not demanding anything from the principal, hourly-paid teachers find it sufficient that the principal approves their presence in the school. A similar orientation becomes evident in their experiences with the other teachers they work with as well. Not experiencing a friendly relationship with the other teachers, hourly-paid teachers consider it sufficient that the other teachers realize and approve their presence and they make an extra effort to make their presence acknowledged. They find it sufficient that the other teachers greet them or ask their opinions on any subject, and they don’t expect anything more.

The school administration expect from the hourly-paid teachers basically to keep the classroom silent, and hourly-paid teachers act in accordance with the expectation of the school administration and puts forward the control of the classroom, the discipline in the classroom, and the silence in the classroom in their experiences inside the classroom. Hourly-paid teachers define keeping the classroom silent along with being a successful teacher, and they focus on the student's compliance with the behavioral rules during the meetings with the parents. Hourly-paid teachers, who don't make any evaluation regarding the living conditions of the students and the parents, and the environment where the school is located, they regard the behavioral problems of the students not as a whole but as naughtiness, disrespect inside the classroom.

Permanent Teachers Who Consider Themselves Belonging to
the School Where They Work

In the previous section hourly-paid teachers were handled. In this section permanent teachers will be handled. Having two different types of employment, there are very basic differences between the way permanent and hourly-paid teachers handle teaching and the jobs they do. For example, in their narratives hourly-paid teachers don't mention the social and economic characteristics of the environment that the school at which they do teaching is in, or the living conditions of the students, whereas permanent teachers, unlike hourly-paid teachers, begin telling about the school they work at first by evaluating the environment and the social and economic conditions of the school.

Table 13. Interviewed Permanent Teachers

Teacher	Status	Experience
Hande	Permanent	12 years
Özlem	Permanent	11 years
Okan	Permanent	12 years
Candan	Permanent	15 years
Pınar	Permanent	8 years
Remzi	Permanent	3 years

The experiences of the six permanent teachers with different teaching experiences, educations and education types in different regions listed in the table above will be examined by handling these cases in detail.

Hande: “The principal couldn't think big”

Hande, who was interviewed on 3 October 2011 in İstanbul, Beşiktaş, has been a permanent class teacher for 11 years. After being a substitute teacher for one year, Hande, married with one son, comes to İstanbul with her spouse from Hakkari where she had worked as a permanent teacher for five years. Hande, who has been working

as a permanent teacher in İstanbul, Gültepe for five years, lives with her family in İstanbul, Gayrettepe. Hande's mother is a housewife and her father is a driver. Hande is the only one in the family who studied in university. Upon her mother's insistence that she get a profession as soon as possible, she applies for teaching after graduation. Hande, who had started to teach before the KPSS was introduced, is a graduate of the faculty of science and letters, and becomes a class teacher after teacher training. In this section, various quotes of the biographical narrative interview conducted with Hande will be included.

In the interview quote below, which is included in the main narration, Hande describes her process of becoming a teacher. 12-20

I graduated from (.) the department of biology at the university. Errr (2) y'know like if only like my field of work was in the same field. I really wish i worked for example as a biologist, as a microbiologist, bacteriologist. err but y'know the hospital environment- it has like it didn't appeal to me- as soon as i was inside my heart sank i was depressed. patient psychology- I thought definitely this is not a place that i could work. I hadn't looked into it. There were various places that i could work but i had studied teacher training and err my mom being a teacher is a very good profession for a woman err earn your own money as soon as you can. Whatever it meant to begin working early in life for her it was very @important@ so it was y'know without doing much i immediately started teaching.) (Hande, Permanent Teacher, Appendix H.35.)

Hande doesn't think of teaching first as soon as she graduates. Working as a biologist is an alternative for her. However, it remains in her mind, she doesn't make any attempt for it, and she doesn't look for another job. Her mother directs her towards the teaching profession in order to make her start a secure job as soon as possible. The interview quote above documents that teaching is not the only alternative for Hande, that she does not regard being a permanent teacher as a blessing, that she may choose another profession other than teaching if the necessary conditions are provided, however accepts her mother's point of view that compared

to other professions the teaching profession is one that secures life and that is appropriate for a woman.

In the interview quote below, Hande points out that she had started teaching at a younger age than it should be: 50-54

At a very young age at twenty. I'd taken a break for a year sorry i was a substitute teacher for a year. I was a teacher when i was twenty one. It was very like early for me like it would've been better if i was a bit twenty three or older. There were things i was supposed to experience too.) (Hande, Permanent Teacher, Appendix H.36.)

In the interview quote above, Hande doesn't count the period in which she was a substitute teacher as teaching, and she doesn't add the period in which she was a substitute teacher to her teaching period. The quote above, similar to the one before, documents that being appointed as a permanent teacher is not a blessing for Hande.

Hande, who expects to work in a secure job after graduation, doesn't add the period in which she was a substitute teacher to her teaching period, and doesn't regard being a permanent teacher as a blessing, elaborates on her experiences in teaching in the interview quote below which is included in the main narration: 40-42

err for the first five years i worked in the central district of ordu. But it was a place that constantly received immigrants. There were children around who were from ünye y'know. It was in a very: (.) bad condition both schoolwise and physically. (Hande, Permanent Teacher, Appendix H.37.)

Beginning to tell of her first school by evaluating the environment where the school is located, Hande qualifies the school "physically" "very: (.) bad". Hande indicates that the environment where the school is located is "a place that receives immigrants". As a teacher of the school she evaluates the students in the school not only with their behaviors inside the school, but holistically with their living conditions, physical opportunities, and socioeconomic structures. In the interview quote below, Hande describes the school principal: 334-344

Our administrati::::on err manager was well-meaning. In fact for example when the teacher wouldn't come to school he'd even give him/her the extra hour. They started to abuse this constantly. In any case my extra hour is counted. They were constantly taking leaves. Err i could talk with the man easily. Err his point of view was err much different from me but err i never had any problem. In fact i worked as an assistant principal with that first administrator. Errr there was (.) ... for example there are young teachers. There were many friends studying master's degree there. They were being benefited but he didn't want to do something very big. He was afraid. Why y'know err he was afraid of the provincial directorate of national education or he did teaching like that he did administration like that. If the education system is fine there's no need to do something different. There's no need to do something different. He couldn't think big. (Hande, Permanent Teacher, Appendix H.38.)

In the interview quote above, Hande evaluates the school principal not only based on the relationship he builds with her, but with his general attitude toward other teachers. She defines both the positive and the negative characteristics of the principal and she points out that he doesn't "think big". The interview quote above documents that Hande's expectation as a teacher of the school from the school principal is not to greet her or approve and accept her presence, but to "think big". For Hande, it's out of question that the school principal greets her and approves her. It is by default for Hande that the school principal approves her presence as a teacher. Hande, who criticizes the school principal and expects that he's supposed to behave differently, describes the teachers she works with in the interview quote below. 353-368

Gökçe: Can you tell me about the teachers in the school where you first began to work in detail?

Hande: [...] for example y'know i had a friend from hakkari y'know he like i err- i mean his views were much different from me i liked him very much. But towards him for example err the attitude of my friends sharing my views was very different. Even they didn't like me seeing him. For example he played bağlama very well. He sang folk songs very well. And together we y'know. He was a graduate of art history but he was also like me a class teacher. Together we errr prepared free courses in the

weekends. Err i wouldn't change his friendship with anything. When i had a problem i'd certainly share it with him. And he was a man. Errr he also could understand the children very well. Like maybe because of the case that he was from the same region. His communication with the children was very well. (Hande, Permanent Teacher, Appendix H.39.)

In the interview quote above, Hande puts forward the expectation from the teachers she works with that they “don't reflect their political views much”. She gives as an example her relationship with her teacher friend from whom her political views differ, and she states that she cares about her friendship with him: “I wouldn't change his friendship with anything”. Hande defines a friendship that she “wouldn't change for anything” with her teacher friend. She builds a friendly relationship beyond political views. The interview quote above documents that Hande has no expectation that the other teachers she works with will scorn her, she doesn't expect them to approve her presence, and that she doesn't make an extra effort to make herself accepted, on the contrary she defines a friendly relationship with the teachers.

In the interview quote below which is included in the main narration, Hande describes her students: 67-71

A closed (.) society. It has a very hard time understanding you. You have to understand it. You have to be close to it. Here it's a bit more- i mean not very much different but we're very different but it's a bit more for example the life of the classes there- (.) the children had to live in a single room with the family. (Hande, Permanent Teacher, Appendix H.40.)

Describing the environment of the students as “a closed (.) society” with an emphasis on the word “closed”, Hande points out that the students live in a “single room”, in other words they don't have their own room, and that they don't have adequate “nutritional” conditions considering the physical restrictions, and she explains her expectation from her students as a teacher as follows: 79-86

and what else can i say errr these came to my mind. (5) errr to make the child do something err i said rewarding i used it a lot once i err punished

all of the class or when you did wrong when you repeated some unnecessary behavior. Chocolate y'see rewarding you'd buy chocolate for all of the class or i did this very often and they enjoyed it very much. the one who'd buy became upset or instead y'know it would take the form miss hande is it ok if my mom makes a cake and i bring it. The child when being talked to that eye contact is very important. They feel valued. Maybe it's not practised at home ... when the teacher practises it especially the first second and third grades they like it very much. They enjoy it very much. Err anything else. I don't advocate giving homework. It better not be overwhelming for the child. I tried to do that. Because when too much homework is given the children do it only to get rid of it. I mean there's no concern about whether they really understand it or not. They do it only y'know to get rid of it. Err the more they go to the blackboard the more effective it is. And when this is the case errr we can't complete the subject. We have that problem. (Hande, Permanent Teacher, Appendix H.41.)

In the interview quote above which is included in the main narration, it can be seen that Hande's expectations from her students are not that they stay silently in the classroom and don't make noise during the lesson. Hande cares more about the student "feeling himself/herself valued", "going to the blackboard" and express himself/herself than academic success. Despite "not being able to complete the subject", Hande prefers to allow the student to express himself/herself. The interview quotes above documents that while evaluating her students Hande doesn't focus only on their behaviors in the classroom, but evaluate her students holistically.

Finally, the way Hande handles the parents of the students will be examined.

Below is her answer to the question "Can you tell me about the parents of the students?": 421:428

Gökçe: Can you tell me about the parents of the students?

Hande: The parents of the students. Errr we couldn't contact the mother. The mother didn't come to the parent-teacher meetings. The father came. With the father for example when you said there's this problem he'd say miss hande don't spare the rod. Whatever you want. Beat (.) yell shout. Do whatever you want. Whatever you say. They couldn't offer you something different. They were blaming the child. After all y'know their life is obvious. A single room. Or even if they had more rooms the heating system is obvious. The stove has to be burned the child will do and experience everything there. You can't expect anything. Whatever it

is. If you could do something that's good. You can't anyway. If the child wanted if we wanted to get rid of him the parent helped us. I mean we couldn't contact mothers much. (Hande, Permanent Teacher, Appendix H.42.)

In the interview quote above in which Hande describes her communication with the students' parents, without focusing on the students' behavioral problems, she defines the relationship the parent builds with the student with the expression "Beat (.) yell shout". After describing the "life" of the student, she points out that she "can't expect anything" from a student living in an environment like the one she describes. Hande regards the student, the school success, the parent, and the environment in which the family lives as a whole situation and she makes her evaluations, defines her expectations within this wholeness she describes. Hande, in the interview quote above, evaluates the physical opportunities of the school she works at, describes and evaluates the professions, the sources of income of the students' parents. She describes an expectation. These descriptions and evaluations documents that Hande regards the school she works at as a whole, and she makes an holistic evaluation since she considers herself a part of the school.

Hande, who was appointed as a permanent teacher without worrying about whether or not she will be appointed first, describes the school she started working at not only with the behaviors of the students in the classroom, but holistically considering features like the economic status of the families, the living conditions of the students, and the physical opportunities of the school. She wants her students to express themselves in the classroom regardless of their success. Defining a friendly relationship with the other teachers, Hande criticizes the school principal's method in being a principal and describes the administration method, which she thinks should be.

Hereafter, the interview quotes of Okan, a permanent teacher who, like Hande, is a graduate of the faculty of education and has similar school experience will be examined.

Okan: “The principal made an impression of a god”

Okan, who was interviewed on October 29, 2011 in İstanbul, Beşiktaş, is a permanent teacher who has been a social science teacher for 11 years. Okan is single and lives by himself in Okmeydanı. Okan, who is the son of a driver father and a housewife mother, studied under difficult conditions and entered the university despite his father’s objection. Okan started teaching before the KPSS was introduced, after completing the faculty of education in Konya, he was appointed to İstanbul, Gaziosmanpaşa. He has been teaching in İstanbul, Cihangir for five years. In this section, biographical narrative interviews of Okan will be included.

In the interview quote below, which is included in the main narration Okan describes the process of his first appointment: 3-10

In the year ninety seven (.) nineteen ninety seven (.) our (.) first appointments (.) took place. And i found: (.) like while expecting y’know hakkari çukurca şırnak and such (.) in the middle of nowhere (.) suddenly (.) i learned that it was istanbul (.) and my brother was in istanbul. Y’know it seemed (.) there was no problem in that sense (.) i came near my brother (.) when i went to the district’s directorate of national education (.) i learned that there was a (.) regulation in effect like this (.) y’know (.) if you have a residence location (.) you ask to be appointed to a school nearby (.) and i (.) have. There’s a place like that. I have a brother in yatağan. I was staying with him (.) and err i went to the provincial directorate of national education in sahipata. I applied with a petition like everyone did. I reside here. Here are my documents of residence and stuff like that (.) but when this process was over i found myself in (.) an odd place like hankapısı (Okan, Permanent Teacher, Appendix H.43.)

Okan states that while he was expecting to be appointed to somewhere “in the middle of nowhere” like “hakkari çukurca şırnak” he was appointed to İstanbul.

Hoping that his appointment will be not to anywhere but to a school that is close to the area his brother lives in, he indicates that he submitted a petition “like everyone did” as was the routine to the directorate of national education of the area his house was in demanding to be appointed to a school that is close to his house. Expecting to be appointed to a place close to where he lives, he indicates that he “found himself in (.) an odd place like Hankapısı” with an emphasis on the word “odd”. Okan defines the place to which he was appointed as “odd” and he expects that the school to which he is appointed is close to the area he lives in. He states that he didn’t want to work in that area, and he started teaching there because he was obliged to (“I had to go and begin my service there”). It is documented in the interview quote above that Okan, who states that he found the area he started working in “kinda strange”, has no expectation of being appointed or not. Okan cares about where he will be appointed. Not acting with the thought “wherever it will be I’ll go”, Okan describes and evaluates the school to which he was appointed and the features of the area in which the school is located. The interview quote above documents that Okan is not worried about being appointed, and that he is interested not in being appointed or not but in the place to which he will be appointed. Now the interview quote in which Okan describes the environment of the school to which he was appointed will be examined:

11-20

Hankapısı (.) you can say outside istanbul- it’s very far on the other side (.) maybe you know (2) i mean (.) that was an odd thing to happen (.) i had to go and begin my service there (.) so my teaching life @(.)@ began (3) err there when i went to hankapısı back then there’s this conjunctural situation. I mean (.) hankapısı is somewhere that’s frequently in the news. And the reason is that (.) errr it appears as a: (.) errr regional base (.) of a political party (.) at that time (.) there (.) a hefty mayor with a very long beard y’know in formal ceremonies and things like that (.) errr y’know tensions with the military or cold stances keeping distance (.) a place which comes up for those kinds of (.) reasons. (inaudible) and when i was there (.) i found it kinda strange as if i came to a different place (.) you sit at a snack bar. Its name is (.) vahdet (“unity”) (.) or (.) err

the name of a street (.) i don't know the name of a place. Menzil teahouse (.) menzil is in fact the name of a (.) cult (.) the name of the school is mevlana primary school (.) mine (.) the environment evokes that sort of thing (.) i mean y'know- a political situation (.) that i'm not close to (2) (Okan, Permanent Teacher, Appendix H.44.)

In the interview quote above, Okan, who describes in detail the political structure of the environment surrounding the school, and the symbols like “mayor ... with a very long beard”, a snack bar called “vahdet” which he thinks represents this structure, points out that the area in which the school is located is not suitable for him. Not worrying about whether he will be appointed or not, Okan notes the proximity of the area to which he will be appointed and the political structure of the area in which the school is located.

Okan, who doesn't have a concern about whether he will be appointed, or not, describes the school principal in the interview quote below: 21-31

When i: (.) went to the school (.) err i sensed (.) a principal profile (.) the principal (.) i mean he made an impression of not an administrator but almost (.) err a god there (.) are many teachers. I mean (.) i guess there are around fifty (.) teachers if i remember right (.) he left on them (.) err (.) such an impression y'know. When the principal is mentioned there's such an unbelievable fear (.) under these conditions a newcomer to the profession- why do we work like this. I mean why this (.) fear. i can't understand. But (.) a fear that's imposed on you too (.) well for example how is it imposed (2) a teacher says (.) oh my god when i heard the voice of the principal in the hallway (.) shit-with fear (.) err like shit my pants a female teacher (inaudible) And when you hear these you say gosh what's this. Besides i had a quarrel with this principal (.) err and the reason is this (2) i mean i don't want to work in hankapısı to be honest. Also like every darn day (.) i go quite a long way (.) it's hard for me (.) also it's unfair (.) like (.) we had such a right. (Okan, Permanent Teacher, Appendix H.45.)

While describing the first school he started working at, Okan points out that the principal has the role of a single decision maker who determines everything, and made an “impression of a god”, and he has a “quarrel” with the school principal arguing that he has the right to go to a school that's closer to where he lives. The

interview quote above documents that Okan doesn't accept the role the school principal built as being the absolute power in the school, and he takes the risk of having an argument with the principal instead of expecting the principal to greet him, contenting himself with his greeting. Okan regards the school principal not as his employer but as a manager who carries out the regulations.

Following the examination of the way Okan handles his relationship with the school principal, the way he defines the other teachers in the interview quote below which is included in the main narration will be examined: 35-40

a great majority of the teachers like (2) we can put it this way. Y'know they identify themselves as religious (.) and one group is y'know mhp turk-islam idealists (.) they constantly try to see into you. Like he came. He had a quarrel with the principal (.) er who the hell is he (.) trying to fish. For example one of them says thinking he's well-meaning (.) hey mr ... if you're alawite don't hesitate say it. Look (.) we're like (.) er actually tolerant and things like that (.) err (2) it's possible one may even be alawite (.) he says. He's trying to express (.) that he's a humanist (.) so to speak (.) and the teachers are somewhat- among them there's one or two who's like (.) err how to put it social democrat (.) y'know or ataturkist or secular y'know (.) err with these aspects like who somewhat stands in the corner (.) somewhat with them i'm more (.) like y'know (.) the working conditions are like that (2) (Okan, Permanent Teacher, Appendix H.46.)

In the interview quote above, Okan points out the political views of the other teachers in the school, and he doesn't make an effort to communicate with them or to make them accept him. Besides, Okan defines the way the teachers communicate with him with the expressions "trying to fish" and "humanist so to speak". Okan doesn't expect the other teachers to scorn him and defines their attempts to know him with the expressions "who the hell is he" and "trying to fish", and regards them as asking questions not to really know him but to test him.

The interview quotes above document that Okan doesn't expect the school principal or the other teachers to scorn him, and that he is not trying to make them accept him. And in the interview quote below, which is included in the main

narration he describes his students and his expectations from the relationship he builds with them: 47-55

I worked there for six months (.) no no seven months (.) under those conditions. After seven months i learned that i was appointed (.) so for me the hankapısı adventure as the teaching (.) part (.) had ended but (.) when i lived through these periods emotionally i was like this. Actually y'know (.) i hated teaching (.) and unlike- under very very (.) difficult conditions i'd kept it going for six or seven months (2) err but meanwhile y'know i got somewhat used to (.) err the part of it that (.) y'know. I see like children as very y'know (.) well they're too small. Y'know (.) communication (.) to be teaching them something (.) er is a problem that i exaggerate too much (.) but (.) when you begin you see that in fact it happens (.) naturally by itself (.) and that you can do it. Y'know (.) being able to do it to a degree (.) er creates a feeling like (.) see you're doing it (.) it's not (.) like i feared errr (3) (Okan, Permanent Teacher, Appendix H.47.)

In the interview quote above, as a teacher Okan defines himself as “having a responsibility to (.) teach” the students “something”, and in his relationship with his students he puts forward the “communication” he builds with them, being a “mentor”, and “teaching something”. Okan doesn't focus primarily on the behavioral problems of the students and their staying silent in the classroom. In the interview quote below he describes a parent-teacher meeting he arranged: 100-107

Gökçe: Can you tell me about a parent-teacher meeting for example?

Okan: Well the parent comes (.) i mean those (.) who come (.) veiled (.) covered (.) err like when you look at: you see the same things (.) resembling each other. I mean you see the same beings. Occasionally there are one or two men y'know. They (.) err (inaudible) you tell them (.) see they're coming late. (inaudible) see there's a hygiene problem (.) and then (.) but yes like they don't make any sound. Then they go y'know. The most they'd do is to ask ahmet (.) how is he y'know (.) and you say that well ahmet y'see he'd better study a bit (.) err more (.) or he's a bit mischievous well we should somewhat like (.) warn him (.) y'see so he doesn't fight. They say ok mr okan and go away (.) it's like that (2) (Okan, Permanent Teacher, Appendix H.48.)

In the interview quote above, Okan characterizes the parents as “veiled (.) covered” and indicates that as a teacher he doesn't communicate much with the parents other than telling them what the students should do and their accepting

without questioning. The interview quote above documents that Okan evaluates the parents holistically as he does the students.

Expecting that the school to which he will be appointed will be close to where he lives, Okan, similar to Hande, describes in detail the environment surrounding the school to which he is appointed. While Okan, again similar to Hande, has no expectation or concern about whether the teachers in the school will approve his presence or not, he cares about the political views of the teachers, and doesn't accept their attitude toward him. Again similar to Hande, having no concern about the school principal approving his presence as a teacher, he argues with the school administration on an issue about which he thinks he is right, and doesn't make an effort to make them approve his presence.

Following Hande and Okan, now the interview quotes of Özlem, who has similar features and professional experience to Okan and who was appointed in the year in which KPSS was first introduced, will be examined.

Özlem: "Our principal caused too much trouble"

Özlem, who was interviewed on 30 October 2011 in İstanbul, Mecidiyeköy, is a permanent teacher who has been a social science teacher for 10 years. Özlem is single and she lives by herself in Gayrettepe. Özlem, who is from Denizli, is a child of a retired teacher father and a housewife mother. After graduating from the faculty of education in Samsun, she served in Van for five years. She was appointed to a school in Karaköy, İstanbul five years ago and she is still working there. The interview quotes of Özlem, who was appointed as a permanent teacher upon passing the KPSS in the year in which it was first introduced, will be examined.

In the interview quote below, which is included in the main narration, Özlem describes the period after graduation: 3-11

thanks to errr two fellow teachers, and by fellow teacher i mean, thanks to our professor i extended the school. due to one course. I took it in the summer school. So i didn't lose a year at that time though. That year this thing, kpss came out, when i graduted in fact i'm a graduate of 99. He didn't give us an exam by two days (.) so that we couldn't enter. at the university there was y'know left right conflicts and things like that were quite common at that time. Our professor was candidate from mhp (.) there was no vote for him. He turned back saying he will burn down the school. Like there was no vote from our school. Anyway in short i extended the school dur to a course like the history of the ottoman it took one year from me. I couldn't get appointed that year. It was very unfortunate y'know. My friends were appointed. And while i was trying to escape from the village i was forced to continue in the village. At that time hourly-paid teaching and such were not as common as it is now. err i couldn't get appointed i mean i waited for one year. That year was probably my worst year. When people ask me things like you're living in the village what happened were you appointed. (Özlem, Permanent Teacher, Appendix H.49.)

Özlem, who entered the KPSS in the first year that it was introduced, experiences the year between her graudation and the time she started to work in which she prepared for the KPSS due to not being appointed although her friends were appointed as the worst year of her life. Like the case for Okan and Hande, since a student of the faculty of education is expected to be appointed directly after graduating, Özlem's return to her family's "village" causes disappointment in Özlem and her circle. Özlem's expression "hourly-paid teaching and such was not as common as it is now" shows that Özlem too, similar to the hourly-paid teachers in the previous section, regards the opposite of not being appointed as a permanent teacher as being assigned as an hourly-paid teacher in order not to "wait". The interview quote above documents that Özlem received pressure from her social environment upon not being appointed ("what happened were you appointed"). These pressures and not being appointed causes Özlem to live her "worst year". In her life. Özlem, unlike Hande and Okan whose first appointments were made before the KPSS was introduced and similar to hourly-paid teachers, is forced to return to her family with disappointment after graduating.

Özlem, who prepared for the KPSS examination for one year in order to be appointed as a permanent teacher, describes her first school to which she was appointed in the interview quote below which is included in the main narration: 12-

21

And elazığ was my first preference anyway, i wanted it. My brother graduated from elazığ, y'know i always wanted to see. I went to elazığ y'know i experienced there the university life which i hadn't experienced. We (.) almost two hundred teachers were appointed y'know err and elazığ is very beautiful as a city. Y'know it has every kind of possibility. *I mean i still like there*. (Özlem, Permanent Teacher, Appendix H.50.)

In the interview quote above, which is included in the main narration, Özlem defines the province Elazığ to where she is appointed as “very beautiful as a city” with an emphasis on the word “beautiful”, indicating that it’s her “first preference”. The interview quote above documents that for Özlem, who waited for a year to be appointed, the features of the city to where she will be appointed are important (“very beautiful as a city. Y'know it has every kind of possibility.”). As a permanent teacher, Özlem has no expectation of “wherever it will be I want to be appointed” but she expects it to be a city about which she knew before and was wondering (“y'know I always wanted to see”).

In the interview quote below, Özlem describes the school principal: 167-168

I remember our principal very well. He caused too much trouble. I mean for example he'd write three hall monitors for the interns. Hall monitoring is our worst nightmare. He'd make us hall monitor three times in a week. I mean he'd charge us with whatever he could. the other teachers got the picture y'know, that it wouldn't work that way. What else you ask @ (2) @. (Özlem, Permanent Teacher, Appendix H.51.)

In the interview quote above which is included in the main narration, after indicating that the school principal “caused too much trouble”, with the expression “he'd charge us with whatever he could” Özlem describes the relationship the school

principal built with the teachers. In the interview quote above, Özlem points out not whether the school principal acknowledges Özlem's presence in the school as a teacher or not, but that the principal's expectation from the teachers is more than it should be. Özlem doesn't have a concern about whether the school principal greets her or not. Moreover, again in the interview quote above, Özlem states that in cooperation with the other teachers in the school they managed to solve the problem of the principal's "charging" more responsibility than he should. And in the interview quote below, Özlem describes the characteristics of the school principal:

173-183

Gökçe: Err again the first (.) school that you were appointed (.) can you tell me about the school administration?

Özlem: Yeah. Our administration (.) we had one old assistant principal. The other was young. We had three: assistant principals, and one principal. The principal was a very religious person now i remember that. There were shafi'is in elazığ (.) in shafi'ism the moment you touch a woman's hand err your ablution is nullified:: and i learned it like that. Because even at the grocery stores there's something like (.) something like a box they make you drop the money there, so that you won't touch him. The first thing i remember is this. They were saying mr principal mr principal, but i don't know who he is. And i'm like very y'know like ooh i said hello ((making her voice thinner)) so i went near him, i put out my hand and it hung in the air. He didn't hold my ablution would be nullified he said. The first day y'know, sorry he came at the end of the first week, he was absent in the first days. I was shocked i remember that, i mean i mean topsy-turvy (Özlem, Permanent Teacher, Appendix H.51.)

In the interview quote above, Özlem describes the first time she met with the school principal. Özlem criticizes the school principal's not shaking hands with her and the reason behind it ("in Shafi'ism the moment you touch a woman's hand err your ablution is nullified"). It is documented in the interview quote above that Özlem's expectation from the school principal is not that he acknowledges and approves her presence, and that Özlem describes an expectation from the school principal such that he doesn't communicate with the teachers based on his religious

beliefs. Özlem describes the principal in her second school in the interview quote below: 206-211

My worst principal was the one in Beşiktaş. Unfortunately, it was a woman, she was young @(1)@. The one whom we worked together with miss zeynep y'see. Like she wouldn't be listened to- Constantly. Maybe since all my other principals were men, the one here at the moment is also a man. Like is there any difference between men and women. I saw there is. Y'know i (.) i've never seen a strict principal who's a woman. The one there was also very lenient. She'd cry for instance, when she got very angry. She'd cry out loud. She'd both yell and cry. She had that (.) problem. Now that i compare her with the one before of course, she had more load y'know she was quite a self-confident person though (.) That's it. (Özlem, Permanent Teacher, Appendix H.53.)

In the interview quote above which is included in the main narration, Özlem indicates that the principal in her second school was the one who was the least “listened to”, and that she would “cry,” “when she got very angry”. The interview quote above documents that Özlem, similar to Hande and Okan, doesn't put forward the hierarchical relationship with the school principal, and that she expects the school principal to be an administrator with a normal psychology. Hande, Okan, and Özlem, unlike the hourly-paid teachers, don't have a concern about the school principals approving their presence, and describe expectations such as they “think big”, they give their rights, they don't communicate based on their religious beliefs, and they have a normal psychology. In the interview quote below, Özlem describes the teachers she works with. 233-236

Gökçe: Do you have a memory about those teacher friends that you can tell?

Özlem: I mean there's a lot but i don't have something that'd be considered important like generally we were together all the time yenikent is a small place. there was only the teacherage we were going and playing rummikub there ... er y'know when thinking of a memory, one doesn't remember unless it's bad. (Özlem, Permanent Teacher, Appendix H.54.)

The interview quote above documents that Özlem, who indicates that they “were together all the time” with the other teachers she works with, socializes with the teachers outside the school, defines a friendly relationship with them, and doesn’t make an effort to make them accept her. Özlem, similar to Hande and Okan, doesn’t have a concern about the teachers in the school approving her presence. Unlike hourly-paid teachers, she experiences a friendly relationship with the other teachers.

In the interview below, which is included in the main narration, Özlem describes her expectations from the students: 152-156

They didn’t allow most of them to study but like i said even a kid that i met today, after the fifth grade they came and made him work here y’know (2) i had three students who won the university there by the way. One of them is in social science teaching and the other mathematics teaching. One of them was the best in his class, he didn’t submit preferences this year, maybe next year- They’re going to enter the university exam this year. Good, i wish that y’know the students there like they’re much much better than the ones here. They’re very good intellectually i mean they understand immediately. (Özlem, Permanent Teacher, Appendix H.55.)

In the interview quote above, Özlem puts forward the academic performance of her students and states that her expectation from her students is that they enter the university. The quote above documents that Özlem’s primary expectation from the students is that they enter the university. It can be seen that, similar to Hande, Özlem’s primary expectation, unlike hourly-paid teachers, is not that they stay silent in the classroom.

In the interview quote below, which is included in the main narration, Özlem describes the parents of the students in the school she was working at at the time of the interview: 34-38

Y'know i'm happy at the moment but. They got used to me, they got to know me better. Besides i was new in the school. I took the first grade. We had many troubles with the parents but this year we're fine (.) @unless something goes wrong@ we're second grade now. Y'know i couldn't believe that here like for example they sit at the park on the way out. I mean the notebooks of the class y'know of 2b and my notebooks, which i made them write... the women sit and compare them like what did she made them write. they're like very. They interfere and not knowing, they act as if they know. (Özlem, Permanent Teacher, Appendix H.56.)

In the quote above, Özlem focuses on the fact that the parents of the students interfere, and that they “compare” what the other teachers’ do and what she does by looking at the students’ notebooks. Criticizing the parents’ “comparing ... notebooks”, Özlem, has no expectation that the parents are happy with her as a teacher. In her communication with the parents, Özlem does not focus on the behaviors of the students in the classroom.

Özlem, who is appointed in the year in which the KPSS was first introduced, is appointed to her “first preference”. Determining her preferences considering the features of the city to which she will be appointed, Özlem states that she is happy with her life in the city in which the school is located, and does not act with the expectation “wherever it is I want to be appointed”. Özlem, who defines the expectation that her students enter the university, different than the expectation that they stay silent in the classroom, defines a friendly relationship with the other teachers in which she spends time with them outside the school as well and she works in cooperation with them. Criticizing the school administration’s behavior toward her as a teacher, Özlem does not find it sufficient that the school administration acknowledges her presence in the school, and she expects them not to act according to their religious beliefs and to have a reasonable psychology. Özlem’s expectation from the school administration, the teachers, and the students is parallel with those of Hande and Okan. In the previous section, hourly-paid teachers found it

sufficient that the school administrator greets them, put forward the hierarchical relationship which the administration made them feel, and accepted this relationship. Özlem, Hande, and Okan, unlike hourly-paid teachers, describe expectations like the administrator should “think big”, give their rights, and have a normal psychology.

Now the interview quotes of Remzi, who is a permanent teacher like Hande, Özlem, and Okan, but unlike Hande and Okan, and similar to Özlem, who was appointed as a teacher with the KPSS, will be examined.

Remzi: “I jumped on the principal”

Remzi, who was interviewed on 13 October 2011 in İstanbul, Kadıköy, has been working as a permanent history teacher for eight years. He is single and lives by himself in İstanbul Beşiktaş. Remzi graduated from the faculty of education of a university in İstanbul. He entered the KPSS the year he graduated and he was appointed. After working in İstanbul, Balat for seven years, at the time of the interview, Remzi had been working in a high school in İstanbul, Sarıyer for one year. In this section, the details of the interviews conducted with Remzi will be examined.

In the interview quote below, which is included in the main narration, Remzi describes the period in which he was appointed after graduation: 2-10

After having graduated (.) y’know (.) we had (.) only one preference (.) or one preference and (.) anyway kpss (.) (Inaudible) for it will get harder i (.) that year i’d entered kpss without studying (2) er (.) the score i wanted (.) without studying much it won’t be any better. I got seventy one (.) i mean (.) it was a score that could get appointed (.) but you can’t get appointed to somewhere in anatolia or if your preference is (.) izmir or muğla or y’know (.) çanakkale or bursa (.) or samsun you can’t get appointed (.) but istanbul is fail-safe (.) that year they allowed us to make only one preference (.) i preferred istanbul (.) i had a friend a close friend (.) and her her uncle was (.) in a good position (.) in a party at that time. At the provincial directorate of national education. He told me that whichever school i want he will (.) ok if it’s istanbul i’ll give you your school (.) the school that’s close closest to your house (.) balat (emin

salih çiçek primary school) talimhane neighborhood (.) i was appointed here (.) (Remzi, Permanent Teacher, Appendix H.57.)

In the interview quote above in which Remzi describes his entrance in the KPSS in the appointment period and the process of his appointment, does not have an expectation like “I will be appointed no matter where”. It can be seen that the city to which he will be appointed to is important (“i preferred istanbul”). After obtaining the information that his appointment is “guaranteed”, he makes his “preferences” and is appointed to İstanbul. After being appointed to İstanbul, he is appointed to the school which is “closest to his house” by the help of an acquaintance. It can be seen that for Remzi too, similar to Okan and Özlem, the city in which the school he will begin service is located and whether it is close to his house or not in the city is important. In the interview quote below which is included in the main narration, Remzi describes and evaluates the school to which he is appointed: 11-20

err (.) i started so idealistically that i didn't expect (.) (inaudible) guidances (.) i didn't expect such a performance from myself and i (.) (very much wholeheartedly) started and a very rough neighborhood (.) a very bad (.) period (.) and a neighborhood near (.) kilittepe (.) and the school (.) before it had like many (.) (inaudible) the principal's very bad (.) to the extent that (.) now that they are far from education and such. The teacher parent relations in (.) the school (.) the teacher (.) y'know this relation (.) close (.) contact emotional relations (inaudible) these are being talked about in the school (inaudible) why did you go there (.) (inaudible) let's sort it out (.) you stay in our school. Don't go there for nothing (.) i don't know i'll go. I mean @(.)@ like that (.) we'll see (.) (i was appointed there) (.) i went (.) they gave me a very bad class (.) (inaudible) the sixth graders are about thirteen fourteen years old (.) although the normal age is twelve (.) (inaudible) there are gypsy kids (.) there are prostitutes among parents (.) there are thinner addicts (.) as some of the children are (inaudible) students (.) went for thinner treatment. They went for bali treatment to bakırköy or so (.) they stabbed a teacher and things like that (.) that time. I ended up in (.) such a class and (.) the kids embraced me (.) (Remzi, Permanent Teacher, Appendix H.58.)

In the interview quote above, Remzi defines the neighborhood in which the school is located as “very bad”. He indicates that the school “is far from education” and his class is “very bad”. Next he describes the characteristics of the parents and the students. Remzi points out his dissatisfaction with the environment in which the school is located, the school principal, the students, and the parents with the statement “I ended up in (.) such a class”. Remzi, similar to Hande, Okan, and Özlem, considers the features of the region in which the school to which he is appointed is located, evaluates the living conditions of the students, and regards the school and the students as a whole with the socio-economic structure of the environment in which it is located. In the interview quote below, Remzi describes the school principal and his expectations from him: 144-153

Gökçe: Can you tell me about the administration in your previous school that you first started?

Remzi: Hmmm (.) the administration i was lucky (.) mr hilmi (.) (inaudible) for the first time i learned that an english teacher was among (.) the administration staff (.) so i went (.) two people with superb profiles (.) (one of them the assistant principal) and (.) the principal welcomed us and they’re very kind. They welcome standing (.) they’re (.) telling me such beautiful things. They don’t have the classical teacher style (.) y’know (.) which i’m afraid of (.) both of them are like very good-looking (.) a woman (.) and a good-looking man (.) and they’re young (.) no ties or anything. No formal suits (.) luckily there was such a situation in the school i was appointed to (.) they never bothered with my tie (.) my clothing (.) and i went on after that y’see. i didn’t wear (inaudible) (.) and i continue like this in this school too (.) very libertarian (.) very relaxed y’know (.) laid-back (.) err (.) i met (inaudible) a principal who was trying to explain that teaching (was not only about image) (.) (Remzi, Permanent Teacher, Appendix H.59.)

Remzi defines himself as “lucky” in terms of the school administration. He explains the reason for his being lucky with the fact that the principal and the assistant principal “welcomed him standing”, that they are “kind”, that they do not “have the classical teacher style”, that they are “good-looking”, that they “never ... bothered with his clothing”, that they are “laid-back” people. In the interview quote

below, Remzi describes the new principal who came after Mr Hilmi left and his experiences with him: 167-180

i don't know his surname (.) the new principal (.) came (.) he'd been a classroom teacher before and he'd work as a principal for the first time in our school after mr lokman (.) (inaudible) appointed as a principal (.) he was an impudent man. He was impudent in a way that (.) he was disrespectful toward teachers (.) although he was also a teacher he was scolding the teachers (.) as if they were kids and i was still an intern (.) the second term (.) if you're (2) if you're an intern y'know i had to stay until five (.) there was a law (.) like this but (.) it's futile. He doesn't (.) he doesn't have to practice it. Because it's needless to stay in the school idly (.) working at the administration when there's nothing to do. Because i'm giving lessons all day long (.) i was attending thirty hours of turkish course (.) i'm completely busy (2) i'm the only teacher (.) there was no one else from my department (.) i was appointed there as the only one (.) he'd constantly intervene (.) constantly (.) he'd invite to his room and look i'm as old as your father. How old is your father (.) don't behave like this don't behave like that (2) err one day (.) y'know when he said the same (.) i (.) like jumped on him. I mean you (.) adhering to the (.) rules too much prevent me from (inaudible) (.) as a teacher my priority is to (inaudible) i have to be (inaudible). My feet don't help me come (.) here much y'see. I'm struggling to come by myself (.) who are you talking to me like that (inaudible) who are you talking to me like that and so on we went into a state of quarrel but it didn't happen of course (.) after that he continued to treat me very badly. (Remzi, Permanent Teacher, Appendix H.60.)

Remzi, who defines the new principal as “impudent”, justifies this by stating that he was a principal who would “scold the teachers (.) as if they were kids and who would “constantly intervene”. Remzi elaborates on the fact that the school principal wanted him to stay at the school until five in the evening due to his being an intern, and on how he objected to this situation. After his objection the principal continues to “treat him badly” and intervene.

The interview quotes above in which Remzi describes the school principals document Remzi's expectations from the school principal as a teacher and the arguments he got into with the principal when these expectations were not met. The interview quotes, which include Remzi's experiences with the school principals,

have similarity with those of Hande, Özlem, and Okan. These quotes demonstrate that Remzi's expectations from the school administration are beyond being greeted and his presence being approved. In the interview quote below, which is included in the main narration, Remzi describes his teacher friends he works with: 44-51

In the çiçek primary school (.) the children it was not the children of emin salih çiçek primary school (.) that made me feel attached in fact it was my teacher friends. It was the teacher environment (.) it was a young staff (.) suddenly being changed with the ones who were changed and (.) it was a (inaudible) staff (.) i had friends that i loved (.) we prevented each other often (.) if you go i'll go too. Don't go (.) like let's not go (.) let's stay here (.) are the other places much better. The children are the same no matter what (.) (inaudible) our conditions were very bad (.) err the school would be flooded (.) (inaudible) we'd enter the class (.) er the radiator wouldn't work (.) the children were very (.) unfortunate. There were very poor kids (.) (a place where textile laborers work) (.) (inaudible) we stayed for right years (.) the previous year y'know (.) we said well (.) it doesn't work (inaudible) it's time we change place (.) all of us preferred the same school (.). (Remzi, Permanent Teacher, Appendix H.61.)

In the interview quote above, Remzi describes that he did not ask to be appointed in order not to be separated from his friends for "eight years" despite "very bad" "conditions". He puts forward that the thing that made him feel "attached" to the school was his "teacher friends", and similar to Hande and Özlem, he does not have any concern about the teachers he works with in the school accepting him or not. Remzi experiences a friendly relationship with the other teachers. In the interview quote below, Remzi describes the characteristics of his teacher friends: 198-220:

Gökçe: You've told about your teacher friends in the first school you started to work but i'd like you to elaborate on that.
Remzi: I'm already in the same school with hande now (.) the important thing for me is that they should be people like who can think who can talk (.) who can read (.) err who contribute something to me (.) or people who are not classical teachers (.) people who don't talk about teaching or children (.) who don't talk about this outside (.) who open a new horizon to your life (.) to you (.) who contribute something to you by (.) the things they open (.) the things they read (.) (inaudible) i (.) want in my

life (.) this kind of (.) if i don't improve myself i wouldn't have anything to give in school and class (.) (inaudible) that they're friends with such consciousness (.) we don't do this consciously of course. This is our personality but (.) if we're not like this we couldn't be productive in school (.) (inaudible) . (Remzi, Permanent Teacher, Appendix H.62.)

In the interview quote above, Remzi indicates that he expects from his teacher friends “not to be a classical teacher”, “to open new horizons” and “contribute something” to him. Remzi neither expects his teacher friends to scorn him, nor becomes happy to be greeted by them. His expectation is far beyond these, toward being close friends and them “opening a new horizon”. Personal expectations become more prominent than social expectations. In the interview quote below again he describes and evaluates the teachers in his second school: 323-339

Gökçe: Can you tell me about the teacher friends in this school you work?

Remzi: My teacher friends in this school (.) i haven't got used to it yet (.) it's a big school (.) but i have friends that i knew before from the union (2) via them (.) (i got involved in some way of course) (2) they're very good too but (.) they (2) we (inaudible) were very much used to it in the other school (.) (inaudible) made us used to it (.) (inaudible) we'd embrace each other (.) err (.) we wouldn't (.) i mean (.) act snidely to each other (.) our behaviors are (natural) (inaudible) (.) here sometimes (.) i see that the people are more distanced for example (.) i mean there are people who've been together for (inaudible) years (.) there are ones whose retirements had come long time ago (.) they're still very distanced to each other (2) i don't know why but (.) and they (.) see it as a virtue (.) to be (distance) (.) to be distanced (.) there's also a group (.) which (.) i'm in (.) that group (.) is a bit better (.) but it's definitely not like my first school (.) and there's also this (.) (inaudible) the thing that prevents (.) is the fact that they're older (.) and also they're all women (.) they're older (.) i'm the youngest (.) for example today (.) for two days (.) there (.) staying around there (.) (inaudible) i value very much. She's a very sweet (.) woman. She's of armenian decent (.) a classroom teacher (.) she's so sweet. I mean (.) she even cooks and brings meal for example. Since (.) i live alone (.) like (.) she cooks and brings my lunch y'know (.) while she eats (.) or like she brings all of us y'know there are also people (inaudible). Y'know who are (inaudible) (.) who act nice (.) who make you feel it but (.) in general it's (.) not like my other school i guess. . (Remzi, Permanent Teacher, Appendix H.63.)

In the interview quote above, Remzi expects from the teachers he works with, apart from their acknowledging his presence in the teachers' lounge, and similar to

that in the school he first started working, to be close friends with him and to “open new horizons” as a friend.

Following Remzi’s interview quotes about the teachers and the school administration, now his interview quotes about the students will be examined to see his expectations from the students: 300-309

Gökçe: Can you elaborate on the students in this school?

Remzi: The first thing that comes to my mind is that they’re spoiled (.) incredibly spoiled (.) insatiable (.) spoiled (.) disrespectful (2) the disrespectfulness of the parents are reflected on the kids (2) the kids don’t care about you at all (2) when i was in the other school (.) when i made a gesture at the meetings (inaudible) i wouldn’t raise my voice at the ceremonies (.) i’m raising my voice so much here (.) the kids’ profile (2) (inaudible) i guess (.) the zafer neighborhood is incredibly mixed (.) in the class (2) there are kids from very different areas and there are different (inaudible) (.) for example in one class (.) there are turkmens (.) arabs. kurds. turks (.) err armenians. rums (.) there are armenians among the teachers as well (.) what else (.) there are foreigners. english (.) the class is all mixed up (2) these kids don’t have (inaudible) channel (.) if you get in through that channel (.) kids from different channels (.) the biggest problem is this and this makes them incredibly spoiled (.) because (inaudible) (.) spoiled (.) unreachable (.) insatiable (.) there’s no (duty) responsibility (.) at all. (Remzi, Permanent Teacher, Appendix H.64.)

In the interview quote above in which he describes the students in his second school, Remzi experiences the students as “spoiled”, “insatiable”, “disrespectful”. He compares them with those in his previous school. Indicating that he’s “raising his voice so much”, Remzi states as the reason for this situation the fact that the school is “all mixed up”. In the interview quote above, Remzi, similar to hourly-paid teachers, focuses only on the students’ behaviors in the classroom. However, Remzi, similar to Özlem and Hande, regards the students as a whole considering their ethnic origins and their living conditions.

As a permanent teacher, Remzi prefers İstanbul as the place to be appointed to in the period of his first appointment. He evaluates the students in the school to which he is appointed not only with their behaviors in the classroom, but also holistically considering their life styles and the economic conditions of their families. He gets into argument with the school principals when required. Remzi describes an expectation from the teachers he works with such as opening “new horizons” for him in his life outside teaching. Remzi’s expectation from the school administration, the other teachers, and the students has parallels with that of Hande, Okan, and Özlem. Remzi, who demands rights from the school administration when required, similar to Hande, Okan, and Özlem, does not experience any concern about whether the other teachers in the teachers’ lounge or the school administration acknowledge his presence or not.

Following the examination of the interview quotes of Remzi, now Yeliz, who is also permanent teacher like Remzi and who has been teaching for 15 years, will be examined:

Yeliz: “The principal was a knowledgeable person who could take initiative”

Yeliz, who was interviewed on 8 May 2012 and who has been working as a permanent teacher for 15 years, is married and the mother of two children. She lives in İstanbul, Pendik region with her family. One of the four children of a retired teacher father and a housewife mother, Yeliz states that she studied in difficult conditions and that her father who was a teacher did not want his children to be a teacher. Yeliz, who is a graduate of the faculty of science and letters, the department of chemistry, started teaching before the KPSS was introduced. After working in Van as a substitute teacher she was appointed to Erzurum as a class teacher. After that she

switched to the department of chemistry. Yeliz, who was working as a chemistry teacher in a high school in İstanbul, Küçükalyı at the time of the interview, describes the period in which she started teaching in the interview quote below which is included in the main narration: 2-9

After finishing chemistry y'know i applied for teaching position (.) i was not appointed immediately (.) i want (.) y'know physics. I don't want to be appointed as a classroom teacher (.) i submitted my province preferences. I'd made istanbul and its vicinity (.) y'know izmit (.) bolu and so on (.) for a long time (.) i wasn't appointed being told that there are no openings y'know in the provinces you preferred (.) and one year i was appointed as a classroom teacher in van i didn't go. I waited for two years like that (.) and then: i received a petition from the directorate of national education in may (.) an official letter (.) y'know there are no openings in the provinces you preferred (.) do you accept (.) the provinces that (.) the department would select (.) y'know i accept it (.) do you accept be a *classroom teacher* (.) there are options like that (.) yes i accept it (.) and then i was appointed to erzurum (.) ninety (.) eight (.) in ninety eight in erzurum (.) i started as a classroom teacher (.) (Yeliz, Permanent Teacher, Appendix H.65.)

In the interview quote above, Yeliz indicates that after “applying for teaching position”, she wasn’t thinking like “I’ll go no matter where” but expected that she would be appointed to places in “istanbul and its vicinity”. Yeliz, who was appointed to the province of “Van” as a “class teacher”, does not go there due to its being far and “waits” for “two years”. At the end of two years Yeliz gives in and tells that she “accepted” even though it was different than her department (“class teacher”) and went to “Erzurum”. After this waiting period, Yeliz states with a smile that she “accepted” to be a “class teacher” which is different than her department. This smile demonstrates that Yeliz finds it strange that as a chemistry teacher she will be working as a class teacher. The interview quote above documents that while the place and the department she would be teaching in was important during the two years in which she was not appointed, afterwards Yeliz gave in and after a long

waiting period (“for two years like that”) accepted to be a class teacher being defeated.

Following the examination of the way Yeliz handles the period in which she started teaching, now the way she handles her relationship with the school administration, the teachers, the students, and the parents in the school she started working will be examined in detail.

First, Yeliz describes the school principal and states her expectation from the principal in the interview quote below: 174-183

Gökçe: Do you remember your first meeting for example with the first principal in ağı you went there first?

Yeliz: my school principal (.) had helped me very much (.) they’re hospitable i mean (.) er as a (2) he didn’t know the (.) regulations and things like that very well. Y’know what (.) should be done and how. For example he forgot (.) to end my internship (.) he was late (.) it had been two month or so since. Inspectors came (.) for counseling (.) y’know her internship hasn’t been ended and so i went scurrying around he was ?? a bit like this (.) er he was a relaxed person (.) (Yeliz, Permanent Teacher, Appendix H.66.)

Yeliz describes an example that points out that the school principal is “a relaxed person”. Yeliz, who does not associate the principal’s “forgetting to end his internship” with his caring about him, associates this situation with the principal’s personal characteristics. Yeliz describes the same principal in detail in the interview quote below which includes her answer to the question “do you have a memory about the school administration”: 283-287

he’d talk to teachers but he himself too (.) y’know like (.) let the conversation carry on by itself (.) whatever comes from whoever. Y’know he was not like whatever it comes i’ll do (.) he was a knowledgeable person who could gather the ideas (.) analyze them (.) and draw a conclusion himself (.) who could take initiative (.) i mean (.) he knew what he was doing (.) as an administrator i (.) indeed y’know this principal was (.) the only administrator whom i’d call (.) exactly (.) truly a principal (.) (Yeliz, Permanent Teacher, Appendix H.67.)

In the interview quote above, Yeliz experiences the school principal as “knowledgeable” and an “administrator” who could take “initiative” with an emphasis on the word “knowledgeable”. Yeliz expects from the school principal whom she states as “truly a principal”, not to greet her and make her feel that he notices her presence, but to take initiative and be knowledgeable, to “gather ideas” from the other teachers, and to draw “a conclusion”. Yeliz, similar to Hande, Okan, Özlem, and Remzi, describes an expectation beyond the school principal’s accepting him, such as his taking “initiative”.

Yeliz, who describes the expectation from the principal of the school she works at to take “initiative”, describes her experiences regarding the teachers in the school she works at in the two interview quotes below: 315-320

there’s one in which one of my teacher friends (.) when i was late (.) took my class to her own so that they won’t misbehave and attract the administration’s attention (.) y’see: (2) there’s another in which a teacher had a quarrel with another teacher in the neighborhood and (.) carried it on in the school (.) and because of that their classes turned against each other (2) cooperating (.) i mean usually they cooperate with each other (.) y’know (.) the teachers are not much (.) rivals of each other as in the other professions (.) if one did something (.) one could easily share it with the other teacher (Yeliz, Permanent Teacher, Appendix H.68.)

In the interview quote above which includes her answer to the question “Can you tell me about the first day you entered the teachers’ lounge”, it can be seen that Yeliz experiences a relationship between peers with her colleagues. Yeliz experiences a work environment in which the teachers work cooperatively, instead of concerns like whether they would accept her or whether they would greet her.

In the interview quote below, which is included in the main narration, Yeliz describes her students: 93-100

and they were fourth grade (.) they were very poor. One of the children had had an operation (.) y’know as a class we (.) visited him (.) the

house: (.) the bricks (.) y’know the floor was concrete (.) an oilcloth was spread (.) oilcloths were stretched against the windows (.) a shed i mean a shanty house (.) but (.) such a smart kid like y’know. I think that most of those kids might not have gone to school (.) er under very harsh conditions (.) at that time (.) those kids (.) y’know they bring carrots for food (.) only bread (.) they bring (.) they come (.) the school (.) would be a foot of mud (.) it would be wiped spotless (.) again (.) because (.) y’know (.) they have to walk in the fields. No roads or anything (.) li:ke (.) the kids would come to school with two pounds of mud (.) in the morning (.) while making them (.) letting them in y’know (.) there at the door it was quite an issue cleaning the mud from their feet (.) (Yeliz, Permanent Teacher, Appendix H.69.)

In the interview quote above, Yeliz describes the living conditions of her students in detail. Giving as a reason the fact that the students study “under very harsh conditions”, she indicates that “most of them might not have gone to school”. Not mentioning the students’ staying silent in the classroom or their academic success, Yeliz points out the living conditions, studying opportunities of the students. She also indicates that despite inappropriate living conditions her students are “smart” (“but (.) such a smart kid”). And in the interview quote below, Yeliz evaluates the students’ interest in the lessons: 386-390

whether to study at the university or not (.) the other aspect of (.) education (.) they don’t care for it at all y’know (.) the idea of being an educated individual (.) it doesn’t mean anything to them (.) if i’m out of a job after finishing university (.) or y’know if a teacher’s salary (.) is less than the money his father (.) earns at a grocery store so what’s the point in working that hard (.) and study (.) they have this conception (.) and that: °puts us (.) in trouble in the classrooms of course° (Yeliz, Permanent Teacher, Appendix H.70.)

In the interview quote above, Yeliz indicates that they got “in trouble in the classrooms”. She associates the reason for this trouble with the students’ “idea of being an educated individual”. Pointing out that being educated does not “mean anything” to the students, Yeliz explains it by the fact that they do not find it necessary to “study”. She does not associate the “trouble” she experiences with herself, she explains it by the way the students regard being educated. The interview

quote above documents that Yeliz, similar to Hande, Okan, Özlem, and Remzi, considers not only the students' behaviors in the classroom, but their lives as a whole as well.

Evaluating the students considering their living conditions, Yeliz states the expectation of the parents of the students from the students in the interview quote below: 391-399

Gökçe: Can you tell me about the last teacher-parent meeting you held?
Yeliz: [...] in my class: there's no student like (.) the one i just mentioned about (.) most of the parents (.) y'know i want my child (.) to study. And they have this (.) thing y'know. They want them to study and get a profession (.) break away (.) like (.) have a degree (.) they want them to study with that state of mind (.) (Yeliz, Permanent Teacher, Appendix H.71.)

In the interview quote above, which includes her answer to the question asking to describe the last teacher-parent meeting; Yeliz presents the reasons why the parents send their children to the school. Not focusing on the behavioral problems of the students, Yeliz evaluates the students within their living conditions. In the interview quote above, it is documented that in the teacher-parent meetings Yeliz also, similar to Hande, Özlem, Okan, and Remzi, focuses not only on the behavioral problems of the students in the classroom, but also on the parents' points of view regarding the education.

Expecting for her appointment while there are no openings in the city she prefers, Yeliz, when the waiting period extends, marks the option "I'll go no matter where" and is appointed to Erzurum. She expects from the school principal in the school to which she is appointed to be a good administrator apart from greeting her. Yeliz regards her students as a whole and evaluates them with their living conditions and economic conditions. She experiences a friendly relationship with the other teachers in which she is able to work cooperatively. The teaching experiences of

Yeliz show similarity to those of Hande, Özlem, Okan, and Remzi. She does not experience any concern about whether she will be accepted or not by the school administration and the other teachers. She focuses not only on the students' behaviors in the classroom, but on their living conditions and economic conditions as a whole as well.

Following Hande, Özlem, Okan, Remzi, and Yeliz, now the interview quotes of Pınar, the sixth and the last permanent teacher, will be examined.

Pınar: "I wrote İstanbul ... why isn't it İstanbul"

Pınar, who was interviewed on 4 November 2011 in İstanbul, Kadıköy, is a 32-year-old teacher who has been working as a permanent social sciences teacher for eight years. Pınar is one of the two children of retired civil servant mother and father.

Pınar, whose childhood and university life was spent in Mersin, her hometown, grew up with no financial difficulty. After completing the faculty of education in Mersin, she entered the KPSS in the year it was first introduced and was appointed to the Siverek district of Şanlıurfa. After working there for three years, she asked to be appointed to İstanbul and she is married. In the interview quote below, which is included in the main narration, she describes the period in which she entered the KPSS: 23-33

at the time of the exam (.) i don't have any idea (.) about the exam (.) i go on wandering around. One day i dressed up again y'know. I was about to go out (.) my father said. Daughter (.) you're aware that there's little time left before the exam, aren't you he said (.) i said yes (.) where are you going he said (.) @(.)@ will you be able to pass this exam if you don't study. Look he said (.) he said it in this sense (.) you're taking too much stress (.) exam stress (.) y'know if you can't pass this at first (.) it will be harder for you to pass later (.) he was right (.) i mean i think my father knows me very well in that sense (.) because the exam stress (.) yes (.) once i couldn't make it both (.) my motivation would decrease. I'd be demoralized (.) the stress of studying again

and stuff like that (.) he was right (.) i took off my shoes (.) i went inside (.) i didn't @know@ what to study exactly though (.) y'know something (.) i sat down. I studied (.) and then (.) at the day of the (.) er exam (.) err i saw that all my friends had (.) i mean (.) like thick books of kpss (.) retired questions and things like that (.) and i don't have (.) a book of retired questions (.) there's only a book with lectures (.) i'd study (.) by looking (.) at it (Pinar, Permanent Teacher, Appendix H.72.)

In the interview quote above, Pinar elaborates that she did not have “any idea” about the examination and she started studying upon her father's warning “if you can't pass this at first (.) it will be harder ... to pass later”. The interview quote above documents that Pinar was not aware enough of the significance of the KPSS in the period of graduation. In the interview quote below, Pinar describes the day she was appointed to Urfa: 105-115

i got 76 points in the exam and then it was time to submit the preferences y'know. Back then it wasn't like now we didn't indicate individual schools but we preferred provinces. And i automatically wrote my older sister was here y'know we'd rent a house together y'see we'd sort it out and stuff like that so i wrote istanbul:: just one preference. In the previous year in istanbul er what was the minimum score it was seventy seventy two and so on it was above my score. The university exam of course so i wrote under it for if it wouldn't be here i er marked everywhere in turkey- *i'd say i was* careless. because everyone marked. the results were announced... Y'know i went to an internet cafe... and i didn't want anyone with me (2) I opened (2) You're appointed to the service of urfa providence:: (.) i looked again:: you're appointed to the service of urfa providence. I said where the hell is urfa province:: i was crying so hard. Where's urfa how am i supposed to go there:: i wrote istanbul why isn't it istanbul::.. The owner of the internet cafe asked what happened didn't you get appointed i said no i did and he said why you are crying then. I left there crying. All of the apartment building had heard me crying and everyone thought i wasn't appointed no one came to celebrate. (Pinar, Permanent Teacher, Appendix H.73.)

In the interview quote above which is included in the main narration, Pinar defines declaring that she would accept to be appointed anywhere in case it's not the city she preferred as being “careless” with an emphasis on the word “careless”. Pinar, similar to Özlem, Okan, Remzi, and Yeliz, has the expectation of not “no matter where as long as I'm appointed”, but being appointed to İstanbul. And when she is

appointed to Urfa, she “cries” so much that all around her thinks that she is not appointed, she is not happy with the situation. The interview quote above documents that for Pinar, not only being appointed as a permanent teacher but the place to where she is appointed is important as well.

Pinar, who learns that she is appointed to Urfa while expecting to be appointed to İstanbul, describes the district to which she is appointed in the interview quote below which is also included in the main narration: 159-160

it's so bad (.) i can't make the washing machine work properly. There's a regulator called the black box (.) raising the electrics. You have to use (.) them (.) it's so hot (.) you're roasting (.) i mean (.) your tongue is out (.) they said kızıltepe is famous for its dust in the summer (.) and mud in the winter (.) sure:ly it is (.) I mean it's so bad (.) it's hot you're roasting (.) it's dirty (.) like you're (.) passing through the market (.) there's a butcher market (.) bam like some sheep head falls in front of you (.) the sheep thing (.) smells so awful (.) the fly y'know mosquito (.) housefly (.) my god where did i come (.) where am i (.) (Pinar, Permanent Teacher, Appendix H.74.)

The interview quote above documents that Pinar does not regard the place to which she is appointed thinking “I'll accept no matter where”, and that she wants to work in a place suitable for her life. Following Pinar's expectations about the place to which she is appointed and the way she handles it, now the way she handles the school, the school administration, and the students will be examined. In the interview quote below she describes the school principal: 482-485

i can say he was a favoritist (.) it's something that i don't like at all (.) the teachers would receive certificates of appreciation and excellence (.) everybody receives one (.) who cares for the certificate that you give to everybody (.) you don't honor me (.) it doesn't work by saying well done. You didn't reward with a stipend once (.) you didn't give i don't know what (.) why (.) w:hy then the only thing that motivates me is my students' success (.) (Pinar, Permanent Teacher, Appendix H.75.)

In the interview quote above which is included in the main narration, Pinar expects from the school principal to “honor” him. Her expectation as a permanent teacher is

not the principal's greeting her but his "appreciating" and "motivating" her. Pinar, similar to Hande, Okan, Özlem, Remzi, and Yeliz, describes an expectation beyond the school administrator's acknowledging her presence: his "honoring" her. In the interview quote below which is again included in the main narration, Pinar describes her students: 517-522

the problem here is (.) that even though it's a little bit more advanced (.) than the east (.) the profile is (.) still the eastern profile (.) i mean siirt bingöl bitlis (.) kars er (.) van (.) erzurum (.) in addition karadeniz as well (.) in fact when you look at both (.) both of them are very (.) err (2) difficult and y'know (2) //would you like something to drink// stubborn (.) y'know what they say about the (.) karadeniz people too (.) like they're the part of the east who saw the sea (.) they're also a bit stubborn. Y'know (.) solid (.) their ideas are a bit like (.) you can't change them y'know (.) but i don't know why (.) maybe due to my luck at the first grade (.) i came across with concerned parents (.) Now (.) miss selda and miss dilek's (.) complaints that year was that (.) both the profile was much lower (.) and that (.) y'know (2) er the quality of the parents were (.) quite poor. (Pinar, Permanent Teacher, Appendix H.76.)

In the interview quote above, Pinar starts describing her students with depicting the region where they come from. She justifies the students' behaviors with the regions where they come from in detail. Pinar, like the case in the other permanent teachers, does not focus only on her students' behaviors in the classroom, but she regards them as a whole including various aspects like the economic conditions of their families, their living conditions, and their hometowns.

Pinar, who was waiting for the results of the appointments with the expectation that she would be appointed to İstanbul, becomes sad when she learns that she is appointed to Urfa. Pinar evaluates the physical conditions of the school in which she started working and describes the "profile" of her students. Expecting the students not to stay silent in the classroom but to be successful, Pinar expects the school administration not to acknowledge her presence but to "honor" her.

Pınar, similar to Hande, Okan, Özlem, Remzi, and Yeliz, regards the school she works at as a whole with the physical conditions and the social structure surrounding it. She expects her students to be successful beyond staying silent in the classroom and expects the school administration not only to greet her but to “honor” her. This orientation of Pınar has parallels with those of the other permanent teachers.

After handling the six permanent teachers individually, these six teachers will be handled comparatively.

Comparison of Permanent Teachers

Six permanent teachers with different family structures, social classes, educational backgrounds, professional experiences and genders, have common experiences in terms of being permanent and have common ways of handling these experiences.

For permanent teachers, the place to where they will be appointed is a very important issue. Permanent teachers, who describe expectations for the school to which they will be appointed like being close to their home, being located in the city they want to live, and who don’t have an expectation like “wherever it is I will be appointed”, handle the school they work at as a whole with all of its aspects. For example, as an indication of the existence of their sense of professional belonging, permanent teachers first describe the structure of the region in which the school is located while describing the schools they started to work at, consider the social, political, and economic features of the students and the parents, and evaluate the relationships they build with the students within a certain cause and effect relation. Permanent teachers regard the school they work at as a whole with the socioeconomic structure of the environment surrounding the school. For example,

Hande describes the physical restrictions of the schools she works at, and Özlem describes the social problems of the region in which the school is located like the female students being taken from the school. Remzi describes the jobs that his students' parents are occupied with. Yeliz justifies why the students' outfits are ragged.

While evaluating the school they work at with the socioeconomic and cultural structure of the environment surrounding the school, permanent teachers describe their expectations from the school administration, the other teachers, and the students. For example, permanent teachers make criticism to the school principals' administrative roles and define an ideal principal profile. They argue with the school administration when required. While they don't find it sufficient that the school principal only greets them, that the school administration acknowledges their presence, they criticize their administration processes in administrative issues. Permanent teachers, who describe a friendly relationship with the other teachers in the school, they don't make an extra effort in order to make themselves accepted by the other teachers, they don't feel the need for it.

Permanent teachers expect the students to express themselves in the classroom. Although some permanent teachers expect the students to comply with the rules in the classroom, they are not only focused on whether they stay silent in the classroom. They care about them entering the university and expressing themselves in the classroom even if it's wrong. And when they communicate with the students' parents, they present an evaluation to the parent considering the living conditions of the student. Permanent teachers, who don't only focus on the behavioral aspects, regard the student as a whole with his/her family environment and economic status. The figure below states the orientations of permanent teachers

in terms of not regarding the period they live in as a temporary period and in relation to that, demanding their rights:

It is observed that permanent teachers with different lives, social classes have “collective experiences” and ways of handling these experiences due to being permanent teachers. Following the handling of six hourly-paid and six permanent teachers individually, and within their own groups, now the permanent and hourly-paid teachers will be handled comparatively.

Comparison of Hourly-paid and Permanent Teachers

The sections so far included the hourly-paid and permanent teachers’ periods in which they started teaching, and their experiences with the school administration, the teachers, the students, and the parents, along with their acknowledgements and orientations regarding these experiences. It is found that hourly-paid teachers and permanent teachers differ clearly in these acknowledgements and orientations. In other words, while the hourly-paid teachers with different teaching experiences, educational backgrounds, genders, and family structures have common orientations, the permanent teachers with different teaching experiences, educational backgrounds, genders, and family structures have common orientations within themselves.

For hourly-paid teachers, a social identity in terms of being a teacher or not becomes prominent. Hourly-paid teachers consider themselves teachers but not teachers of the MEB. In their relationships with themselves, the school administration, the teachers, the parents, and their social circles they put forward that they are teachers. Whereas permanent teachers do not focus on the social identity of

being a teacher as much as hourly-paid teachers, and in their narrations they focus on aspects such as the features of the region in which the school they work at is located, the reflection of these features on the students, and the success of the students.

The common orientations of permanent and hourly-paid teachers that become prominent are that they regard being a permanent civil servant as a basic indicator of a secure and steady/stable life. For this reason, regardless of being permanent or hourly-paid, the teachers want to start working as a permanent teacher right after graduating. The major difference between the orientations of permanent and hourly-paid teachers is that hourly-pays, not considering themselves teachers of MoNE, state that they expect to be a teacher when they become permanent teachers, whereas permanent teachers do not make any statement about considering themselves teachers or not. They already consider themselves teachers. Permanent teachers regard being a teacher as an ordinary state, whereas hourly-paid teachers regard being a teacher as a blessing. It is found that for permanent teachers, the school and the city to which they will be appointed is important, whereas hourly-paid teachers have an expectation like “I’ll be appointed no matter where”.

The second difference between the orientations of permanent and hourly-paid teachers is the way they handle the school they work at, the school administration and the teachers. While hourly-paid teachers take it as positive that the other teachers do not “scorn” them, permanent teachers criticize the relationships with the other teachers and experience a friendly relationship in which they socialize outside the school. Moreover, permanent teachers care about the political views of the other teachers. The way they handle the school administration has a very basic difference as well: to content with less or to claim one’s rights. Hourly-paid teachers find it

sufficient that the principal greets them, whereas permanent teachers define the ideal relationship with the principal criticizing the existing one.

There is a basic difference between permanent and hourly-paid teachers in the way they handle their students. Permanent teachers define expectations such as the students' being successful in the university examination; express themselves in the classroom, whereas hourly-paid teachers' expectation from their students is that they stay silent in the classroom. Permanent teachers regard the students as a whole with their families, the economic conditions of their families, and their living styles, whereas hourly-paid teachers focus on the students' behavioral aspects. A similar orientation can be seen in their meetings with the parents as well. Permanent teachers express their expectations from their students in teacher-parent meetings considering the living conditions of the families, whereas hourly-paid teachers only mention the behavioral problems in teacher-parent meetings without identifying any causal relationship.

Which aspects should the difference between the way hourly-paid and permanent teachers handle their students be associated with? Is it possible to associate the fact that hourly-paid teachers do not regard the students as a whole and only focus on their behaviors in the classroom and their staying silent in the classroom with the fact that hourly-paid teachers teach in schools located mostly in poor regions? In order to answer these questions, the locations of the schools at which permanent teachers work should be examined. In this section, the narrations of permanent teachers included the periods in which they started teaching. It is observed that the schools at which permanent teachers work and the schools at which hourly-paid teachers work have similar physical features. In addition, the students in these schools have similar socio-economic conditions. This makes it possible to associate

the fact that hourly-paid teachers, unlike permanent teachers, do not regard the students as a whole and focus on their behaviors in the classroom with the fact that the school administration's primary expectation from the hourly-paid teachers is that they keep the classroom silent. It becomes possible to associate that permanent teachers evaluate the students with a greater perspective with the fact that they feel belongingness to the school they work and they do not consider themselves temporary.

Faculty of Education and Teacher Training Period: Formality or Necessity?

In the previous section, it was found that hourly-paid teachers regard the period they live in as a temporary period and that they consider being employed securely as a blessing, whereas permanent teachers consider being employed securely as an ordinary situation. For permanent teachers, the city where the school they would be/was appointed to is located, the environment and the physical conditions of the school was important, whereas hourly-paid teachers expected to be appointed no matter where. Moreover, it was found that hourly-paid teachers build their relationships with the school administration, the other teachers they work with, the students and the parents differently than permanent teachers. Hourly-paid teachers did not define a friendly relationship with the other teachers and they found it sufficient that permanent teachers do not scorn them, whereas permanent teachers defined friendly relationships with the other teachers such as they make their lives richer and they cooperate. In this section, the period of hourly-paid and permanent teachers in which they took training in order to be a teacher before they started to teach were examined, the aim was to find out the ways they handle their experiences in this period. In the first section, it was found that hourly-paid and permanent teachers had different experiences from the day they started teaching, and this brought the necessity to analyze the subject considering the experiences of the same teachers before they started teaching as well. What are the experiences of the teachers with different teaching experiences regarding their educational backgrounds, and is it possible to associate these experiences with the employment types of the teachers, were the broad questions asked. The answers that would be given to these broad questions are important in finding the effect of the educational backgrounds of hourly-paid and permanent teachers having different acknowledgments and

orientations within the context of different teaching experiences on these acknowledgments and orientations. Three different orientations were found based on the analysis of the periods of the teachers in which they took teacher training.

In these sections, first the orientation which does not describe any expectation from the faculty of education and the teacher-training program and which regards this training period as a formality will be included. Next, the second orientation of having an expectation from the faculty of education and the teacher training program and not having met this expectation, and then the third and the last orientation which, different from describing an expectation regarding this training period or not, focuses on the ways the teachers in this period communicate with their students will be included. And the last section will include a comparative analysis of these three orientations. Now these orientations will be examined in detail.

Not Describing an Expectation From the Faculty of Education and the Teacher Training Period: “We go there just needed to show up to get that certificate”

In this orientation which regards the training they take in order to be a teacher as a formality, there is Mustafa, an hourly-paid teacher who does not describe an expectation from the training process (Table 19).

Table 14. The Teacher Who Does Not Describe an Expectation from the Faculty of Education and the Teacher Training Period

Teacher	Status	Education
Mustafa	Hourly-paid	Faculty of Science and Literature

Mustafa, who is an hourly-paid teacher and a graduate of the faculty of science and literature, was taking teacher training at the time of the interview. In the interview quote below, Mustafa explains the reason why he takes teacher training:

150-156

Now we go there just needed to show up to get that certificate because without certificate you can't work as a teacher in public schools [...] If you can't get that document you can't work as a teacher (.) in public schools (.) that's why (.) i entered. (Mustafa, Hourly-Paid Teacher, Appendix H.77.)

In the interview quote above, Mustafa states that the purpose of the teacher-training program is to document that he took the training ("to get that certificate"). And his justification for getting "that certificate" is to "work as a teacher in public schools". Mustafa's statement "If you can't get that document you can't work as a teacher" documents that he does not associate his inability to work as a teacher with the contents of the training, and that he regards the teacher training program as a procedural requirement to be able to work as a permanent teacher in "public schools".

Mustafa, who does not elaborate on the contents of the training he takes, elaborates on his experience with the teaching experience course in the interview quote below: 156-160

Y'know thank god we passed the courses i have two (.) courses left one is counseling and the other is internship. We already do the internship. Thanks to her i (.) came across a very well-meaning teacher called miss Necla (.) in cumhuriyet high school. Normally my internship was there (.) but told the teacher that i'm already working (.) i'm assigned as an hourly-paid teacher. And the teacher said you're already doing it you don't have to come here (.) like (.) i'll assume that you've (.) done it (.) y'see we're going to fill those documents. (Mustafa, Hourly-Paid Teacher, Appendix H.78.)

In the interview quote above, Mustafa regards the period in which he is assigned as an hourly-paid teacher as equivalent to the teaching experience course which is included in the curriculum of the teacher training program ("We already do the internship"), and his professor from whom he takes the internship course also evaluates it like Mustafa ("you're already doing it you don't have to come here").

The interview quote above documents that Mustafa and the professor who gives the teaching experience course do not regard this course as a period in which he would gain teaching experience and an advisor would watch him and give him feedback. Mustafa, who evaluates this process as a period which has to appear completed on paper (“we’re going to fill those documents”), describes the examination he entered before completing his training: 162-164

There’s the counseling exam y’know (.) just to be attend to. I scored eighty five in the first exam and the second one will be this saturday (.) if we pass it and then give the y’know it’s done (.) the training period will be over for us. (Mustafa, Hourly-Paid Teacher, Appendix H.79.)

Mustafa defines the counseling examination as “just to be attended to” pointing out that it is sufficient only to enter the examination in order to pass it (“it’s done (.) the training period will be over for us.”).

The interview quotes above document that Mustafa regards the teacher-training period as one that has to be completed for the sake of formality, and from which he has no expectation such as to gain the skills that he can utilize in his teaching life.

After the orientation of Mustafa, who regards the teacher training period as a procedural period that has to be completed and who does not describe an expectation from this period, the orientation which experiences this training period similarly but unlike the previous one, describes an expectation will be examined.

Having an Expectation From the Faculty of Education and the Teacher Training Period and Not Having Met This Expectation: “I (.) took teacher training but it was a so-called teacher training i mean”

The second orientation regarding the way of handling the faculty of education and the teacher training period is represented by the hourly-paid and permanent teachers included in the table below (Table 20). The teachers with this orientation experience

this period as one that has to be completed for the sake of formality, which has no effect on their teaching lives. However, unlike the first orientation, they describe an expectation to utilize the experiences they gain during the teacher-training period while teaching and they experience not being able to meet this expectation as a deficiency. This orientation will be examined in detail through various cases.

Table 15. Teachers Who Have an Expectation from the Faculty of Education and the Teacher Training Period and Who Have Not Met This Expectation

Teacher	Status	Education
Hande	Permanent	Faculty of science and literature
Yeliz	Permanent	Faculty of science and literature
Özlem	Permanent	Faculty of education
Çiğdem	Hourly-paid	Faculty of education
Melike	Hourly-paid	Faculty of science and literature
Canan	Hourly-paid	Faculty of science and literature

First, the interview quote of Hande, a permanent teacher who is a graduate of the Faculty of science and literature and who took teacher training, in which she mentions the teacher training period will be examined: (36-40)

y'know (.) we took teacher training courses but (.) that didn't help at all i think it was something that's done only to pass that exam. Errrr oh er to begin service is much more different. While teaching things (.) i realized that (.) i was learning. I already didn't know anything about teaching. It came by doing experiencing on my own (.) by trial and error. Remembering when i was a student myself especially what i experienced in the primary school i mean (.) by showing empathy what would i feel at that time (.) and what would the child feel (.) when i behave act like this (.) i started the profession like that. (Hande, Permanent Teacher, Appendix H.80.)

Hande, who experienced the teacher training as a procedure that “doesn't help at all” which is required “only to pass that exam”, regards starting teaching and the teacher training as two situations independent from each other (“to begin service is much more different”). Hande points out that she learned teaching from her own biographical experiences (“Remembering ... especially what i experienced in the

primary school”) and “by trial and error”. Expecting the teacher training to be helpful (“that didn’t help at all”), Hande does not elaborate on the teacher training and the internship period apart from these statements.

Following Hande, the interview quote which is included in the main narration in which Yeliz, who is a graduate of the Faculty of science and literature like Hande, describes the teacher training period will be examined: (55-57)

the teacher training courses we took in the university were a farcical y’know // yes that one too- // it was very bad (.) we passed the courses just by entering the exams y’know by taking notes and (.) entering the exams (.) no one asked what’s this (.) why is it like this and things like that (.) i went (.) i mean (.) i really don’t know anything (.) (Yeliz, Permanent Teacher, Appendix H.81.)

Yeliz who regards the teacher-training period as one that can be ridiculed since it is not exercised properly (“a farcical”) indicates with an emphasis that this period was “very bad”. Experiencing this period as one in which they passed “by taking notes and (.) entering the exams”, Yeliz, despite experiencing the teacher training as one that has to be taken for the sake of formality, describes an expectation from this training. Yeliz wants to get the explanation of “what’s this (.) why is it like this” from this training and experiences this period as one in which she could not find answers to these questions. The interview quote above documents that Yeliz has an expectation from this training.

Following Yeliz, the interview quote of Özlem, who is a permanent teacher like Hande and Yeliz, but unlike them, who is a graduate of the faculty of education, will be examined. Özlem describes her courses during the university, and states that the faculty of education period was “a waste of time”: (44-53)

We wrote for days with these nibs but we never used them while teaching. Yet they were using them in my father’s time i remember i mean my father used those round (.) it was nib wasn’t it, nibs (2) We

didn't use them (.) moreover like for example we made a seasons chart. we spent five months history chart and seasons chart. in the first second and third grades seasons chart is used y'know err and history chart in the others. It was a very difficult thing to do. Y'know there are readymade ones all shapes and sizes we buy and hang them. We put a lot of work in it i remember that. It was good (2) it wasn't bad but. It was a waste of time. They could give us something else instead (.) I mean like in terms of education it wasn't very err y'know (.) Let me put it that way. (Özlem, Permanent Teacher, Appendix H.82.)

In the interview quote above, Özlem describes two activities such as “writing for days with nibs” and “making a seasons chart”. With an emphasis on the expression “for days”, Özlem points out that this activity lasted longer than it was supposed to. Özlem's statements “we never used them while teaching” and “there are readymade ones all shapes and sizes we buy and hang them” document that she thinks that the contents of the courses in education in the university do not contribute to the teaching experience and she regards them as activities that have to be updated. With the expression “they were using them in my father's time”, she does not associate the assignments she did back then with the needs of the current teaching experiences, and indicates with an emphasis that she “does not use” them (“We didn't use them”). Expecting from the teacher training to receive a training, which she can utilize during teaching (“They could give us something else instead”), Özlem regards her experiences during this period as a period that could not be utilized as it should have been (“a waste of time”). Özlem, similar to Yeliz and Hande, describes an expectation from this period to acquire skills that she could utilize while teaching (“They could give us something else instead”).

Özlem, similar to Hande, indicates that she learned teaching “personally” by “doing, experiencing”, and exemplifies this situation in the interview quote below:
(338-354)

i don't think teaching is learned in the university. It's learned one-to-one i mean (.) it seems to me that nothing taught there has any ground ... The best teacher among like sixty teachers the one which i said i still see was graduated from the faculty of (.) agriculture. Errr but he was a very good teacher like y'know i think teaching varies depending on the person. like they don't give much in the schools. (Özlem, Permanent Teacher, Appendix H.83.)

In the interview quote above, Özlem indicates that teaching is not learned in the university but by experiencing practically ("personally"). And she exemplifies this situation with indicating that "the best teacher" in the school she works at was a graduate of "the faculty of (.) agriculture" with an emphasis on the word "agriculture". Özlem, who associates teaching with personal characteristics rather than the education taken ("teaching varies depending on the person"), points out based on her own experiences that the things learned during teacher training are not related to teaching skills ("nothing taught there has any ground"). The interview quotes of Özlem above document that Özlem did not make use of her experiences during the training period in the faculty of education, however, Özlem's expectation from this training period is to receive training with more current and effective contents.

Following Hande and Yeliz, permanent teachers and graduates of the Faculty of science and literature, and Özlem, permanent teacher and graduate of the faculty of education, the interview quotes of Çiğdem, who is a graduate of the faculty of education like Özlem, but an hourly-paid teacher, will be examined.

Gökçe: Can you elaborate on your internship period?

Çiğdem: ...our advisor in the second term (.) didn't for example he didn't even come to listen to the lessons (.) normally we were giving lessons during internship (.) but the science teacher there for example was a very good man like (.) he made us cover a subject and stuff like that (.) even if our professor didn't come listen to us one day we covered a subject the students (.) to the students:[...]. It wasn't an internship to like to increase

(.) our knowledge and skill or y’know (.) do you really have the competence to be a teacher. I mean it was routinely done to be honest. Y’know like (.) is this person really talented in teaching or not. The thing i experienced in the fourth year wasn’t an internship where this was assessed. (Çiğdem, Hourly-Paid Teacher, Appendix H.84.)

In the interview quote above, Çiğdem, who does not regard her giving lesson in the internship course as a requirement of the course, associates her giving lesson with the fact that the teacher of the class was a “good” man (“... was a very good man like (.) he made us cover a subject and stuff like that”). Expecting her advisor in the university to watch the lesson she gave (“even if our professor didn’t come listen to us”), Çiğdem points out that she did not experience the internship period as a training period intended to “increase” the “knowledge and skill”. Çiğdem describes three different expectations from the internship, namely the “advisor” to watch the lesson she gave, to “increase (.) our knowledge and skill”, and to evaluate “if this person is really talented in teaching or not”. She points out that her expectations are not met (“The thing i experienced in the fourth year wasn’t an internship where this was assessed”). The interview quote above documents that Çiğdem, similar to Hande, Yeliz, and Özlem, has an expectation from the period in which she took teacher training and that her expectation is not met.

Following Çiğdem, the interview quotes of Melike, who, like Çiğdem, is an hourly-paid teacher, and unlike Çiğdem, a graduate of the Faculty of science and literature, will be examined. In the interview quote below, Melike describes her teacher training period: (50-54)

and there is this thing. I (.) took teacher training but it was so-called teacher training i mean (.) i didn’t know how to treat a student much (.) since i go to cram school now (.) i study teacher training educational sciences again. Y’know developmental psychology (.) psychology of learning and stuff like that (.) later on i learned how i should treat a

student. I mean later on i learned (.) what i should do when there's a problem. (Melike, Hourly-Paid Teacher, Appendix H.85.)

The interview quote above documents that Melike experienced the teacher training as a period which appear to be as it was supposed to be, despite not being as it was supposed to be ("so-called teacher training"). Melike, unlike Mustafa which is included in the first orientation, similar to Hande, Özlem, Yeliz, and Çiğdem, describes an expectation from this period to learn "what she should do when there's a problem" and "how she should treat a student". Her expectations are met by the lessons she learned in the cram school ("later on I learned").

Following Hande, Özlem, Yeliz, Çiğdem, and Melike, the interview quotes of Canan, who, like Melike and Çiğdem, is an hourly-paid teacher, and a graduate of the Faculty of science and literature. Canan describes her internship period in the interview quote below: (137-142)

and my internship in the second term was practice. ... i mean there i realized that there were huge gaps between practice and theory. Y'know approach the student sympathetically love the student do this to the student do that to the student. As we say like student-oriented approach y'know. There's definitely nothing like this in turkey (.) i mean (.) no matter how much you say that you're student oriented at some point: even if you're and idealist (.) it's impossible (.) it doesn't work y'know (Canan, Hourly-Paid Teacher, Appendix H.86.)

In the interview quote above, Canan puts forward that the "theory" included in the courses of the teacher training and her personal encounter with the students are very different ("there were huge gaps between") with an emphasis on the expression "huge gaps". Expressing that the things she learned during the teacher training ("approach the student sympathetically love the student do this to the student do that to the student") are not possible to practice even the teacher unselfishly tries to teach in the best way ("even if you're and idealist"), Canan points out that to practice the

“student-oriented approach” is not possible not only for the teachers she observed during the internship and herself, but for the whole country as well (“definitely ... in turkey” “impossible”). The interview quote above documents that Canan expects to receive a training in which there are no “huge gaps between practice and theory”. Canan elaborates on her internship period in the interview quote below: (139-149)

My internship period:: (.) was not much productive because in that period you go through a transition stage you don’t know how to use the knowledge. [...] y’see when we’d give lessons our professors were saying we’d come and listen to you none of them came to listen for example (.) we saw through @experience@ that everything was everything was formality i mean the only thing is what do you do with the student in that classroom what do you do when you’re left alone with your conscience behind that door i mean this is important. Otherwise this fact that fact it’s like this it’s like that i mean all of them is useless @(.)@ (Canan, Hourly-Paid Teacher, Appendix H.87.)

She experiences the internship period as a troubled training period, which is not utilized effectively (“was not much productive”). She explains the reason for this with the fact that one is inexperienced since the internship is a period between being a student and being a teacher (“a transition stage”), therefore one cannot implement the theoretical knowledge one learned in the classroom (“you don’t know how to use the knowledge”). Canan, who learned by experience (“@experience@”) that the teacher training is appropriate only on paper (“formality”) as a requirement of the law, points out that what she practices in the classroom (“what do you do when you’re left alone with your conscience behind that door”) has no relation to what she learned during her training (“this fact that fact it’s like this it’s like that”). The fact that Canan expresses the word “@experience@” laughingly shows that she regards this situation as tragicomic, in other words a strange and odd situation. The interview quotes above document that Canan expects to receive a theoretical training that

corresponds to what she practices in the classroom and to the actual needs, which is not “useless”.

The interview quotes so far showed that Çiğdem and Özlem, who are graduates of the faculty of education, and Yeliz, Canan, Hande, and Melike, who are graduates of the Faculty of science and literature and took teacher training, handle this training period similarly. Teachers with this orientation stated that they experienced these trainings in the faculty of education or during the teacher training program as “not helping at all” (Hande), “a waste of time” (Özlem), “a farcical” (Yeliz), having “huge gaps between theory and practice” (Canan), and “supposedly teacher training” (Melike). Experiencing the training they took to be a teacher as training periods that do not correspond to their needs in their teaching practices, the teachers with this orientation, unlike the first orientation, described their expectations from the training that is required for being a teacher to be a training in which theory and practice overlap, which guides in how to treat the students in the classroom, and which corresponds to the current needs and skills of the teachers.

This orientation included hourly-paid and permanent teachers graduated from the faculty of education and the Faculty of science and literature. This situation documents that the way of handling the training required for being a teacher is not related to the type of the faculty that the teacher studied or the employment type. Hourly-paid and permanent teachers had different teaching experiences in the first section of the findings section (4.1), whereas in this section, it can be seen that they have common ways of handling their experiences before being a teacher.

Following this orientation, which describes an expectation from the teacher training, but this expectation is not met, another orientation which focuses on the

relationship the professors in the university build with their students will be examined.

Focusing on the Way the Professors Build Relationship with Their Students During the Period of the Faculty of Education and Teacher Training: “Our science teacher (.) professor (.) who made me love the physics course (.) was giving lecture like a standup show”

This orientation which focuses on the relationship the teachers/professors encountered during the university education build with the students in the classroom puts forward the behaviors of the professors in the classroom and the ways they address the students in relation to their personal characteristics. This orientation includes hourly-paid and permanent teachers who graduated from the faculty of education or took teacher training program (Table 16).

Table 16. Teachers who focus on the way the university professors build relationship with their students

Teacher	Status	Education
Remzi	Permanent	Faculty of education
Pınar	Permanent	Faculty of education
Hande	Permanent	Teacher training
Özlem	Permanent	Faculty of education
Canan	Hourly-paid	Teacher training
Melike	Hourly-paid	Teacher training
Çiğdem	Hourly-paid	Faculty of education

In the interview quote below, Remzi, a permanent teacher graduated from the faculty of education, describes a professor who left an impression on him in the university: (205-218)

Gökçe: You mentioned professor arif at the university. Can you tell a bit more about mr arif?

Remzi: [...] (.) Professor arif was a very different person in the classroom (inaudible) he always had a book or something in his hand (.) he'd enter

asking is there anyone who read this or y'know for example he'd enter asking is there anyone who follows this publication (.) whereas the other professors never (inaudible) there was no guidance (.) they'd invite to their room the people they feel close to and chat (.) (inaudible) they wouldn't do anything. They wouldn't endeavor (.) (they'd give) standard grades. They didn't want to deal with us (.) professor arif dealt with us (.) (Remzi, Permanent Teacher, Appendix H.88.)

In the interview quote above, Remzi, who does not refer to the contents of the lesson "Professor Arif" gives, focuses on the way the professor communicates with his students and does not mention the contents of the lessons or the relation between these lessons and his teaching experience. While Remzi focuses on the way his professor communicates, he also points out the professor's method of giving the lesson ("is there anyone who follows this publication").

Following Remzi, the interview quote of Pinar, who is a permanent teacher graduated from the faculty of education like Remzi, will be examined. Pinar describes her experiences during the university period in the interview quote below: (129-144)

our science teacher (.) professor (.) who made me love the physics course (.) was giving lecture like a standup show (.) believe me what did we learn and why was (.) y'know that (.) err multiplications accelerations (.) momentum i can say i understood them at the university (.) i'd taken private lessons for two years i didn't understand (.) i believed this (.) err (2) a professor (.) might know much (.) (inaudible) to the class but does every professor (.) teach very good (.) that's not certain. [...] we had a professor (.) err (.) at the university (.) for example y'know (.) i didn't like my first literacy teaching professor at all (.) he'd come and (2) maybe i don't like old professors much. I realized that. Y'know like (.) due to the gap between me and them (.) the huge generation gap (.) because y'know they always try to impose what they say (.) i wasn't someone who liked assertiveness much. I'm more on the side of (.) freedom. (Pinar, Permanent Teacher, Appendix H.89.)

In the interview quote above, Pinar exemplifies her professors standing on two opposite ends. She indicates that she experienced two different types of professors

opposite of each other as “teaching very good” and “trying to impose what they say”. Pinar expresses the first as the professor who gives lessons in a fun way (“like a standup show”) and the second as the professor who does not recognize the students (“always trying to impose what he/she says”). Pointing out that there is no direct relationship between knowing the contents of the subject and teaching the subject to the students efficiently (“does every professor (.) teach very good (.) that’s not certain”), Pinar puts forward that the professor’s personal characteristics are determinant in transferring the contents of the lesson to the students. In the interview quote above, Pinar, similar to Remzi, elaborates on the ways the professors in the faculty of education communicate with the students. Similar to Remzi, Pinar points out her professor’s method of giving the lesson who communicates in a different way with the students than the other professors (“like a standup show”), and associates giving the lesson in a fun way with being a good instructor.

Following Remzi and Pinar, Özlem, who is a permanent teacher graduated from the faculty of education like Remzi and Pinar, describes her professors in the faculty of education in the interview quote below: (24-28)

Our professors at the university most of them were very bad @(.) @ err They were bad in the sense that. For example i remember a mathematics professor he was constantly like errrrr and dragging out we were never able to follow what he said they still talk about him like how (.) does it become like that: i don’t know but (.) like in general, they were bad at speaking and expressing. I’m saying this very clearly. One or two of them were good. Other than that there were political things a lot. (Özlem, Permanent Teacher, Appendix H.90.)

In the interview quote above, Özlem generalizes her “professors at the university” and defines them with the expression “most of them were very bad”. Özlem’s laughter at the end of her expression (“@(.)@”) documents that she regards the fact that her professors were “very bad” as an odd situation that should not be the

case. Özlem exemplifies being bad with the way a professor talks (“he was constantly like errrrr and dragging out”) and states that this was the usual case (“they were bad at speaking and expressing”). Besides being “bad at speaking and expressing” to the extent that it makes it hard for the students to follow, she points out that the professors behaved politically (“there were political things a lot”). Similar to Remzi and Pinar, in the interview quote above Özlem focuses on the ways the professors communicate with the students in the classroom, and does not elaborate on the contents of the lesson given.

So far the interview quotes of Remzi, Pinar, and Özlem, who are permanent teachers graduated from the faculty of education, were examined. It can be seen that Remzi, Pinar, and Özlem put forward the ways the professors build relationships rather than the contents of their education in their narrations. The teachers do not make a distinction between being sympathetic and caring and being a good instructor. Moreover, Remzi, Pinar, and Özlem put forward not only the ways they communicate with the professors but also the ways the professors teach.

Following Remzi, Pinar, and Özlem, now Hande, a permanent teacher graduated from the Faculty of science and literature, will be examined. In the interview quote below, Hande elaborates on the way the professor she liked in the university addresses the students in the classroom and the way he gave the lesson: (261-266)

Gökçe: Do you have a professor at the university that you can tell me?
 Hande: I @liked@ all of my professors at the university very much. There was mr hasan. He was the head of the department and (.) he attended our classes as well various classes. when he er attended the class (.) he called us like what’s up guys folks @(.)@ err his lectures for example he had his special notes. His use of the (.) the blackboard (.) like he’d write the important parts note by note (.) one by one. And then of course we’d also take notes while listening but the parts which he

considered important. he'd like divide the blackboard into two i'm also @doing@ the same thing (Hande, Permanent Teacher, Appendix H.91.)

In the interview quote above, Hande focuses on the way "Mr Hasan", who entered her courses, addresses the students ("he called us like what's up guys folks @(.)@") and his method of giving the lesson ("he had his special notes", "he'd write ... one by one", "he'd ... divide the blackboard into two"). Indicating that she took the way this professor "divided the blackboard into two" while giving the lesson as an example ("i'm also @doing@ the same thing"), Hande does not refer to the contents of the lesson.

In the interview quote above, Hande, similar to Remzi, Özlem, and Pınar, describes the professor's method of giving the lesson in the classroom ("he'd write ... one by one", "he'd ... divide the blackboard into two") stating that she took it as an example for herself, and she focuses on the way the professors communicate with the students.

So far permanent teachers who graduated from the faculty of education and the Faculty of science and literature were handled for this orientation. Following permanent teachers, the way hourly-paid teachers handle their professors in the university will be examined. Melike, an hourly-paid teacher who is a graduate of the Faculty of science and literature like Hande, describes one of her professors that she "liked very much" in the interview quote below: 105-108

I mean (.) he was much (2) how to put it like telling a story (.) i mean when (.) he was talking about a poet he'd tell a story about him as an example and stuff like that y'know (.) he was probably making it more concrete that could be it (.) he was talking with the students (.) he was guiding them (.) i mean what's they're inadequate at. How are they supposed to do something (.) maybe because of that i liked him very much (2) i mean he was sort of fun. (Hande, Permanent Teacher, Appendix H.92.)

In the interview quote above, Melike, similar to Hande, focuses on the way the professor communicates (“he was talking with the students”) and gives the lesson (“he was ... making it more concrete ... he’d tell a story ... as an example”). Melike, who states her professor’s personal characteristic with the expression “he was sort of fun”, indicates that she “liked him very much”. In the interview quote above, Melike, similar to Hande, Özlem, Remzi, and Pınar, focuses on the way the professor communicates with the students and does not refer to the contents of the lesson.

Çiğdem, who is an hourly-paid teacher like Melike, but unlike her, who is a graduate of the faculty of education, describes one of her professors that she “liked very much” and the reason her liking in the interview quote below:

88-92

We especially had one professor. Our biology professor (.) y’see he attended our class (.) during the second year. I’m very happy to know that man (.) once he said. I never forget it. For example: (.) how could i like (.) treat you differently. You’re all equal for me. I earn my (salary he said) because of the taxes that your parents pay or something like that (.) i never forget those words he said (.) i liked him very much (.) (Hande, Permanent Teacher, Appendix H.93.)

In the interview quote above, Çiğdem focuses not on the professor’s behaviors in the classroom or the way he communicates with the students, but on his point of view regarding the students (“You’re all equal for me”). Due to this point of view, she indicates that she “liked” this professor “very much”. In the interview quote above, Çiğdem, similar to Hande, Remzi, Pınar, Özlem, and Melike, does not refer to the contents of the lesson given, focuses on the way the professor communicates with the students.

Following the permanent teachers Hande, Remzi, Pınar, Özlem, and the hourly-paid teachers Çiğdem and Melike, the interview quote of Canan, who is an hourly-paid teacher, will be examined. In the interview quote below, Canan

elaborates on the behaviors of the “principal assistant” toward the students, which she observed in the school she did her internship: 122-126

i was very impressed with the assistant principal’s behavior towards the students (.) like he was literally beating them with his love (.) y’know i (.) benefitted from it for example. I also do that very often (.) i mean i make the students that i like do everything (.) say from studying to y’know (.) like (.) y’know even with something that’s against their family (.) i do that (.) very often y’know. I make use of my students’ love for me very much. (Canan, Hourly-Paid Teacher, Appendix H.94.)

In the interview quote above, Canan states that she was “impressed” with the fact that the “assistant principal” makes the students do what he wants using their “love” toward him, and that she uses a similar method as well taking that behavior as an example (“I make use of my students’ love for me very much”). The interview quote above documents that Canan took the method the “assistant principal” uses in communicating with the students as an example.

Regarding Remzi, Pınar, Hande, Özlem, Canan, Melike, Çiğdem, and Canan which is included in this orientation, it becomes possible to state that these teachers commonly define the relationships they build with their professors they encountered in the university based on “liking” and “not liking”. Teachers with this orientation indicate that they liked their professors due to their way of communicating with the students and their method of giving the lesson, and state that they experience that the professors who give the lesson effectively (e.g “like a standup show”, Pınar; “he was ... making it more concrete”, Melike) communicate well with the students and are good instructors. This orientation experiences the sympathetic professors who communicate well with the students as good teachers. The teachers choose which professor to take as an example on their own initiatives and implement their observations in their teaching experiences.

This orientation included teachers with different employment types as hourly-paid and permanent and with different educational backgrounds as having graduated from the faculty of education or having taken teacher training. It was found that hourly-paid and permanent teachers handle their training experiences with a common orientation.

In the three orientations described above, it was found that hourly-paid and permanent teachers grouped together heterogeneously in common orientations. After analyzing the three orientations in detail, they will be analyzed comparatively.

Comparison of the Orientations

Hourly-paid and permanent teachers handled the period in which they took training to be a teacher with three different orientations. The first orientation was to regard this training period as a formality, the second orientation was to regard it as a formality but describe an expectation, and the third orientation was to focus on the way the professors in this period build relationships with the students in the classroom.

The first and the second orientation similarly experience this period as one that has to be completed on paper. The contents and the methods of the lessons are experienced as examinations made just to be made, procedures shown as completed on paper, rather than gaining experience in order to use while teaching. However, the two orientations handle this period, which they experience similarly in two different ways as describing an expectation and not describing one. The first orientation, while regarding the fact that this period is experienced as certain procedures done to complete a formality as an ordinary situation, does not describe an expectation from the training taken in this period. Whereas the second orientation describes an

expectation in this period which is experienced to complete a formality to gain the required skills for being a teacher and points out that this expectation is not met.

The third orientation, which is different from the first and the second, does not describe an expectation and focuses on the way the professors who entered their courses in this period build relationships and communicate with the students. They state that they could not see correspondence between the experiences they gained by personal observations when they were students and their own teaching experiences. Regarding the training period they went through in order to be a teacher as an unproductive period, which did not contribute to their teaching experiences, the teachers point out that they took as an example the behaviors of some of the professors they encountered in this period in the classroom and the ways they communicate with the students. This documents that the teachers handle the process of learning to teach similarly based on hands-on experience, and that their teaching skills are determined by personal characteristics rather than academic content in this field. The skill of teaching and transferring knowledge is not associated with the basis of a scientific methodology, and is handled on the basis of the individual characteristics of the person

The three different orientations do not differ on the way the teachers handle the training they took in order to be a teacher, the employment types of the teachers, or the schools they graduated from (the faculty of education or the Faculty of science and literature). For example, the teachers included in the second orientation who describe an expectation from the training are comprised of permanent and hourly-paid teachers. Similarly, again the second orientation includes teachers who graduated from the Faculty of science and literature and took teacher training, as well as teachers who graduated from the faculty of education. This documents that the

ways the teachers handle their experiences before they started teaching are common regardless of the school they graduated from or their employment types.

Following the ways the teachers handle the period in which they took training in order to be a teacher before they started teaching, now the ways hourly-paid and permanent teachers handle their experiences in the period they first started teaching will be examined.

Handling Teaching Experiences and Practices as a Cumulative Learning Process

In the previous section, it was found that hourly-paid and permanent teachers handle the period in which they took training in order to be a teacher before they started teaching with three different orientations as regarding this period as a formality that has to be completed on paper, experiencing it as a formality but describing an expectation, and focusing on the relationships the professors build with the students in the classroom. Hourly-paid and permanent teachers did not separate in these three different orientations. The orientation, which described an expectation from the training period spent in order to be a teacher, was comprised of both permanent and hourly-paid teachers. In that case, it became possible to state that the ways the teachers handle the experiences before they started teaching were common regardless of the school they graduated from or their employment types.

In this section, the aim is to find out how teachers, who experience the training they took in order to be a teacher as a period that has to be completed for the sake of formality, in other words, who state that they did not receive any training which they could benefit while teaching, experience the time they first started teaching and how they handle these experiences. What are the experiences of the teachers with similar educational experiences and orientations when they first started teaching, what are

their acknowledgements and orientations regarding these experiences, were the broad questions that were asked.

By interpretation of the narrations of the teachers regarding the time they first started teaching, it was found that they handle this period in two different orientations. The first orientation is comprised of teachers who regard their experiences as a cumulative process and who associate the problems they experience with themselves. This orientation has four different complementary sub-orientations, those who regard their being inexperienced due to lack of professional experience when they first started teaching as an ordinary situation, those who handle this period of inexperience by taking lessons from their own experiences, by remembering their past experiences as a student, and by paying attention to the guidance of the more experienced teachers. And the second orientation is comprised of teachers who explain their problematic experiences with factors outside themselves. Now these orientations will be analyzed in detail.

Teachers Who Regard Their Teaching Experiences

As a Cumulative Learning Process

Teachers with this orientation regard the fact that they have a period of inexperience in their communication with their students in the classroom due to lack of professional experience when they first started teaching as an ordinary situation. The teachers gain professional experience by taking lessons from their own experiences, by remembering their experiences as a student, and by paying attention to the experiences of more experienced teachers. This orientation will be examined in more detail in this section.

Stating They Had Difficulty at First Due to Lack of Experience: “When i first started teaching y’know controlling them was very hard”

The teachers included in this orientation experience a period in which they had difficulty due to lack of teaching experience when they first started teaching (Table 17). This orientation will be examined in detail.

Table 17. Teachers Who State That They Had Difficulty at First Due to Lack of Experience

Teacher	Status	Experience
Özlem	Permanent	11 years
Hande	Permanent	13 years
Okan	Permanent	12 years
Remzi	Permanent	8 years
Yeliz	Permanent	15 years
Pınar	Permanent	8 years
Taner	Hourly-paid	8 years
Melike	Hourly-paid	1 year

First Özlem will be examined who is a permanent teacher. Özlem describes her experiences when she first started teaching in the interview quote below in her answer to the question “Your first appointment was to Afyonkarahisar. Can you tell me about that first school you were appointed to?” She states that “in the first year” she started teaching “of course” she had “difficulty”: 393-395

Y’see i had eighty eight students. In my first teaching y’know controlling them was very hard. Let me put it that way. Errr (3) they didn’t speak turkish err (2) but it was a nice place, and and- in the first year of course i had difficulty. (Özlem, Permanent Teacher, Appendix H.95.)

In the interview quote above, Özlem refers to the time she first started teaching as “my first teaching”, and indicates that she had difficulty (“controlling them was very hard”) in being the teacher of a crowded class (“i had eighty eight students”) during this period since she just started teaching. In her first year in teaching, Özlem regards having “difficulty” as an ordinary situation (“in the first year of course i had difficulty”), and she does not see a problem in expressing it.

Following Özlem, who regards the fact that she had difficulty in the first year she started teaching as an ordinary situation, Hande will be examined who is a permanent teacher like Özlem. In the interview quote below, Hande exemplifies the “hard times” she experienced when she started teaching: 79-99

Gökçe: You took teacher training. You started teaching. You said you started first in Ortanca. Can you tell me the first day you began service?

Hande: [...] I was having a hard time with the documents. I was getting too tired (.) i wasn't able to use my voice very well err i didn't know how to deal with the documents. We were doing something but (.) i was too stressed about it (.) whether it was wrong or not. Err y'see when i came home err like (.) planning the next day y'know (.) i mean i'd fall asleep there it seems i was exerting myself too much i was stressing myself too much i remember that. Err (4) (Hande, Permanent Teacher, Appendix H.96.)

In the interview quote above, Hande, similar to Özlem, regards the difficulties she experienced related to her lack of experience when she first started teaching as an ordinary situation and she does not see a problem in expressing it. Following Hande and Özlem, Okan will be examined who is a permanent teacher. In the interview quote below, Okan describes the time he first started teaching: 49-52

emotionally i was like this. Actually y'know (.) i hated teaching (.) ... I see like children as very y'know (.) well they're too small. Y'know (.) communication (.) to be teaching them something (.) er is a problem that i exaggerate too much (.) (Hande, Permanent Teacher, Appendix H.97.)

In the interview quote above, Okan states that he started not liking teaching (“i hated”). Worrying about how he would “communicate” with his students, Okan states that to be transferring knowledge is a big problem for him (“a problem that i exaggerate too much”). Similar to Hande and Özlem, Okan also states that he had difficulty when he first started teaching, he does not consider this situation a problem, and regards it as an ordinary situation.

Following Hande, Özlem, and Okan, now the interview quote of Yeliz, who is a permanent teacher, will be examined which is included in the main narration and in which she describes the time she started teaching: 53-57

i was a substitute teacher (.) which grade was it. The first class i had was second grade (.) but it was too tiring for me (.) and you don't have technical skills (.) or knowledge (.) i mean i couldn't understand (.) the students. At first i expected too much from them (.) afterwards: er gradually (.) it won't work like this. Like you're always nervous (.) i said to myself there must be a way to understand the children (.) (Okan, Permanent Teacher, Appendix H.98.)

Yeliz, who describes the first periods in which she was a substitute teacher as “too tiring” in the interview quote above, criticizes her own teaching experience (“i expected too much from them”). Within the process, Yeliz (“gradually”) makes an assessment of the situation within herself (“it won't work like this”) and searches for methods to lower herself to the students' level and to communicate with them (“i said to myself there must be a way”). The interview quote above documents that Yeliz, similar to Hande, Özlem, and Okan, experienced a difficult period due to lack of professional experience and regards this period as an ordinary situation.

Following Hande, Özlem, Okan, and Yeliz, who are permanent teachers, the way Remzi handles the time he first started teaching will be examined. Remzi, who has been working as a permanent teacher for nine years, describes the time he first started teaching in the interview quote below which is included in the main narration: 9-16

i started so idealistically that i didn't expect (.) ... i didn't expect such a performance from myself and i (.) (very much wholeheartedly) started and a very rough neighborhood (.) a very bad (.) period (.) and a neighborhood near (.) kilittepe (.) and the school (.) before it had like many (.) (Inaudible) the principal's very bad (.) [...] it seemed to me like (.) i had to raise the children at a normal level. (Remzi, Permanent Teacher, Appendix H.99.)

In the interview quote above, Remzi states that he was not aware of what he could do in the first year he started teaching (“i started so idealistically that i didn’t expect”), that he tried to teach ignoring the conditions of the school, and that he was mistaken to think that (“it seemed to me”) his students were living under ideal conditions (“a normal level”). Remzi states that he could not determine the learning level of the students since he was an inexperienced teacher and does not see a problem with that. Similar to Hande, Özlem, Okan, and Yeliz, Remzi also points out that he experienced various problems due to his inexperience when he first started teaching.

Pınar, who is another permanent teacher, mentions the time she first started teaching in the interview quote below which is included in the main narration: 221-223

at first there’s a period of inexperience of course (.) since you don’t know what to do. [...] After all the biggest problem is to (.) understand what you read (.) they can’t answer certain things since they can’t understand what they read (.) it was so hard. (Pınar, Permanent Teacher, Appendix H.100.)

In the interview quote above, Pınar, similar to Özlem, Hande, Okan, Yeliz, and Remzi, regards the fact that she had difficulty when she just started teaching as an ordinary situation (“there’s a period of inexperience of course”). She states that the biggest difficulty was the fact that the students “couldn’t understand what they read”. Pınar associates this example with the fact that when she just started teaching which she experienced as a “period of inexperience” she did not know how to communicate with the students (“since you don’t know what to do”).

The teachers included so far, Özlem, Hande, Okan, Yeliz, Remzi, and Pınar, stated that they experienced a period of inexperience when they first started teaching due to lack of professional experience, and that they had difficulty due to this

inexperience. These teachers, Özlem, Hande, Okan, Yeliz, Remzi, and Pınar, were permanent teachers. Hourly-paid teachers Melike and Taner will be added to these teachers, and the interview quote of Melike, who has been assigned as an hourly-paid teacher for one year, will be examined. Melike describes the time she first started teaching in the interview quote below: 6-11

now (.) it was a very (.) strange feeling. I mean (.) it's not like when i looked from the outside (.) y'know we say we'll be teachers and stuff like that (.) it's not that easy (.) i realize (.) that. Especially during (.) the oral exams (.) because (.) it haunts my dreams. I soul-search. Whether: i should give that to this kid (.) whether i should not (.) whether i'm being unfair to him (.) things like that (.) if i give him would i be unfair to him. I question myself a lot. I also think i'm a bit exaggerating (.) i mean actually i could say. I'm an hourly-paid teacher (.) i don't have to think about it. (Melike, Hourly-Paid Teacher, Appendix H.101.)

In the interview quote above, Melike states that teaching is something more difficult than she expected (“(.) it's not that easy”), and she points out that the difficulty she had was to worry about grading fairly (“I soul-search”). Melike states that she does not have to feel this worry since she is an hourly-paid teacher (“I'm an hourly-paid teacher (.) i don't have to think about it”).

Following Melike, the interview quotes of Taner, who is an hourly-paid teacher like Melike, but unlike her, has been assigned as an hourly-paid teacher intermittently for eight years, will be examined. In the interview quote below, Taner describes the time he first started teaching: 40-44

(.) also er i had this y'know why should i explain something to someone (.) who knows it (.) i think like that (.) and this to be honest always (2) always made me step back. I mean (.) not mentioning a subject thinking the children probably know it (.) y'see i was like the child already explained it so why should i repeat (.) i mean (2) personally (.) i wasn't much (.) help (.) for the children (.) during that first three months (.) well i was also aware of this but (.) er i wasn't in a position to (.) study social sciences (.) additionally (.) in order to be useful for the children. (Taner, Hourly-Paid Teacher, Appendix H.102.)

In the interview quote above, Taner indicates that he was aware that he was not beneficial for the students during the first years he started teaching (“i wasn’t much (.) help”). He justifies this situation with the fact that he thought the students’ level of knowledge was higher (“not mentioning a subject thinking the children probably know it”). Similar to Melike, Taner does not explain the difficulty he experienced when he started teaching with the factors outside himself. However, unlike the orientation of permanent teachers, Taner does not put professional experience at the center, and points out that he would be beneficial for the students when he increases his knowledge in the field (“i wasn’t in a position to (.) study social sciences (.) additionally”) rather than when he increases his professional experience.

It was found that six permanent and two hourly-paid teachers with different teaching experience, gender, educational background handle the time they first started teaching similarly. The teachers state that they had “inexperience” (Pınar), “difficulty” (Özlem and Okan), and “hard time” (Hande), when they first started teaching, and they experience this period as one in which they got “tired” (Yeliz), felt “strange” (Melike), and “stepped back” (Taner).

Following this section, the kind of experiences the teachers, who state that they had difficulty due to lack of experience when they first started teaching and who regard this as an ordinary situation, lived during this period in which they were inexperienced and had difficulty, and their ways of coping with these difficulties will be examined.

Taking Lessons from Their Own Experience, Associating the Problems with Their Inexperience: “It came by doing experiencing on my own (.) by trial and error”

The teachers included in this section experienced a learning process based on their own experiences and trial and error when they first started teaching (Table 18). The teachers included in this orientation will be analyzed in detail.

Table 18. Teachers who take lessons from their own experience

Teacher	Status	Experience
Hande	Permanent	13 years
Okan	Permanent	12 years
Remzi	Permanent	8 years
Yeliz	Permanent	15 years
Pınar	Permanent	8 years

First, Hande will be examined who has been working as a permanent teacher for 13 years. Hande describes the time she first started teaching in the interview quote below: (4-8)

to begin service is a lot more different. While teaching things (.) i realized that (.) i was learning. I already didn't know anything about teaching. It came by doing experiencing on my own (.) by trial and error. (Hande, Permanent Teacher, Appendix H.103.)

In the interview quote above, Hande points out that she “didn't know anything about teaching” when she started teaching. And in the interview quote below, she exemplifies what she did at a time when she was helpless and the results of her “not knowing anything”: (30-34)

unfortunately (.) i once slapped a student in the face and i still feel sorry for that. I wish i had the chance to find him and apologize to him. Err i didn't u- use violence (.) but y'know there were times when i was bored overwhelmed depressed (2) err i tried to (.) read (.) especially on child psychology in order to understand them. I tried to read books (.) on child psychology. (Hande, Permanent Teacher, Appendix H.104.)

Hande states that when she first started teaching, she “slapped” her student at a time when she was “bored” “overwhelmed” “depressed”. Not describing her action as “violence”, Hande states her regret (“I wish i had the chance to find him and apologize to him”). Hande does not justify her slapping with reasons like the student’s misbehavior or making noise, and she holds herself responsible (“i still feel sorry for that”). Indicating that she searched for ways to “understand” her students by “reading books” “on child psychology”, Hande tries by personel effort to discover what she should do when she does not know what to do (“times when i was ... overwhelmed depressed”).

Following Hande, Okan who has been working as a permanent teacher for 12 years like Hande will be examined. In the interview quote below, Okan states that in time he “adopted” his profession. 55

err gradually i started to actually adopt teaching. (Okan, Permanent Teacher, Appendix H.105.)

Okan points out that he embraced his profession not right after he started teaching but in time (“gradually”) and that he liked teaching not because of his innate characteristics but as he gained experience. Okan, similar to Hande, puts experience at the center in his narration.

Following Hande and Okan who put professional experience at the center, Remzi will be examined. In the interview quote below, Remzi shares a situation that “troubled” him regarding his teaching: (32-43)

at first i remember (.) when i entered class eight (.) a (before they gave me a class) the kids asked. Do you beat children (.) will you beat us (.) i said no (.) i’ll never beat you (.) and if i do tell me (.) less than a month later i started beating them (.) i really realized that i couldn’t make it (.) the normal way and (inaudible) because otherwise i can’t (.) educate the kids (.) the other kids (.) the willing kids. I can’t explain (.) (inaudible) i

can't give anything to those who want to learn who want to get something from me (.) and i resorted to beating (.) i:t started like that and i (.) until this year (.) until two weeks ago (.) became a teacher who constantly (.) like chooses beating for punishment as well and this was the most troubling thing. It's still a troubling (.) situation and y'know (.) for this two weeks i'm trying not to do that because (.) it hurts me most. I'm really uncomfortable with this (.) (inaudible) sting of conscience. You don't have the right to (.) like (.) treat someone's child someone's valued (.) being (.) badly (.) you don't have the right to abuse him or her (.) in every respect (.) even if it's for someone else you shouldn't do it. I learned it in my ninth year (.) (Remzi, Permanent Teacher, Appendix H.106.)

In the interview quote above, Remzi regards his “nine”-year teaching experience as a cumulative process and states that he learned that he does not have “the right” to do harm to the students in the “ninth” year of his teaching life. Remzi experiences teaching as a process learned based on experience, and associates the reasons for using physical violence on the students not with their misbehavior or disrespect but with himself. The interview quote above documents that Remzi, similar to Hande and Okan, regards his teaching experience as a cumulative process based on professional experience.

Following Remzi, the interview quotes of Pınar, who has been working as a permanent teacher for eight years like Remzi, will be examined. Taking lesson from her experience, Pınar finds a solution when she realizes that her students did not speak Turkish in the school she worked at in İstanbul: (322-330)

My god i took the first grade (.) after teaching the fourth and fifth grades (.) my last year (.) by my last year i mean after that y'see (.) i came to istanbul (.) i took the first grade (.) you tell them to sit they look at your face (.) you tell them to stand up they look at your face (.) you tell them to come they look at your face (.) god i said what are we going to do (.) i called a child (.) among the bigger sisters from another class. Among those that i gradu- like i taught (.) y'know from the fourth or fifth grades (.) for example one who went into the fifth grade (.) i said come (.) i will now tell you. You will translate it into kurdish. Ok i asked (.) i did like that for a while ... you won't believe it in that class which i said how am i

going to teach (.) i taught the difference between the similar words ahır and ağıl (Pinar, Permanent Teacher, Appendix H.107.)

Pinar takes lesson from her first teaching experience and finds her own solution when she encounters a similar situation, she finds a student who understands and knows the language her students speak and she wants him to be the translator. Pinar does not blame the students for speaking a different language and she finds a contact person to understand their language. She exemplifies the success of this method with the fact that she taught the students two words which are very close in terms of meaning and spelling (“i taught the difference between ahır and ağıl”). Based on her experience, Pinar tries a way to communicate with her students while taking the risk of failure and she receives a positive result. And in the interview quote below, Pinar describes how she taught in a combined class by trying as well. (210-219)

at first i had difficulty since it was multigrade class. Like how will it work (.) the fourth and fifth grades were together. It was an advantage that they were big but even in the fourth or fifth grades they were still kids who didn't know how to read and write (.) with them (.) y'see (.) literacy for part of them (.) lesson for part of them (.) y'know (.) if they would advance a little too quickly (.) i'd make a joint lesson (.) i mean (.) for example (.) in mathematics (.) say if it was (.) er four five six digit numbers in the fourth grades (.) six seven eight or seven eight nine digit numbers in the fifth grades (.) first i'd teach (.) begin (.) then (.) i'd do the middle (.) i mean five six seven digit numbers. If i saw that they're getting it. they'd understood the concepts of order and digit (.) later (.) i'd change this (.) Of course in time (.) those i graduated started to be somewhat like (.) better. (Pinar, Permanent Teacher, Appendix H.108.)

In the interview quote above, Pinar describes the period in which she taught in a combined class that included students from all grades from the first grade to the fifth grade. Experiencing a cumulative process (“in time (.) those i graduated started to be somewhat like (.) better”) by trial and error (“if they would advance a little too quickly”), Pinar indicates that she noticed that she applied a more effective method as she gained experience.

Pınar, similar to Hande, Okan, and Remzi, states that she had problems when she started teaching due to lack of experience, however she overcame these problems by trial and error trying different teaching methods and became a better teacher throughout the process. Pınar associates the difficulties she experienced when she first started teaching with herself; regarding the root of the problem as herself she makes an assessment of the process and experiences a learning process.

Permanent teachers who associate the difficulties they experience in this period with being inexperienced, regard teaching as a process based on experience which is learned “gradually” and “in time” by trying different methods while taking the risk of failure. Criticizing their experiences when they first started teaching, these teachers experience their teaching experiences as a cumulative process, make an assessment regarding the process, and continue their lives as a teacher based on the results of their assessments.

The teachers, who stated that they had difficulty due to being inexperienced when they started teaching, stated in this section that they gained experience by evaluating their own experiences and trial and error.

Empathizing with the Students by Remembering Their Experiences with the Teachers during Their Lives as Aa Student: “I’ve never kept a diary again in my life err and i’d never make the children keep a diary”

This section includes three teachers who put themselves in their students’ place by remembering their own experiences as a student when they first started teaching and who are also included in group of teachers with the first orientation described in this section who took lessons from their experiences (Table 19).

Table 19. Teachers Who Remember Their Experiences with Their Teachers in Their Student Lives

Teacher	Status	Experience
Özlem	Permanent	12 years
Hande	Permanent	13 years
Yeliz	Permanent	15 years

The interview quote below includes the statements of Özlem, who is a permanent teacher, answering the question “Is there a teacher (.) that you want to tell me about in the secondary school?”. Özlem indicates that she was caught by the school administrator while delivering a love letter written for a friend, and that the administrator started to use physical violence without waiting for an explanation.

Based on this experience she points out that she “never judges” her students: 90-103

as a student i’ve never been beaten by a teacher by anyone so far i was already very hardworking and silent plus there was a situation of exclusion due to being a boarding student there. Errr (2) there was this thing causing much problem. For all the students of the boarding school (2) we wanted to see our male friends who were leaving, like not necessarily in terms of lover we had very close friends. We had a friend ahmet yilmaz i never forget him even his name and surname (.) He was in love with a girl among us- from our boarding school let me put it that way. he insisted on writing her a letter. and we don’t have an exeat. There are fences around the school. And we’re continually wandering around we’re in the school. He’s constantly calling us. come here. come. We say go away like- we know that something would happen. No, take it and go. He was constantly yelling from there. Anyway we we::nt, we too::k, meanwhile the assistant principal came ou::t, he called us to his roo::. What did you take. Our-A love letter. Just as we were saying it’s not for us mr ... a friend from our class he took out his belt and he beat us with his belt ((her eyes brimming with tears) I remember this it was quite a bad thing. I mean we still talk about it. Without asking (2) like if something happened now. Like all these actually shaped my own life like without asking anything, both for my friends and my students, i never judge. (Özlemr, Permanent Teacher, Appendix H.109.)

The memory of Özlem, which she shares in the interview quote above and of which she remembers every detail, involves the school administration using physical violence on her without investigating whether the story was true and being unfair to

Özlem. Özlem indicates that this memory of her, which is very much determinative in her life (“shaped my own life”), affects every kind of relationship she builds in her life. Based on this incident, Özlem states that as a teacher she does not come to a decision about her students without learning the details of the situation and making the necessary evaluations (“without asking” “i never judge”). Özlem’s emphasis on the word “never” in this statement corresponds to her underlining that she does not want her students to experience something similar to what she experienced. In the interview quote above, Özlem does not consider the use of physical violence on the student a problem, whereas she regards the use of physical violence unjustly as something that should not happen. In the interview quote below, Özlem explains the reasons for her making the students “keep a diary”: 75-85

I was keeping a diary ... They would search our closets y’know like in the movies he’d come and it was all scattered under our beds and whatever. he’d found my diary. And at the very beginning i’d written @damn@ who reads this diary then he sent for me to his room. He said do you say this to me. When i saw the diary i was shocked of course. Y’know there were private things too at that period err i said if you’re reading i’d written it to you as well. And then (2) i remember that he got very angry. I remember accounting for all the things i’d written in the diary page by page like what did you do here what was this who was this. And i (.) like i’ve never kept a diary again in my life err and i’d never make the children keep a diary. (Özlem, Permanent Teacher, Appendix H.110.)

In the interview quote above, Özlem describes two memories about the secondary school, which she thinks left a trace on her life. In both of the memories, the teachers search Özlem’s private belongings and she states that she was punished for what she wrote without being allowed to make an explanation. The interview quotes above state that Özlem’s life as a student was always under control. These quotes document that Özlem’s own period as a student is determinative on her approach toward the students while teaching. Based on her own experience, she indicates that she does not want her students to keep a diary as an educational

activity (“i’d never make the children keep a diary”). Similar to the previous interview quote, Özlem’s emphasis on the word “never” documents that she points out her sensitivity in not making the students keep a diary.

Following the way, Özlem handles her past experiences Hande will be examined. Hande’s answer to the question “Do you remember the day you started primary school, if so can you describe it?” is included in the two interview quotes below. These two interview quotes document that Hande relies on her own experiences as a student while teaching: 2-10

The teacher who taught the fourth (.) and the fifth grades was a little (.) not a little but quite harsh er using violence (.) and insulting. For example i couldn’t get over his (.) that man’s negative effects for a long time in secondary school. Err when i’d say or express something errrr i’d ask myself (.) would this teacher react the same. Because y’know err it was mostly beating and insulting (2) he’d make me stand up. He insults you in front of that crowd. Also he didn’t like my previous teacher. Indirectly like the excellent (.) student of miss serpil come on stand up let’s see you do this. At that point everything would stop anyway. It had an effect on me for a long time i hadn’t been able to get over it. (Hande, Permanent Teacher, Appendix H.111.)

Hande describes her teacher who “had an effect on her for a long time” as a “not a little but quite harsh” person who “used violence” and “insulted”. She justifies the fact that in the secondary school she was shy about talking in the classroom with her concern about whether the teacher would react like the one she described (“would this teacher react the same”). In the interview quote below, Hande describes another teacher who has characteristics contrary to the one she described in the interview quote above: 111-116

I mean the one i remember the best i loved the most during primary school miss serpil i remember very well @(.)@ Err (3) well in that period (.) for example the teacher said that i was very good in mathematics. She even gave me probably as an incentive (.) certificate of excellence. They

didn't give them until the third (.) they gave certificates in the fourth and fifth grades. They didn't give at that time but she gave me. I- My mother told me later y'see the teacher at the fourth grade both was the principal of the school and was attending the classes. It was a problem between them. She'd told my mother like actually we don't give them but miss serpil err since she loved her very much err we gave certificate of excellence to hande. I never forget that too. (Hande, Permanent Teacher, Appendix H.112.)

The teacher Hande describes as “the one i remember the best i loved the most during primary school”, unlike the previous teacher she described, puts forward Hande's success in the “mathematics” course. The same teacher gives Hande certificate of excellence “since she loved her very much”, although certificate of excellence is not given to the 3rd grades. Hande associates this example with her teacher's encouraging her.

Hande's experience in the interview quotes above have a determining role when she started teaching. During the years in which she first started teaching, in order not to be like her teacher who “beats” which she thinks affected her self-confidence, Hande puts herself in her students' place and associates the behaviors of her own teacher in the primary school with the results of these behaviors on her. The interview quote below exemplifies this cause and effect relationship from which Hande learned teaching. Hande states that all the students in the classroom should be given a “chance to talk”, and she points out that the students' self-confidence increases even if they “talk nonsense”: 69-76

there were many subjects in mathematics (.) that we couldn't finish (.) in any case they're having trouble especially in mathematics (2) errr the child's (.) talking like the more they talk the more (.) their self confidence increases (.) whatever they- i mean even if they talk nonsense when the teacher (.) intervenes like it's not like that (.) it's like this then the child understands. Thinking i can't talk well anyway i can't form a sentence properly they don't want to stand up anymore. for that reason as far as possible (.) like instead of (.) sit down shut up don't talk (.) what you're

saying is wrong (.) trying to give every child (.) a chance to talk (.) but at the end for the review you sum it up as well anyway (.) the children make their own reviews from there (.) they make the analysis themselves. (Hande, Permanent Teacher, Appendix H.113.)

In the interview quote above, Hande describes two opposite teachers from her own biographical experiences. The first teacher is one who uses violence on his students and who had a negative effect on Hande's self-confidence, whereas the second teacher is one who does not apply the usual procedures in order to encourage Hande ("we don't give them ... we gave certificate of excellence to hande") and who makes the students feel valued. Based on own experiences, Hande takes her second teacher as an example for her, and by putting herself in the students' place she considers how her behavior would affect them emotionally.

Similar to Özlem and Hande, Yeliz elaborates on the ways she found to understand her students better in the interview quote below 59-62:

we passed the courses just by entering the exams y'know by taking notes and (.) entering the exams (.) no one asked what's this (.) why is it like this and things like that (.) i went (.) i mean (.) i really don't know anything (.) alright (.) back to the start (.) take out all those books and stuff on teacher training (.) and read them (.) i (.) improved myself quite a lot in that period which i was a substitute teacher i mean (.) as far as possible (.) i turned back to my own childhood (.) thinking what did i do when i was a kid (.) when i was at their age and things like that (.) we were on the same y'know wavelength with the kids. (Yeliz, Permanent Teacher, Appendix H.114.)

In the interview quote above, Yeliz states that she experienced a learning process in terms of theory ("take out all those books and stuff on teacher training (.) and read them") and practice ("i turned back to my own childhood") during her first time in teaching, and that she "improved" herself at the end of this process. Regarding this period as one in which she "improved", Yeliz indicates that her

efforts yielded results and she started to communicate with her students (“we were on the same wavelength”).

Teachers included in this orientation remember their experiences as a student in their lives as a teacher, which determines the way they communicate with the students, and they put themselves in their students’ place. They especially pay attention not to practice the experiences that left negative emotions on them on the students as a teacher.

In the previous orientation, the teachers, who stated that they had difficulty due to being inexperienced when they first started teaching, learned from their own experiences, whereas in this orientation they coped with the difficulties they experienced by remembering their own experiences as a student. Following this orientation, the one which pays attention to the guidance of the more experienced teachers, which is a third coping method of teachers who were inexperienced when they first started teaching, will be examined.

Acting with the Guidance of the More Experienced Teachers: “the one who was both sweet and harsh ... i’d taken as an example his daily plans”

This section includes teachers who benefitted from the teachers who were more experienced than themselves, observed them, and paid attention to them during the period of inexperience in which they first started teaching (Table 20).

Table 20. Teachers Who Act With the Guidance of the More Experienced Teachers

Teacher	Status	Experience
Özlem	Permanent	12 years
Hande	Permanent	13 years
Remzi	Permanent	8 years
Pınar	Permanent	8 years

First, Hande describes the guidance of the teachers who were more experienced than her when she first started teaching in the interview quote below: (24-29)

(.) there were many people who would give advice when i first began serv- service. There were very er experienced teachers they could like (.) this child doesn't understand (.) do it like this and do it like that (.) they could (.) always intervene (.) like (.) coming to the class ooh what are you doing (.) do it like this (.) they were trying to (.) make me practice their own rights as well. err of course there were times i tried but (.) there were also times that i didn't accept (.) in my own way (.) they were like in the old teacher's fashion for example harsh (.) you should get angry (.) you should yell (.) definitely (.) shut up sit down don't stand up (.) y'know. err ... i (.) didn't do that much. Err . (Hande, Permanent Teacher, Appendix H.115.)

In the interview quote above, Hande observes two different teachers when she started teaching and she applies or does not apply the teaching experiences she observes on her own initiative ("there were times i tried but (.) there were also times that i didn't accept"). The interview quote above documents that Hande does not consider the guidances of the more experienced teachers a threat and judges them for herself. In the interview quote below, Hande elaborates on two teachers whose lessons she attended: (100-129)

i wasn't the one (.) who would give the lesson. I had that chance (.) i'd listen (.) i'd gain experience. During that (.) four months i gained quite a lot experience. For example both of the teachers were harsh. Err but one of them was (.) er although being harsh y'know (.) like (.) both sweet and harsh at the same time (.) and the other was (.) i mean harsh (.) with no sweet side. In fact err he would also (.) use violence. The children didn't like him. They were attending the class only because they were afraid of him (.) or maybe like (.) he seemed sweet. Err the one who was both sweet and harsh (.) some (.) for example taking notes during the (.) i'd taken as an example his daily plans (.) i was particularly looking at his daily plans. And while giving the lesson he'd (.) first (.) give questions about the subject about the unit (.) he'd give twenty questions when starting a unit. The children would do research on the questions (.) since they'd do it in the book err they'd also have information on the subject. Those (.) questions would be answered first (.) during the preparation

phase for a couple of days. When those were prepared the child would have a general information on the subject then err the subject would be explained. err y'see a couple of weeks would pass like that. At the end (.) in the evaluation phase (.) again (.) the teacher would (.) y'know with questions (.) evaluate (.) the child. I mean the teacher (.) would ask (.) the evaluation part. The teacher would ask and with those questions (.) the child would already do a preliminary preparation (.) since they would explain it on their own. And the others would (.) y'see make someone else explain in turn. At last they would be prepared (.) by their own presentations the subject would be quite solidified. There would be a written exam. I liked that part of his style. I liked that and i recorded that for myself. Before the program had changed i was doing like that too. I first would give questions as a preparation for the unit. (Hande, Permanent Teacher, Appendix H.116.)

When she first started teaching, Hande observes her more experienced teachers whose lessons she attended and applies the methods, which she observed for years in her class ("Before the program had changed i was doing like that too"). The interview quote above documents that Hande teaches by consciously preferring to take as an example the more experienced teacher whose teaching method she watched.

Following Hande, the interview quote of Özlem, who has the same experience with Hande and who is also a permanent teacher, will be examined: (143-144)

Y'know they're good and helpful the teachers one level above like they assign one advisor for each teacher maybe you know, for the intern. They were very helpful thanks to them. (Özlem, Permanent Teacher, Appendix H.117.)

Özlem indicates that she accepted the support of the teachers whom she described as "advisor" when she started teaching ("They were very helpful thanks to them") and that she was pleased with that support. The interview quote above documents that Özlem accepted that she needed help when she first started teaching and that she did not reject the help/support of the more experienced "advisors".

Following Özlem and Hande, a permanent teacher Remzi will be examined. In the interview quote below which is included in the main narration, Remzi describes in detail one of his teacher friends with whom he was impressed: (125-133)

the thing i remember about the first day is this (.) in the morning the ceremony (.) monday ceremony (.) national anthem ceremony (.) there are interesting kinds of people of teachers (.) i'd say are these also going to be teacher i mean one teacher came (.) the teacher (laughing) (.) but the teacher (.) everyone came. (She came) last. She came down (.) when she came all the students and teachers would applaud him (.) imagine a teacher like this (.) her name was semra she was a class teacher (.) y'know (.) a teacher for many years (.) born in seventy (.) at that time she'd been a teacher for about eight or nine years. She's the oldest teacher in the school by the way (.) she was so- so interesting. I thought her behaviors were so pointless. I mean why does she (.) behave so carelessly and why does she treat children so. Because (inaudible) when she came (.) (inaudible) miss semra (.) semra has a very profound effect (.) in my life in my professional experience. Now (.) with my friend (.) who was appointed at the same place with me (inaudible) she's (.) someone who's in peace with life (.) who inspires incredibly much self confidence in children (.) who's incredibly (.) positive (.) (Remzi, Permanent Teacher, Appendix H.118.)

In the interview quote above, Remzi indicates that one of the teachers in the school caught his attention and that this teacher had a very determining role in his “professional experience”. The interview quote above documents that when he first started the school Remzi informally chose a more experienced teacher for him to watch and that he pays attention to the experiences of the teachers who are more experienced than him. In the interview quote below Pınar, who is a permanent teacher like Remzi, states her content about the fact that her friend in the school pointed out the important factors in the school in general terms: (513-515)

when i first came to school (.) miss mine (.) thanks to her we first (.) talked like that (.) she was caring (.) she just warned me (.) about a couple of issues (.) but she talked very much in general. She was never like it's like this it's like that (.) i was lucky that i have met her. (Remzi, Permanent Teacher, Appendix H.119.)

Pinar affirms that another permanent teacher “warned her about a couple of issues” and points out that “she was lucky that she has met her”. The interview quote above documents that Pinar accepted that a teacher who had been working longer than her in the school she started working in introduce the school to her and she was pleased with this situation (“miss mine (.) thanks to her”).

This orientation which is comprised of teachers who accept the guidance of the more experienced teachers without being reactionary, has parallels with the orientation of permanent teachers expecting to have friendly relationships with the teachers they work with which is included in the first subsection of the findings section. The teachers with this orientation choose the experienced teacher who they will observe consciously, from the experiences of these teachers they observed they record those that are appropriate for them on their own initiatives, and they pay attention the experiences of these teachers who are more experienced than them²¹.

In this section, the orientation with three different sub-orientations comprised of teachers who regard their teaching experiences as a cumulative process was examined. The orientation indicating that they went through a period of inexperience due to lack of professional experience when they first started teaching included permanent and hourly-paid teachers. They overcame this period of inexperience by taking lessons from their own experiences, by remembering their own past

²¹ The dialogue between Çiğdem with the second orientation and another teacher trying to guide her can be seen in the interview quote below: 133-140

The class teacher (2) came to me saying y’know there’s a complaint about you from a parent y’know (.) like you can’t explain well. Y’know (2) i said like (.) i said because i know the sixth level like i didn’t solve very hard questions for the other two sixth grades but for these y’know (.) one (.) level higher (.) i did. Because they were able to solve these questions y’know (.) i said you can even compare the notebooks y’know. I was hurt (2) er he came and like tried to direct me in how i should give the lesson. This permanent teacher was in that school for years (.) er but i didn’t like y’know (2) like (.) i didn’t assume a humble attitude (.) definitely like (.) y’know (.) i felt (.) somewhat strange y’know like how could he do that. (Çiğdem, Hourly-Paid Teacher, Appendix H.120.)

In the interview quote above, Çiğdem describes the attempt of a teacher who “has been in that school for years” to guide her as a “directive”, and she doesn’t accept this attempt to guide her (“how could he do that”).

experiences as a student, and by observing more experienced teachers. Although teachers who indicated that they went through a period of inexperience when they first started teaching are comprised of permanent and hourly-paid teachers, hourly-paid teachers did not elaborate on how they coped with this period of inexperience. The orientation that overcame the period of inexperience by taking lessons from their own experiences, by remembering their past experiences as a student, and by observing more experienced teachers is comprised of permanent teachers.

Following the orientation that regards their teaching experiences as a cumulative process, the orientation comprised of teachers who do not regard their experiences as a cumulative process and explain the problems they experienced with factors outside themselves will be examined.

Teachers Who Explain the Problems Experienced with Factors Outside Themselves:

“There were also classes that i had difficulty (.) due to adolescence”

The teachers with this orientation who did not go through a period of inexperience due to lack of teaching experience when they first started teaching, explain the sources of the problems they experience in the classroom with reasons outside themselves like the students being in adolescence, the previous teacher not having established the discipline in the classroom (Table 21). In this section, the teachers included in this orientation will be examined in detail.

Table 21. Teachers Who Explain the Problems Experienced With Factors outside Themselves

Teacher	Status	Experience
Canan	Hourly-paid	3 years
Mustafa	Hourly-paid	1 year
Çiğdem	Hourly-paid	1 year
Ayşegül	Hourly-paid	8 years

First, the interview quote of Canan, who has been assigned as an hourly-paid teacher for eight years, will be examined. In the interview quote below which is included in the main narration, Canan describes the time she first started teaching: 59-62

With the children: er and also this err there was an adaptation problem a little-for about a week. And they were like their previous teacher (.) had quit them after two days. An hourly-paid teacher. She'd been working in y'know a cram school. Well she couldn't even quiet down the children. Whereas i mean for me with just one look they'd stop talking (.) just that she couldn't be bothered she'd approached the children (.) with that mentality. (Canan, Hourly-Paid Teacher, Appendix H. 121.)

In the interview quote above, Canan states that the period of the students getting adapted to her lasted for "about a week". She presents as the reason for this one "week" period the fact that the teacher who entered their lessons before her left the students ("quit") without teaching them for long ("had quit them after two days") and without being able to establish silence in the classroom which is easy to do for Canan ("she couldn't even quiet down"). She points out that she is different from the other teacher by building a contrast between her and the teacher who "quit" her students ("Whereas i mean for me with just one look they'd stop talking").

In the interview quote below, which is included in the main narration, Canan elaborates on her experiences during a "troublesome period" she had with the students: 200-204

(the first day) y'know like (.) that also caused some trouble. The meeting phase y'know (.) the children try to benefit from this situation. They're older (.) y'know it's also a little: (.) troublesome period (.) there were also classes that i had difficulty (.) due to adolescence (.) because you can't avoid but come across with students that really (.) like (.) makes you (.) do things much other than teaching (.) (Canan, Hourly-Paid Teacher, Appendix H. 122.)

In the interview quote above, Canan experiences a “troublesome” period. She states as the reason for this situation the students who “try to benefit from” the tension that a teacher who is left “alone” with the students feel. She associates the fact that she has problems with the elder students with them being in the transition period from childhood to young adulthood (“due to adolescence”). The interview quote above documents that Canan associates the “troublesome” situation she experienced with the fact that the students are in adolescence, and that it indicates a problem outside her.

Canan, who associates the reasons for the “troubles” she experienced when she first started teaching with the students, answers the question “In your previous school did you experience any issue with y’know like authority or discipline in the classroom until midterm?” in the interview quote below: 417-433

Gökçe: In your first like previous school did you experience any issue with y’know like authority or discipline in the classroom until midterm?

Canan: No (.) i didn’t since they were small.

Gökçe: Well for example when you were in a difficult situation how did you cope with that? Y’know in your relationship with the students or in the class er

Canan: I mean (.) there are times when we (.) like really (.) find ourselves in a difficult (.) situation [...] you can experience problems (.) due to things caused by children. For example since the children now are big they stand up to you (.) like they disturb the peace in the- (.) they push the boundaries. When you raise your hand or you get angry (.) what is it (.) why did you hit me (.) y’know (.) like god give me patience (.) you’re pushing my patience miss canan and stuff like that (.) y’see (.) these are also (.) difficult (.) (Canan, Hourly-Paid Teacher, Appendix H. 123.)

In the interview quote above too, Canan, as an answer to the question “did you experience any issue with authority or discipline” in the classroom, states that she did not have a problem and that the reason for this was that the students were “small” in terms of age. In the answer to the question “Well for example when you were in a

difficult situation how did you cope with that?”, she associates the reason for the “problem” experienced with the students (“due to things caused by children”). She explains the fact that the student opposes her as a teacher (“they stand up to you”) and ruins the order and the silence in the classroom (“they disturb the peace in the (.) they push the boundaries”) with the fact that the students are “big” in terms of age.

In the interview quotes so far, Canan associated the positive experiences she had in the school with herself, and negative experiences with factors outside herself such as the fact that the child is in adolescence, that the students stand up to her, or that they are “big” in terms of age. The interview quotes above document that Canan does not regard the negative situations that she experienced when she first started teaching as an ordinary situation, explaining them with factors outside herself. Now the interview quotes of Mustafa, who is an hourly-paid teacher having similar characteristics with Canan, will be examined.

In the interview quote below, which is included in the main narration, Mustafa describes the moment he first entered the classroom: 12-17

Now we entered the lists. I mean it's not like what it seems from the outside now you're in the lists the class is in front of you the students are in front of you the blackboard is behind you the class register whatever (2) i felt excited (.) a bit excited (.) but then i realized that (.) well i'd really made the right choice. Well my relationship with the students (.) their respect and love toward me. Of course there are (2) errrr a few among them (2) who are troublesome (.) and problematic but that's alright (.) i love them all. After all they're in adolescence (.) so i excuse them. (Mustafa, Hourly-Paid Teacher, Appendix H. 124.)

Mustafa describes the classroom as a field (“lists”) where he would present his talents in front of the audience. He indicates that he felt a little uneasy (“a bit excited”) at the moment he was first confronted with the students. He states that the students he had problems with were “troublesome problematic kids”. Mustafa associates the reason for the “troublesome” situation with the students being in

adolescence (“After all they’re in adolescence”). With the expression “a few”, he states that the number of these “problematic kids” is too small to be generalized.

Mustafa, who does not associate a problem he experiences with himself, indicates the “only difficulty” he experienced in the interview quote below: 65-66

i (2) i mean (.) didn’t have any difficulty: (.) i didn’t have any difficulty. My only difficulty was like i said the most important is the salary (.) the salary is low (.) its salary is lower than that of permanent teachers. (Mustafa, Hourly-Paid Teacher, Appendix H. 125.)

Mustafa explains the “only difficulty” he experienced in his first year in teaching as the fact that his “salary” was “lower than that of permanent teachers”. So far the interview quotes examined were those in which Mustafa handled the negative situations by associating them with factors outside him. Now the interview quotes in which he describes his communication with the students will be examined.

In the interview quote below, he focuses on the difference between the first and the last period in which he started teaching: 196-205

On the first day like i said introducing myself to the classroom very well i mean knowing introducing acquaintance i begin with these three knowing introducing acquaintance (.) we did these three. I made them trust me y’know and things like that. The kids loved me (.) they approached me well (.) i mean they trusted me i felt that (.) well and then (.) gradually at some point (.) like there’s the term (.) hard-bitten. Now that you come close to that point you look at it (.) more differently. Now it’s been four months (.) february march april may yes four months. Now it’s more different (.) it’s not like when we first came i mean (.) more different (.) even the way we call (.) call the kids is more different it’s better now i mean (.) the kids say please mr mustafa come again next year for example (2) y’see even though they know they’d fail they say that (.) come again next year. Why y’see we built that environment this (.) communication. I mean i like it (.) i like the students here too. (Mustafa, Hourly-Paid Teacher, Appendix H. 126.)

In the interview quote above, Mustafa underlines the differences between the time he started teaching and the period of the interview (“Now it’s more different (.) it’s not like when we first came i mean”). He describes the difference between the two periods with the expressions “it’s not like when we first came”, “even the way we call ... is more different it’s better”. Mustafa points out that when he first entered the classroom he did not suffer from inexperience, that after “four months” he was doing his work very well (“hard-bitten”). Mustafa puts forward that he overcame the period of inexperience during the first days he started teaching by the fact that the students “loved” him and “trusted” him due to his personal characteristics.

Considering the orientations of Canan and Mustafa together, both hourly-paid teachers do not regard the fact that they had “trouble”, “difficulty” when they first started teaching as an ordinary situation. They experience a period of inexperience due to lack of professional experience and explain the difficult situations they encountered with factors outside themselves. Canan explains the reason for her having difficulty with the fact that the students’ previous teacher was careless and that the students were in adolescence. Mustafa states that he excused the students causing problem in his class due to their being in adolescence. Both of them put forward that the students love them or respect them. Canan associates the fact that her students begin the lesson before she comes; Mustafa associates the fact that his students respect him, with their teaching skills originating from their personal characteristics. Canan and Mustafa were teachers who had graduated from the faculty of science and letters. And now in order to find an answer to whether the way a teachers handles his/her experiences when he/she first started teaching varies by the type of the faculty he/she graduated from, the way Çiğdem, graduated from the faculty of education, handles the time she first started teaching will be examined.

Çiğdem, who has been assigned as an hourly-paid teacher for one year, describes an incident she experienced while teaching which she stated as “a *bad* incident” in the interview quote below which is included in the main narration: 124-132

in the second term i had a very *bad* incident (2) er when i switched to science teaching (2) they gave me one grade below the project class that was another issue (.) the previous teacher (.) err thinking the class is good (2) like he'd only y'know give a paper to the students. The kids when they get home would write it down to their notebooks. And they'd only read it there. I didn't give the lesson like that. i like went (.) y'know i also drew shapes on the blackboard for them (.) at times if that shape was important for example i made them draw it in their notebooks as well. I solved sbs like questions (.) and things like that. They couldn't (.) get used to this pace. They compared it with their previous teacher. They had complained against me to their class teacher (2) er she can't explain well. Like she doesn't explain in the same way as the previous teacher. They're three students though (.) y'know all of them are girls like (2) y'know (.) like among the teacher's favorite students anyway. (Çiğdem, Hourly-Paid Teacher, Appendix H. 127.)

In the interview quote above, Çiğdem elaborates on the method of giving the lesson of the previous teacher of the class. She states its negative aspects (“he'd only y'know give a paper”, “And they'd only read it there”). She points out that she does not give the lesson like this teacher, and that she teaches better (“I didn't give the lesson like that”). She elaborates on her own methods of giving the lesson (“i also drew shapes”, “I solved sbs like questions (.) and things like that”). She describes two different ways of giving the lesson contrary to each other between the previous teacher and her. Çiğdem states that the students could not adapt to her method of giving the lesson (“They couldn't (.) get used to this pace”). She indicates that her students “complained” against her. Çiğdem does not associate this complaint with reasons like the fact that she could not communicate with the students; get to their levels since this was the first year of her teaching. She underlines that the complaint

was groundless. She explains the reason for the complaint with the fact that the students were loved very much by the previous teacher (“among the teacher’s favorite students”). The interview quote above documents that Çiğdem, similar to Canan and Mustafa, explains the reason for a problem she experienced when she first started teaching with factors outside herself.

In the previous orientation, permanent teachers Özlem, Remzi, Hande, Yeliz, Pınar, and Okan stated that they “of course had difficulty” when they first started teaching, and they regarded this as an ordinary situation. Remzi indicated that he expected from the students more than they could do, Yeliz stated that she could not communicate with the students due to her being inexperienced. Canan, who is included in this orientation, unlike the previous orientation, explains the problems she experienced when she first started teaching with reasons like the fact that the students’ previous teacher quit teaching in a short time, that the students were mischievous, and that they were in adolescence, and Mustafa explains with the students being in adolescence. Çiğdem, similar to Canan and Mustafa, does not describe a stage of inexperience when she started teaching, and does not associate the reason for the problems (“bad incident”) she experienced with herself, stating it as the fact that the “favorite students” complained to the teacher, and that the class “couldn’t (.) get used to this pace”.

Following Çiğdem, the interview quotes of Ayşegül, who has been assigned as an hourly-paid teacher for eight years like Çiğdem, will be examined. In the interview quote below, Ayşegül describes the first period in which she started teaching: 126-139

Gökçe: Do you remember the first moment you entered the classroom?

Ayşegül: For one thing the fact that the total number of students is small (.) already automatically makes it easier to manage the class (.) and also it makes your job easier (.) it makes it easy to administrate (.) besides our school (.) was chosen as a pilot school (.) since it was a pilot school (.) the possibilities were a little more (.) [...] (.) what i'm trying to say is this (.) like i said (.) you can assign a task (.) to the student (.) err you can give (.) homework (.) you can give responsibility (.) here when you do something here (.) you think twice (.) like because now (.) the system became reversed (.) the parents (.) can question the system too much (.) they can get involved in it very much. They think they have the right to do it but there (.) we could do this much more easily (.) it (.) err could be done better (.) i mean you could do your profession (.) as a profession (.) but here as i said (.) it wasn't quite possible to do the same things. (Ayşegül, Hourly-Paid Teacher, Appendix H. 128.)

In the interview quote above in which she answers the question comparing the two schools she was assigned in İstanbul and Giresun, Ayşegül indicates that the number of students in the school is a determining factor in the administration of the school ("For one thing the fact that the total number of students is small (.) already automatically makes it easier to manage the class"). Ayşegül indicates that she cannot teach like she wants to because of the fact that the number of students in the school in İstanbul is more than that in her previous school and that the students and their "parents" get involved in the work of the teacher more than they should ("the parents (.) can question the system too much"). Ayşegül, who associates qualified teaching with the physical properties of the school, similar to Çiğdem, does not describe a period of inexperience when she first started teaching, and associates the difficulties she experienced with the physical resources and the attitudes of the parents.

In the interview quotes so far, hourly-paid teachers Canan, Mustafa, Çiğdem, and Ayşegül did not describe a problem due to their inexperience when they first started hourly-paid teaching. They explained the difficulties they experienced with

reasons like the carelessness of a teacher, the class being crowded, the students not listening to the teacher due to their being in adolescence, and the parents intervening too much.

The teachers included in this orientation basically do not associate the difficulties they experienced when they first started teaching with lack of professional experience. They explained the reasons for having communication problem with their students in this period with factors outside themselves like the fact that the previous teacher did not care enough for the students, that the students loved the previous teacher more, that the students were in adolescence or did not listen to the teacher, and that the conditions were not suitable for teaching.

This orientation has parallels with the orientation included in the first section of the findings section in which hourly-paid teachers describe an expectation that the students stay silent in the classroom. In the first section the school administration stated that it was sufficient for the hourly-paid teachers to keep the students silent in the classroom. And the teachers described an expectation that the students stay silent in the classroom and comply with the rules within the classroom. The teachers included in this orientation, in parallel with the first section, associated their teaching experiences with the behaviors of the students toward the teacher.

Following the elaboration of the orientation which includes hourly-paid teachers and which explains the difficulties they experienced when they first started teaching with factors outside themselves, the two orientations above will be examined comparatively.

Comparison of the Orientations

Two different orientations were examined in this section, one of them is comprised of teachers who experienced a period of inexperience due to lack of experience when they first started teaching, experienced a cumulative learning process with their experiences in this period, and associate the reason for having problems with their lack of teaching experience, and the other is comprised of teachers who did not experience a cumulative learning process, and explain the problems with factors outside themselves.

The teachers included in the first orientation, which includes hourly-paid and permanent teachers, put professional experience at the center, stated that they suffered from inexperience when they started teaching, and regarded this period of inexperience as an ordinary situation. In order to find out which experiences the teachers gained in this period of inexperience, the interview quotes of the teachers in which they described this period were examined. It was found that during this period of inexperience teachers with different professional experiences took lessons from their own experiences, remembered their past experiences as a student, and observed more experienced teachers. Although both hourly-paid and permanent teachers stated that they suffered from inexperience when they first started teaching, only permanent teachers elaborated on how they coped with this inexperience. Teachers with this orientation put professional experience at the center.

Whereas the hourly-paid teachers included in the second orientation associated the negative experiences they had when they first started teaching with reasons like the students being mischievous, the methods of giving the lesson of the previous teacher, the students being in adolescence, and unlike the teachers with the first orientation, they put external factors at the center in their narrations. The

permanent teachers included in the first orientation paid attention to the experiences of the teachers who are more experienced than them, whereas the hourly-paid teachers with the second orientation, unlike the permanent teachers, considered the experiences of teachers with more experience a threat to their teaching and reacted to them.

It can be seen that permanent teachers experience regarding the teaching profession as a cumulative learning process based on practice. And it becomes possible to explain focusing on professional experience in the narrations with the fact that these teachers are employed as permanent teachers. It also becomes possible to associate not regarding their teaching experiences as a learning process progressing cumulatively with the fact that these teachers are employed as hourly-paid teachers. Because permanent teachers who are employed with job security are teaching not worrying about whether their contract with the school will be renewed the next year or not, but knowing that they can be the teacher of the same class in the same school the next year. Permanent teachers who do not feel the obligation of meeting the expectations of the school administration exactly since their job security is not determined by the school administration's initiative, try to find the answer to the question "how to be a good teacher" by coming to terms with their professional experiences, by evaluating their teaching experiences, by observing more experienced teachers, and by remembering their experiences as a student. In relation to this, they experience a cumulative learning process in their profession.

Whereas the chance of hourly-paid teachers being assigned in the same school the next year in case they are not appointed depends on the initiative of the school administration. In relation to this, the hourly-paid teacher does not experience the classroom as a field where he/she can express him/herself. They experience the

classroom as a field where they are constantly being tested and their teaching skills are being evaluated by the students and the school administration. Therefore, hourly-paid teachers have an orientation, which does not put professional experience at the center based on their own experiences. This orientation brings with it not being able to come to terms with their experiences, and prevents them from building a realistic relationship between the reasons and the results of their actions. The hourly-paid teacher, who cannot experience a working environment suitable for expressing him/herself freely, cannot come to terms with his/her professional experiences, consider the teachers with more experience a threat to him/her, and do not experience the period of hourly-paid teaching as a cumulative learning period. This has parallels with the first section of the findings section in which it was found that hourly-paid teachers regard the period in which they were assigned as an hourly-paid teacher as a temporary period. It becomes possible to state that hourly-paid teachers do not experience a professional learning process when they are assigned as an hourly-paid teacher since they regard it as a temporary period.

In this section, the first teaching experiences of hourly-paid and permanent teachers were examined, and it was found that permanent teachers put professional experience at the center of their narrations, experience the teaching profession as a profession which is learned from their own experiences and is based on practice, whereas hourly-paid teachers explain the problems they have with factors outside themselves, and do not take lessons from their experiences, do not experience an accumulation of professional knowledge. And now in the next section, the way hourly-paid and permanent teachers' interpretation of their teaching experiences will be examined.

Proving or Not Proving of Being a Good Teacher

In the third section, which is the previous section, it was found that hourly-paid and permanent teachers experienced a period of inexperience during the period in which they first started teaching due to lack of professional experience. However hourly-paid and permanent teachers handled this period in which they suffered from inexperience in two different ways. Permanent teachers put professional experience at the center, regard the period in which they first started teaching as one in which they had difficulty and suffered from inexperience, and they define a professional learning process. Whereas hourly-paid teachers do not define a professional learning process, and explain the reasons for problems they experienced during the period in which they first started teaching with factors outside themselves.

In this section, the aim is to find out how hourly-paid and permanent teachers interpret their own teaching skills. By interpretation of the narrations of the teachers, which include their teaching experiences, it became evident that hourly-paid and permanent teachers handle their professional experiences in different ways. It was found that hourly-paid teachers feel the need to prove that they are good teachers. They express this need to prove by focusing on the moral side of teaching by comparing themselves with permanent teachers, and by putting forward the positive aspects of their communication with the students. Whereas in case of permanent teachers, in parallel with their orientations in the third section, it was found that they made mistakes in their professional experiences and they evaluated the reasons and the results of these mistakes, and that they do not feel the need to prove that they are good teachers. In this section these orientations will be analyzed in more detail.

Feeling the Need to Prove of Being a Good Teacher: “I was born to be a teacher”

It was found that hourly-paid teachers feel the need to prove that they are good teachers by putting forward the moral side of teaching, by comparing themselves with permanent teachers, and by pointing out the emotional aspects of their communication with the students. Now these orientations will be examined individually.

Putting Forward the Moral Side of Teaching: “I realized that my priority was the love for the profession”

Teachers included in this orientation (Table 22) state as their reasons to continue teaching the fact that the teaching profession is suitable for their personal characteristics and they feel a moral responsibility for their students.

Table 22. Teachers Who Put Forward the Moral Side of Teaching

Teacher	Education	Status	Experience
Canan	Faculty of Science and Letters	Hourly-paid	3 years
Mustafa	Faculty of Science and Letters	Hourly-paid	1 year
Taner	Faculty of Science and Letters	Hourly-paid	8 years
Ayşegül	Faculty of Education	Hourly-paid	8 years

First Canan will be examined. In the interview quote below, Canan points out that she was born with the characteristics required to be a teacher: 22-24

during the internship periods: (.) i realized that actually (.) like i was born to be a teacher (.) when i come across with the student (.) i love my students very much (.) and they love me very much too *thanks to them* (Canan, Hourly-Paid Teacher, Appendix H.129.)

Canan points out the emotional relationship between her and “her students” by defining a loving attachment between her and them (“i love my students very much

(.) and they love me very much too”). She associates the fact that the students “love” her “very much” with the fact that she was born with the characteristics required to be a teacher (“i was born to be a teacher”). And in the interview quote below which is included in the main narration, Canan elaborates on what the “reward” of teaching is: 270-278

the students expect so much from me (.) i can't help but deal with it
y'know (.) i've no choice but to deal with it (.) they're very (.) they're
always around me (.) struggling with (.) something. Like because i'm a
teacher (.) maybe they find me close to them but (.) like (.) i mean i try to
continue. Y'know on the one hand (.) like (.) something that's normally
not (.) my jo:b (.) a ceremony for çanakkale (.) is prepared (.) for that
y'know (.) we did things like (.) i help the other friends like so it
wouldn't be hard (.) actually in part it's because of myself too. During
the hourly-paid teaching period (.) i was overwhelmed but (.) i mean (.)
like i was overwhelmed because i myself was not relaxed (.) so far did i
(.) get a reward for tha:t (.) the biggest reward for me was (.) the love of
my students that (.) i left in the fourth grade (.) (Canan, Hourly-Paid
Teacher, Appendix H.130.)

In the interview quote above, Canan indicates that the students are more demanding than they should be (“the students expect so much from me”) and states as the reason for this the fact that the students consider her sincere (“maybe they find me close to them”). Canan, who took charge in activities not included in her responsibility in order to support the other teachers (“something that's ... not (.) my jo:b (.) ... i help the other friends”), indicates that she preferred this situation (“it's because of myself too”). Canan points out that while she was doing “hourly-paid teaching” she was upset by others and she was under too heavy workload (“i was overwhelmed”), and that being aware of this situation she continued to do hourly-paid teaching. Canan, who defines the reward of her self-devotion as the “love” her students felt toward her, presents as the reason to continue hourly-paid teaching

despite being “overwhelmed” the emotional satisfaction she felt while teaching (“the love of my students”).

Following Canan, whom state that she was born with the characteristics required to be a teacher and that she continued doing hourly-paid teaching due to the moral aspect of teaching; the interview quotes of Mustafa will be examined. In the interview quote below, Mustafa indicates that he made “a right choice” by choosing teaching: 14-15

i felt excited (.) a bit excited (.) but then i realized that (.) well i’d really made the right choice. Well my relationship with the students (.) their respect and love toward me. (Mustafa, Hourly-Paid Teacher, Appendix H.131.)

In the interview quote above which is included in the main narration, Mustafa feels uneasy, albeit a little, during the days he first started teaching (“i felt ... a bit excited”), however as he sees that he communicates with the students he comes to the conclusion that teaching is a suitable option for him (“well i’d really made the right choice”). He verifies the suitability of this option with the students’ “respect love” toward him.

In the interview quotes above, Canan and Mustafa underline that they have a good communication with the students and they associate this with the fact that they have the appropriate personal characteristics for teaching. The interview quote of Taner, who is a graduate of the faculty of science and letters like Canan and Mustafa, but unlike them, who has been assigned as an hourly-paid teacher for eight years, will be examined. In the interview quote below, which is included in the main narration, Taner elaborates on the meaning of teaching for him: 91-94

i realized that my priority was the love for the profession (.) for me money is not (.) important at all (.) for me money is now (.) a commodity (.) either that i don’t really value (.) or that does not make much

difference for me if it's there or not (.) if i had a: thought like that i would've already gone and started somewhere by now (.) at least i would've gotten somewhere (.) and been someone with a regular salary (.) a regular income (.) (Taner, Hourly-Paid Teacher, Appendix H.132.)

In the interview quote above, Taner states the factors that are important to him in his life, indicating that morale comes before the salary earned ("i realized that my priority was the love for the profession"), he states that after starting to teach the meaning of materiality ("money") had changed for him ("for me money is now (.) a commodity"). And as a proof for this, he indicates that he still continues to do hourly-paid teaching ("i would've already gone and started somewhere"). In the interview quote above, Taner, similar to Canan and Mustafa, puts forward that he continues to teach because he loves teaching ("the love for the profession").

Ayşegül, who has been assigned as an hourly-paid teacher for eight years like Taner, but unlike him, who is a graduate of the faculty of education, elaborates on the responsibility she feels toward her students in the interview quote below: 356-365

i feel responsibility (.) then (.) like (.) just because some people tell me that (.) it's not like that (.) in terms of conscience i feel (.) myself (.) responsible (.) because that fifty six (.) those lives (.) are entrusted (.) to me (.) maybe i will be responsible for their (.) transitional stages (.) i will be responsible for their preparation for life (.) or i will be responsible for a behavior that they acquire (.) if you look at the social knowledge subjects they're all about acquiring behaviors (.) being respectful (.) asking for permission (.) er relations with the environment (.) rules of good manners those are the subjects (.) when this is the case (.) i think that if i can't make these children acquire these (.) maybe the subjects will change completely. They'll be based a little more on information (.) maybe they won't be able to acquire this behavior again (.) i really feel (.) very responsible in terms of conscience and (.) i feel uncomfortable (.) because of that (.) y'know i self-sacrifice a little more (.) and my friends find this very strange (.) they're like don't get carried away this much (.)

but no (.) like (.) really (.) when i see (.) those kids (.) i always forget myself anyway (.) i devote myself a little more to them. (Ayşegül, Hourly-Paid Teacher, Appendix H.133.)

In the interview quote above which is included in the main narration, Ayşegül feels responsible for the “behaviors” the students need to acquire in order to prepare for life and she puts forward that “responsibility” she feels (“i will be responsible ... i will be responsible for their preparation for life (.) or i will be responsible for a behavior that they acquire”). Elaborating on the contents of the lesson “Social Knowledge”, Ayşegül defines her responsibility as to make the students acquire the contents of this lesson. Ayşegül indicates that she tries too hard and her effort is noticed by those around her and is not approved (“i self-sacrifice ... (.) and my friends find this very strange”), she states that although she does not have to strain herself too much (“don’t get carried away this much”) she continues to strain herself more than she should due to the moral responsibility she feels toward her students (“i always forget myself anyway (.) i devote myself a little more to them”). The interview quote above documents that Ayşegül defines her reason for continuing to do hourly-paid teaching as feeling responsible as a teacher for preparing her students for life.

The interview quotes of different teachers above document that teachers included in this orientation associate their teaching skills with their personal characteristics (“i was born to be a teacher”, Canan; “i’d really made the right choice”, Mustafa), they are self-sacrificing teachers and they care about the moral aspect of teaching (“i realized that my priority was the love for the profession”, Taner; “i always forget myself anyway (.) i devote myself a little more to them”, Ayşegül), and continue doing hourly-paid teaching based on that (“by now ... I would’ve ... been someone with a regular salary”, Taner).

Following the orientation that puts forward the moral aspect of teaching, the orientation that compares oneself with permanent teachers will be examined.

Comparing One's Teaching Skills with Other Teachers: "even compared to permanent ones i can do it well"

Teachers included in this orientation (Table 23) compare themselves with the permanent teachers they teach with, pointing out that the way they communicate with their students and give lessons is better than that of the other teachers they work with.

Table 23. Teachers Who Compare Their Teaching Skills with the Other Teachers

Teacher	Education	Status	Experience
Canan	Faculty of Science and Letters	Hourly-paid	3 years
Mustafa	Faculty of Science and Letters	Hourly-paid	1 year
Çiğdem	Faculty of Education	Hourly-paid	1 year

In the interview quote below, Canan compares herself with permanent teachers: (55-56)

i saw:: (.) that i can do it and i can do it very well. Compared to the others actually (.) like even compared to permanent ones i can do it well. (Canan, Hourly-Paid Teacher, Appendix H.134.)

In the interview quote below, Canan describes a situation exemplifying that the school administration and the inspectors also confirm her success as a teacher: (281-288)

we (.) our teachers in our department (.) there were seven in the fourth grade (.) no (.) sorry (.) five of them were hourly-paid teachers. One was a contract teacher. One was permanent (.) and the other who took maternity leave was y'know (.) an hourly-paid teacher. Well (.) hourly-paid teachers came as a substitute (.) two (.) y'know (.) one of them was garment graduate (.) one of them was. One of them was management graduate. One of them was sociology graduate (.) y'see (.) only i (.) was

already a teacher. Hourly-paid (.) like teaching but i was a teacher (.) the inspector had attended to the other classes too (.) y’know i didn’t hear it from the administration but he’d talked with our (.) head of the department (.) he’d said like (.) i only liked miss canan in the fourth grades (.) like it was really (.) enough for me (.) a single word was enough i mean (.) (Canan, Hourly-Paid Teacher, Appendix H.135.)

In the interview quote above, Canan describes the educational backgrounds of the hourly-paid teachers she works with and points out that among them she is the only one who took the training required to be a teacher (“only i (.) was already a teacher”). Indicating that the administrative staff that came for inspection also noticed this difference (“i only liked miss canan in the fourth grades”), Canan sets herself apart from the other hourly-paid teachers.

Similar to Canan, Mustafa compares himself with permanent teachers and states the “only difference” between them: (20-22)

the biggest problem is this but other than that the salary (.) problem other than that i don’t see any difference between me compared to permanent teachers. Because our only difference is the salary. Our qualifications are the same as well. Of course they’d have more experience we have teachers who’s been working for years too. (Mustafa, Hourly-Paid Teacher, Appendix H.136.)

In the interview quote above, which is included in the main narration, Mustafa compares his teaching skills with those of permanent teachers (“compared to permanent teachers”) and points out that the “only difference” is the salary. He points out that his competency level in terms of teaching skills is similar to that of permanent teachers with similar experience as himself (“our only difference is the salary”). In the interview quote below, Mustafa elaborates on the communication between the teachers whom he describes as “old teachers” and the students: (47-51)

I notice that the students say this a lot (.) like (.) i mean (.) we have old teachers y’know (.) around forty or forty five years old (.) they say a lot that they don’t like them. They say they can’t get along with them they

can't communicate. Thank god i (.) never experienced such a problem (.) hopefully if i can get my tenure thirty or forty years from now (.) hopefully i won't end up in the same situation. But i'm very happy now (.) (Mustafa, Hourly-Paid Teacher, Appendix H.137.)

In the interview quote above, Mustafa indicates that the students often express that they “don't like” the “older” teachers, and states with an emphasis that the “old” teachers and the students “can't get along” with each other. Indicating that he did not experience a communication problem with the students (“i (.) never experienced such a problem”), Mustafa sees a contrast between himself and the older teachers, and states that he is pleased that he can communicate with the students better than them.

Canan and Mustafa are hourly-paid teachers graduated from the faculty of science and letters with similar teaching experiences. The interview quote below which belongs to Çiğdem, who has similar experience to Canan and Mustafa but is a graduate of the faculty of education, will be examined. Çiğdem describes the “inspector” entering her lesson: (212-219)

For example i didn't give the inspectors like didn't give files or anything. Y'know the normal teachers show them. He said if there is one bring it down otherwise it's alright (.) and i said there was none (2) it's like that but (.) er for example i was giving the lesson with a projector at that time in science. When he'd gone to see the next science teacher y'know (.) why don't you use it and things like that (.) he'd said give the lessons like (.) a little more (.) in line with (.) constructivism (.) like he'd criticized her like that. He didn't criticize me at all (.) he listened and went. (Çiğdem, Hourly-Paid Teacher, Appendix H.138.)

In the interview quote above which is included in the main narration, Çiğdem states that the evaluation processes of the permanent teachers whom she describes as “normal teachers” and the hourly-paid teachers are different (“i ... didn't give files or anything. Y'know the normal teachers show them”). She indicates that the “inspector” held her method of giving the lesson (“i was giving the lesson with a projector”) up as an example for the other permanent teacher (“(.) why don't you use

it”). Stating that an inspector noticed that she was giving the lesson according to the new curriculum, Çiğdem points out that her way and method of giving the lesson were better than those of the permanent teacher (“He didn’t criticize me at all (.) he listened and went”). And in the interview quote below, Çiğdem elaborates on the characteristics of the teachers in whose classroom the students stay silent: (184-187)

For example a teacher who beats (2) a complete silence in the class. I (.) like always told them. Y’know i (.) don’t want to be like that y’know (.) i’m not someone like that don’t do it (2) i said (.) at last they’d gotten me very angry. I said like you respect people who beat you like (.) you say lots of things behind their backs (.) i said things like that and then i cried my eyes out for example (2) (Çiğdem, Hourly-Paid Teacher, Appendix H.139.)

In the interview quote above which is included in the main narration, Çiğdem points out that she is not “a teacher who beats” and uses physical violence from whom the students are afraid of, and she indicates that the students pay attention to this kind of teachers (“you respect people who beat you”). In the interview quote above, Çiğdem points out that she does not communicate with the children based on violence, and that some permanent teachers use violence against the students.

The interview quotes above which belongs to Çiğdem document that Çiğdem, similar to Canan and Mustafa, identifies herself differently from the other teachers, and puts forward that she gives the lesson better than the others.

Teachers included in this orientation see a contrast between themselves and the other teachers and indicate that the permanent teachers cannot communicate with the students and they do not give the lesson well. They put forward that they communicate with the students and give the lesson better than the other teachers. They point out that the “inspectors” coming to school and the other teachers in the school also confirm this situation.

Following the orientation that compares oneself with the other teachers, the orientation that puts forward the positive aspect of the communication will be examined.

Putting Forward That the Communication with the Students is Very Positive: “The kids say please Mr.Mustafa come again next year for example”

The teachers included in this orientation put forward the positive aspects of their communication with their students, and exemplify this with the reactions of their students to their leaving from the school (Table 24).

Table 24. Teachers Who Put Forward That the Communication with the Students Is Very Positive

Teacher	Education	Status	Experience
Canan	Faculty of Science and Letters	Hourly-paid	3 years
Mustafa	Faculty of Science and Letters	Hourly-paid	1 year
Ayşegül	Faculty of Education	Hourly-paid	8 years
Taner	Faculty of Science and Letters	Hourly-paid	8 years

In the interview quote below, Canan elaborates on the behaviors of the students in the classroom and their relation with herself: (217-224)

the kids are very insatiable (.) the teachers (.) have very big problems (.) about this (.) i don't know i mean (.) even the teacher that i loved most (.) like i would've touched this much at most (.) thi:s (.) y'know the student (.) whose contest i went to (.) now he did like (.) there (.) listen- (.) teacher would you listen to me he said in the school in the conference room (.) i joked and said i wouldn't come. Then y'see (.) i was going downstairs and at the same time (.) he also stopped at the stairs. Then he jumped on me frantically (.) he embraced me. He turned me around (.) i was shocked y'know (.) i thought like if only. I had a teacher that i could jump on too @i said like if only@ (.) another teacher saw us. I was even embarrassed y'know. (Canan, Hourly-Paid Teacher, Appendix H.140.)

In the interview quote above, by the expression “even the teacher that i loved most (.) like i would’ve touched this much at most”, Canan compares the way her own teachers and she communicates with the students, and she sees a contrast between her own teachers and herself. As an example of how close her relationship with the students is, Canan indicates, under testimony of another teacher as well, that her student can show his/her love toward her physically in an exaggerated way going beyond touching (“he jumped on me frantically (.) he embraced me”), and she points out this emotional relationship. And in the interview quote below, Canan elaborates on the reactions of the students to her leaving in the school she left: (229-238)

The children at the other place where i was a class teacher (.) my most hardworking student didn’t do his homework for two months (.) two months (.) he didn’t do his homework i mean (.) and they were like everyday (.) we look through (.) that door miss canan. When will you come (.) the children (.) like they were constantly. I couldn’t even (.) visit them (.) for two months anyway (.) y’know only for not giving hope to them (.) then i was seeing them. I was convincing them. Look children (.) y’know we saw each other outside with their parents (.) y’know look i won’t be able to come anymore (.) i’d even started to. I was saying like i wanted it y’know. Because they won’t accept it i mean (.) they start to hate the principal. They start to hate the school (.) they don’t attend to any social event (.) they isolated themselves from the school (.) from the lessons (.) the most (.) i mean the most hardworking students (.) were suddenly like (.) a complete failure. (Canan, Hourly-Paid Teacher, Appendix H.141.)

Canan indicates that the students in the class she taught the previous year did not accept Canan’s leaving, and as an indication they refused to fulfill their responsibilities regarding the lessons (“didn’t do his homework for two months”, “they don’t attend to any social event”) and their grades dropped significantly (“the most hardworking students (.) were suddenly like (.) a complete failure”). Canan indicates that in order to “convince” her students who expected that she would be their teacher again, she presented to the

students a reason which is not true such as telling them that she preferred not be their teacher (“I was saying like i wanted it y’know. Because they won’t accept it i mean”). The interview quotes above document that she puts forward how much her students love her.

In the interview quote below, Mustafa elaborates on his communication with his students: (30-35)

about teaching of course it’s a difficult job (.) if there was no weekend it really is a difficult job (.) honestly. Well (.) the relationships are important too in the way you (.) call the students (2) i mean you really have to make the students feel (.) that you value them. If you value the students (.) if they really understand it (.) they don’t fail in terms of respect and love and interest in the lessons. I realized this. I felt it even in the worst (.) student. You should give the students their due value. You should not despise or look down upon them you should not treat them roughly. (Mustafa, Hourly-Paid Teacher, Appendix H.142.)

In the interview quote above which is included in the main narration of Mustafa, he indicates the importance of the type of communication built with the students (“the relationships are important too in the way you (.) call the students”). He indicates that if a teacher “gives the students their due value” there will be no problem regarding the students’ “respect and love” and their “interest in the lessons”. Mustafa, who regards making the student feel being valued as an important factor in the relationship with the student, indicates that as a result of his experiences with the “difficult job”, the “difficulty” of teaching can be overcome by making the student feel being valued (“I realized this”).

In the interview quote below, Mustafa states that he is “different” than he was when he “first came”, and indicates the students’ wish that he be their teacher the next year: (200-202)

it's more different than when i first came it's better now i mean (.) the kids say please mr mustafa come again next year for example (2) y'see even though they know they'd fail they say that (.) come again next year. Why y'see we built that environment this (.) communication. I mean i like it (.) i like the students here too. (Mustafa, Hourly-Paid Teacher, Appendix H.143.)

In the interview quote above, Mustafa indicates that even the unsuccessful students (“even though they know they'd fail”) verbally expressed their wish that Mustafa be their teachers the next year (“the kids say ... come again next year”). Mustafa regards this wish as an indicator that he built a proper and favorable relationship with his students (“we built that environment”). Mustafa points out that he built an emotional bond with his students (“this (.) communication. I mean i like it”).

In the interview quotes so far, it was found how much Canan and Mustafa are loved by their students, and they stated as an indicator how the students reacted when they had to leave the school. Following Canan and Mustafa, the interview quotes of Ayşegül will be examined. In the interview quote below, Ayşegül describes what the students and their “parents” said to her when she was leaving in the school she left: (146-152)

last summer i went to my hometown (.) i (.) the student whom i taught there (.) had won the science high school (.) and (.) his mother (.) and when i met with many (.) other parents (.) all of them (.) thanked (.) me (.) y'know mr ...?? (.) your contributions on our children are so much (.) we wish (.) that you didn't leave (.) when i left there and came here they even said (.) mr ... why are you leaving. If we give a petition to the national education (.) won't they take you back here (.) won't you stay here (.) they said (.) and this (.) is an indication that they were happy i guess. (Ayşegül, Hourly-Paid Teacher, Appendix H.144.)

In the interview quote above which is included in the main narration, Ayşegül states that in her previous school the “students” were successful (“had won the

science high school”), and she points out that this success was associated with her as a teacher by the parents (“all of them (.) thanked (.) me”). Ayşegül indicates that the “parents” of the students in the school she left wanted her back as a teacher and they might file an application to the relevant authorities for this (“If we give a petition to the national education (.) won’t they take you back here”). The interview quote above documents Ayşegül explains her students’ and their parents’ satisfaction with her as a teacher and in relation with this their success, with her being a good teacher.

Following Ayşegül, Taner, who has been assigned as an hourly-paid teacher for eight years like Ayşegül, will be examined. In the interview quote below, Taner answers to the question asking for a memory about his students: (105-110)

Gökçe: er do you have a memory about the students that you can tell?

Taner: Hmmm (2) actually i have (3) the love that the children feel towards me (.) and the most important is (.) i: () really (2) think that all the children in this school loves me to be honest y’know (.) and they show it too (.) with their behaviors with their (.) my own students also (.) er show this (.) anyway (2) since i usually teach the fifth grades (.) since every year there’s a graduate ever year there’s a graduate most of the students already knows me (2) er if you ask for a memory with the:m (.) they were the first people (.) who celebrated my birthday in my life. I enjoyed it (2) . (Taner, Hourly-Paid Teacher, Appendix H.145.)

In the interview quote above, Taner points out that he is a teacher who is loved by their students (“i ... think that all the children in this school loves me”). Since he is teaching in the classes whose level remains the same but the students change every year, he indicates that he is in communication with almost every student in the school and that the students express their “love” for him with “celebrating” his “birthday”. Taner, similar to Ayşegül, Canan, and Mustafa, points out how much he is loved by his students and he makes statements that exemplify this situation.

Following Taner, Ayşegül, Canan, and Mustafa, the interview quotes of Çiğdem will be examined. Çiğdem describes her students' reaction when they learned that she was going to leave the school: (94-95)

the parents and the students loved (.) y'know me. They were very sad (.) when i left for example the other year (.) i'd already told that i wouldn't come. .(Çiğdem, Hourly-Paid Teacher, Appendix H.146.)

In the interview quote above, Çiğdem indicates that her students did not want her to leave due to the emotional bond they built with her when she told that she was going to quit hourly-paid teaching ("They were very sad").

In the interview quotes above, Canan, Mustafa, Taner, and Çiğdem focus on the emotional aspect of the communication they built with their students, and they put forward that the students and the parents love them. Teachers with this orientation who point out the the students' and the parents' reactions to their quitting or the possibility of quitting hourly-paid teaching, want to prove how good they are at teaching by putting forward how much they are loved.

Taner, Ayşegül, Canan, Mustafa, and Çiğdem, who are included in the three orientations examined so far, are hourly-paid teachers with different experiences and educational backgrounds. It was found that these teachers feel the need to prove that they are good teachers with three different sub-orientations. Emphasizing that teaching is a suitable profession for their personal characteristics, this orientation points out the moral satisfaction they derive from teaching. Teachers included in this orientation, who put forward that their communication with the students is very positive, state as an indication of this situation that they are loved by the students and the parents. As an example for the positive aspects of the communication they build with the students, they indicate the students' reaction to their leaving or the

possibility of leaving the school. Emphasizing that the permanent teachers in the school cannot communicate with the students like them and that they do not give the lesson well, hourly-paid teachers compare themselves with the other teachers. The interview quotes included in this section document the need hourly-paid teachers feel to prove that they are good teachers.

Following the orientation trying to prove that they are good teachers, the orientation comprised of teachers who do not feel the need to prove that they are good teachers, on the contrary express their failures as well will be examined.

Expressing Their Failures

The permanent teachers included in this orientation, unlike the hourly-paid teachers included in the previous orientation, do not indicate how much the students and the parents love them and that teaching is a very suitable profession for their personal characteristics. Permanent teachers, who do not compare themselves with the other permanent teachers, describe the difficulties they experienced when they first started teaching, and as it was found in their orientations in the third section, they associate the difficulties with their lack of experience (Table 25).

Table 25. Teachers Who Express Their Failures

Teacher	Status	Experience
Hande	Permanent	13 years
Özlem	Permanent	12 years
Okan	Permanent	13 years
Yeliz	Permanent	15 years
Remzi	Permanent	8 years
Pınar	Permanent	8 years

First, the interview quote below which is included in Hande's answer to the question asking to describe her first day in teaching: (1-21)

Gökçe: You took teacher training. You started teaching. You said you started first in van. Can you tell me the first day you began service?

Hande: The first day i began service (2) before i first began service i (.) had been (.) a substitute teacher (.) for a period (.) in a village (.) in a border village. Well i don't know what i should do there. err the fourth and fifth grades were given to me [...] We were doing something but (.) i was too stressed about it (.) whether it was wrong or not. Err y'see when i came home err like (.) planning the next day y'know (.) i mean i'd fall asleep there it seems i was exerting myself too much i was stressing myself too much i remember that. Err (4) .(Hande, Permanent Teacher, Appendix H.147.)

In the interview quote above in which Hande describes the time she first started teaching, she states that she did not have an idea about what she should "do" as a teacher ("Well i don't know what i should do"). Hande, who indicates that she taught in a way that could not be defined as teaching when she first started ("We were doing something"), states that she did not use her physical energy efficiently at that time due to lack of experience ("it seems i was exerting myself too much i was stressing myself too much"). In the interview quote above, Hande does not express anything regarding that her students loved her very much or that she taught better than the other teachers when she started teaching. The interview quote above documents that Hande does not have an orientation to point out that she is a good teacher when she first started teaching.

Following Hande, the interview quote of Okan who graduated from the faculty of education and has been teaching for many years like Hande will be examined. In the interview quote below, Okan describes the time he first started teaching: (49-61)

Actually y'know (.) i hated teaching (.) and unlike- under very very (.) difficult conditions i'd kept it going for six or seven months (2) err but meanwhile y'know i got somewhat used to (.) err the part of it that (.)

y'know. I see like children as very y'know (.) well they're too small. Y'know (.) communication (.) to be teaching them something (.) er is a problem that i exaggerate too much (.) but (.) when you begin you see that in fact it happens (.) naturally by itself (.) and that you can do it. Y'know (.) being able to do it to a degree (.) er creates a feeling like (.) see you're doing it (.) it's not (.) like i feared err (3) the actual (.) part that i have difficulty is the paperwork (.) then i'm put off by that. I mean like (.) the inspector comes (.) y'know there's this there's that (inaudible) whatever (.) lots and lots of registers and whatever (.) you're like drowning in it (.) like sixty percent of it is not (.) much related directly with what you do (.) i like there's a group of children there (.) you're in charge of them. You have a responsibility to (.) teach them something (.) like a mentor for them (.) but while dealing with those others (.) there's not much time left for it (.) for example they were much much difficult and tedious things for me (2) err in this way (.) err gradually i started to actually adopt teaching (2) .(Okan, Permanent Teacher, Appendix H.148.)

In the interview quote above, Okan describes two situations in which he had “difficulty” when he first started teaching. One of them is not being able to lower himself to the students’ level (“well they’re too small. Y’know (.) communication (.) to be teaching them something (.) er is a problem that i exaggerate too much”), and the other is the paperwork he has to do (“the actual (.) part that i have difficulty is the paperwork”). Okan, who indicates that he “hated teaching” when he started teaching, is concerned that he would not be able to lower himself to the “small” students’ level due to their ages (“is a problem that i exaggerate too much”). Okan states that his concern diminished as he gained experience (“when you begin you see that in fact ... you can do it”). Okan, who points out that he could not be a good teacher to his students due to paperwork (“but while dealing with those others (.) there’s not much time left for it”), states that he acknowledged and had the sense of belonging to teaching not as soon as he started teaching but in time (“gradually i started to actually adopt teaching”).

In the interview quotes above, Hande and Okan indicated the difficulties they experienced when they first started teaching, and stated that they were not good teachers since the beginning but overcame the difficulties as they gained experience. Following Hande and Okan, the interview quotes of Özlem who has been teaching for many years like Okan and Hande will be examined. In the interview quote below, Özlem describes the time she first started teaching: (19-22)

we'd travel there and back. It was fifty four kilometers. I y'know at the moment, recently (.) i asked my current student too how did i travel. The lesson began at seven- half past seven in the morning and i was leaving at six. @Like they say just the dogs and me@ it was just like that i mean during the winter and snow. But y'know they were my first years in teaching, by the way i had eighty eight students (2) It was difficult y'know. But it was good. .(Özlem, Permanent Teacher, Appendix H.149.)

In the interview quote above, Özlem makes a description regarding her travelling to school and back in her first year in teaching ("It was fifty four kilometers", "i was leaving at six", "just the dogs and me@"). Özlem indicates that she left for school at a very early hour, and states that she went to school in cold weather and under "difficult" conditions. Indicating that she had "eighty eight students" during her "first years" in teaching, Özlem points out the difficulty of this situation by emphasizing the word "difficult". And in the interview quote below, Özlem elaborates on the attitudes of the parents in the last school she worked: (27-38)

Now i'm here. When i came to this school at first i regretted it very much. And here the parents interfere very much in terms of, i mean they interfere in the class unbelievably. Those in kanattepe were not like that like i never thought that i'd miss them though. It's like this i mean at the moment i stay in- in zafer. I want it to be close to my home in zafer. At the moment my school is very close to my home. This too had many downsides. On the way from home to school and school to home a thousand parents. How is my child, how is this how is that they keep you

like that, let me put it that way. i just summarized what came to my mind. Other than that (2) What can i say (.) Y'know i'm happy at the moment but. They got used to me, they got to know me better. Besides i was new in the school. I took the first grade. We had many troubles with the parents but this year we're fine (.) @unless something goes wrong@ we're second grade now. Y'know i couldn't believe this here like for example they sit at the park on the way out. I mean the notebooks of the class y'know of 2b and my notebooks, which i made them write... the women sit and compare them like what did she made them write. they're like very. They interfere and without knowing, they act as if they know. (Özlem, Permanent Teacher, Appendix H.150.)

Özlem indicates that the parents of the students stop her in order to obtain information about their children in inappropriate times and places. Özlem, who states that they reached a balance in time ("They got used to me, they got to know me better"), indicates that she is annoyed by the parents' "comparing" the ways other teachers give the lesson in the classroom by looking at the students' "notebooks". Özlem points out not how much the parents love her, but that she has problems with them because they "interfere" and "without knowing, they act as if they know". In the interview quote below, Özlem elaborates on the time she came to the school in İstanbul: (310-319)

G: Can you tell me about the school in istanbul in which you first started to work?

Ö: [...] I was very glad to have come to a school like this. Err i was very like errr i considered myself very lucky. Of course (.) in time it's like for example (.) they said there were twenty students in the class i said if i had taught eighty eight people how to read and write and none of them was a failure i taught all of them i mean. In this school i said surely (.) mine would like soar i thought. I had twenty three students (.) i couldn't make three of them pass. I went their homes (.) @still i couldn't succeed@ There was a situation like that @(2)@. (Özlem, Permanent Teacher, Appendix H.151.)

In the interview quote above, Özlem indicates that she expected to teach in easier conditions since there are a smaller number of students than in her

first school (“In this school i said surely (.) mine would like soar i thought”). Özlem, who indicates that since she had taught all the “eighty eight” students “how to read and write” she thought she could easily teach “twenty” students, states with a smile that her expectation was not met and that despite she made an extra effort (“I went their homes”), “three” of her students could not learn how to read and write (“I went their homes (.) @still i couldn’t succeed@”).

In the section so far Hande, Okan, and Özlem indicated that they had difficulty when they first started teaching due to lack of experience, and as a teacher they criticized the workload and the parents of the students. The interview quotes above document that Özlem, Hande, and Okan do not feel the need to prove that they are good teachers from the first day they started teaching, and that they do not associate any problem experienced with not being a good teacher.

Following Özlem, Hande, and Okan, the interview quote of Remzi who has similar features will be examined. In the interview quote below, Remzi describes his experiences in the school he first started teaching: (31-37)

at first i remember (.) when i entered class eight (.) a (before they gave me a class) the kids asked. Do you beat children (.) will you beat us (.) i said no (.) i’ll never beat you (.) and if i do tell me (.) less than a month later i started beating them (.) i really realized that i couldn’t make it (.) the normal way and (inaudible) because otherwise i can’t (.) educate the kids (.) the other kids (.) the willing kids. I can’t explain (.) (inaudible) i can’t give anything to those who want to learn who want to get something from me (.) and i resorted to beating (.) i:t started like that and i (.) until this year (.) until two weeks ago (.) became a teacher who constantly (.) like chooses beating for punishment as well and this was the most troubling thing. (Remzi, Permanent Teacher, Appendix H.152.)

In the interview quote above, Remzi presents as the justification to his applying the method of “punishment” which he did not expect from himself, also stating it clearly to his students (“i said no (.) i’ll never beat you”), the fact that he could not express himself due to not being able to teach (“because otherwise i can’t (.) educate the kids (.) the other kids (.) the willing kids”). He indicates that he applied this method of “punishment” until recently and this makes him uncomfortable (“i resorted to beating ... this was the most troubling thing”). The interview quote above documents, how good a teacher Remzi is and that he does not put forward that the students love him very much. And in the interview quote below, Remzi describes the parents of the students (59-64):

we experience too much trouble with (.) the sixth grades (.) the parents are very difficult to deal with (.) you raise your voice even for the lesson (.) the parent is at the door and (.) they come not to talk to you (.) but to quarrel with you (.) like where’s that guy (excuse me) (.) where’s that guy we face (.) expressions like this (.) they’re disrespectful (.) there’s definitely no (.) value of the teacher (.) (Remzi, Permanent Teacher, Appendix H.153.)

In the interview quote above, Remzi puts forward that they “experience” problems with the students’ families. He states that “the parents” come to school not to obtain information from him about the student but to communicate in an inappropriate way and call him to account (“they come not to talk to you (.) but to quarrel with you”).

The interview quotes above document that Remzi, similar to Okan, Hande, and Özlem, does not put forward that he is a good teacher, experience problems with the parents, and is forced to punish the students in a way he does not approve of. Following Remzi, now the interview quote in which Pınar describes the time she first started teaching will be examined: (223-230)

at first i struggled a bit since it was combined. Like how will it work (.) the fourth and fifth grades were together. It was an advantage that they were big but even in the fourth or fifth grades they were still kids who didn't know how to read and write (.) with them (.) y'see (.) literacy for part of them (.) lesson for part of them (.) y'know (.) if they would advance a little too much (.) i'd make a joint lesson (.) i mean (.) for example (.) in mathematics (.) say if it was (.) er four five six digit numbers in the fourth grades (.) six seven eight or seven eight nine digit numbers in the fifth grades (.) first i'd teach (.) begin (.) then (.) i'd do the middle (.) i mean five six seven digit numbers. If i saw that they're getting it. they'd understood the concepts of order and digit (.) later (.) i'd change this (.) Of course in time (.) those i graduated started to be somewhat like (.) better. (Pinar, Permanent Teacher, Appendix H.154.)

In the interview quote above, Pinar states that “at first” she “struggled a bit”, and she states that she gives the lesson by trying and progressing according to the result of her trials (“if they would advance a little too much”, “If i saw that they're getting it”), and she was able to teach better in time (“in time (.) those i graduated started to be somewhat like (.) better”). In the interview quote above, Pinar, similar to Hande, Okan, Özlem, and Remzi, does not indicate how much the students love her, but indicates that she “struggled” when she started the profession, and in time she overcame this struggle as she gained experience.

Following Pinar, the interview quotes of Yeliz will be examined. In the interview quote below, Yeliz describes the difficulty she experienced when she first started teaching due to the fact that she does not speak the same language as the students (130-140):

when teaching the first grades (.) i lost six kilos in two months (.) @(.)@ half of them don't know turkish (.) they were sixty of them: (.) we:ll i don't know (.) one day one of the childs (.) like his pencil (.) y'know (.) it hit (.) his friend here (.) i yell at the child (.) how did you. What did you do: like it hit his eye. Y'know he'll be blind. Turn and look at your friend's eye i say (.) the child stares at me like this (.) i go crazy (.) why doesn't he (.) like (.) do what i say. When i scolded him saying son just

look at your friend's eye (.) the child stopped (.) turned (.) and started searching for his bag. He started doing something. Then i realized that the child doesn't understand me (.) he doesn't understand i mean. He doesn't understand turkish (.) i taught them (.) mathematics (.) social knowledge (.) i don't how much i taught though (.) that (.) was sad (.) because a child who even doesn't understand me saying turn and look at your friend's eye. Look what you did to him y'see (.) the multiplication table is like this (.) the numbers are like that (.) y'know (.) well (.) because i'd always talk it in turkish (.) i don't know how much they understood. (Yeliz, Permanent Teacher, Appendix H.155.)

In the interview quote above, Yeliz indicates that she became thin due to the difficulties she experienced ("i lost six kilos in two months"). Yeliz, who realized the main reason for this difficulty when she realized that the student did not understand what she was saying ("Then i realized that the child doesn't understand me"), states that she could not be sure that she taught the students mathematics with whom she could not communicate even at the basic level due to language difference ("i don't know how much they understood"). And in the interview quote below, Yeliz exemplifies that she could not lower herself to the students' level when she first started teaching: (141-151)

they started literacy lessons. Because we'd memorize cards there (.) and there:: (.) er the year i took the first grades i won't be able to teach these kids. They won't be able to start literacy lessons. I don't know anything (.) what am i going to do: (.) that (.) panic was very much present (.) because i'd experienced that in the fifth grades (.) while teaching the fifth grades (.) in science lesson (.) i think the subject was light (.) i'd filled the blackboard so much (.) i'd written (.) optics on the blackboard (.) for me (.) like the most basic (.) thing was this (.) but then i turned to the class and (.) the class (.) stares with their eyes open wide like this (.) i erased the blackboard (.) step by step (.) y'know one by one (.) there's a (.) problem of. Y'know recently they said in the news that (.) science faculty graduates (.) won't be teachers (.) i'm a science faculty graduate and (.) like it's good (.) science faculty (.) will at least have few students (.) people wou would really do science will enter. Even if they can't do science they will plan their lives accordingly (.) like they (.) wouldn't be able to say (.) it wasn't easy so i'm going to be a teacher. They must not

say that too. Because i experienced it personally (.) (Yeliz, Permanent Teacher, Appendix H.156.)

Yeliz, who was worried whether she would be able to teach her students “literacy” when she first started teaching (“what am i going to do: (.) that (.) panic was very much present”), indicates that in the previous year “in science lesson” she wrote on the “blackboard” what she thought to be the most “basic” knowledge about the subject she was teaching, however when she looked at the students she noticed that the things she wrote did not mean anything to them (“stares with their eyes open wide”). She states that after that she wrote the basic knowledge about the subject in a way she thought the students would be able to understand (“step by step”). Based on her own experience, Yeliz points out that she finds it inappropriate for those who did not graduate from the faculty of education to teach.

The common characteristic that becomes the most prominent in the interview quotes of the teachers included in this orientation is stating that they made mistakes when they first started the profession and expressing explicitly the cases where they failed and had difficulty. The teachers included in this orientation do not define the relationship they build with the students through moral relationship, they put forward transferring knowledge to their students properly more than they put forward the students’ love toward them, they do not put forward the moral aspect of teaching, and they do not associate being a good teacher with having the suitable personal characteristics to be a teacher. Criticizing the parents’ expectations from the teachers and the ways the parents communicate, the teachers included in this orientation put experience at the center and point out that they were able to teach not since the very beginning but in time as they gained experience.

Comparison of the Orientations of Permanent and Hourly-Paid Teachers

It was found that the orientations included in this section handle their teaching experiences in different ways: In the first orientation, which includes hourly-paid teachers, the teachers put forward that they have been good teachers since they started teaching with emphasizing that teaching is a suitable profession for their characteristics (“i was born to be a teacher”, Canan; “i’d made the right choice”, Mustafa). Whereas the teachers in the second orientation which includes permanent teachers state that they learned how to teach in time (“gradually i started to actually like teaching”, Okan; “those i graduated started to be somewhat like (.) better”, Pınar).

The teachers in the first orientation explain the reason to continue teaching with the love they feel for the students (“i love my students very much”, Canan; “my priority was the love for the profession”, Taner; “that fifty six (.) those lives (.) are entrusted (.) to me”, Ayşegül). Whereas the teachers in the second orientation do not mention the emotional meaning of teaching for them, and unlike the first orientation, put forward the concern they feel not about the students loving them but about lowering themselves to the students’ level (“i was too stressed about it (.) whether it was wrong or not”, Hande; “to be teaching them something (.) er is a problem that i exaggerate too much”, Okan; “i can’t give anything to those who want to learn who want to get something from me”, Remzi; “I don’t know anything (.) what am i going to do:” Yeliz).

The teachers in the first orientation point out that the students and the parents love them very much (“the parents and the students loved”, Çiğdem; “parents ... thanked”, Ayşegül), whereas the teachers in the second orientation do not make any statements about how the parents love them and are grateful for them, and criticize

the way they communicate with them (“They interfere and without knowing, they act as if they know”, Özlem; “they come not to talk to you (.) but to quarrel with you”).

The teachers in the first orientation state the negative features of the ways the permanent teachers they work with at the school communicate with the students and give the lessons (“They say they can’t get along with them they can’t communicate”, Mustafa; “he’d said give the lessons like (.) ... in line with (.) constructivism”, Çiğdem; “I said like you respect people who beat you”, Çiğdem), and then they put forward that they do not have these features and they communicate well with the students and thus see a contrast between themselves and the permanent teachers.

Whereas the teachers in the second orientation do not make any statement in terms of comparing themselves with the other teachers whether they are permanent or hourly-paid.

When the first and the second orientations are compared, it can be seen that the teachers in the first orientation, which includes hourly-paid teachers feel the need to prove that they are good teachers in terms of students, the parents, and the way they give the lessons. Whereas in the second orientation, which includes permanent teachers, it becomes evident that the teachers are not oriented towards proving that they are good teachers. It becomes possible to say that hourly-paid teachers and permanent teachers, clearly separating in the first and the second orientation, handle their teaching experiences differently. Since hourly-paid teachers teach with the possibility of losing their jobs at any moment, they feel the need to prove how good they are at teaching. Whereas permanent teachers, since they are employed securely, focus on experience in their profession, and indicate that they are better teachers based on their experience.

The Ways Hourly-Paid and Permanent Teachers Handle Their Teaching Experiences

The findings section was comprised of four sections, and in the first section in which the teachers were introduced and the ways these teacher handle the school, the students, and the parents were elaborated on, it was found that hourly-paid and permanent teachers had different acknowledgements and orientations regarding their jobs. It was found that permanent teachers regard being employed with job security as an ordinary situation, whereas hourly-paid teachers regard permanent teaching which includes job security as a blessing, and that the school and the city to which they will be appointed is important for permanent teachers, whereas hourly-paid teachers expect to be appointed no matter where it is. Hourly-paid ones take it as positive that the permanent teachers they work with “do not scorn” them, whereas permanent teachers criticized the relationships with the other teachers and defined an ideal colaborer relationship. There was also a very basic difference between the ways hourly-paid and permanent teachers handle the school administration: being content with less or claiming one’s rights. Hourly-paid teachers find it sufficient that the principal greets them, whereas permanent teachers defined the ideal relationship with the principal criticizing the existing one, and it was seen that they get into argument when required. There is a basic difference between the ways permanent and hourly-paid teachers handle their students. Permanent teachers defined expectations such as the students being successful in the university examination, expressing themselves in the classroom, whereas hourly-paid teachers’ expectation from their students is that they stay silent in the classroom. Permanent teachers regard the students as a whole with their families, economic conditions and lifestyles of their families, whereas hourly-paid teachers focused on the behavioral status of the students. It was found that despite having different lives, personal characteristics, family structures, hourly-

paid and permanent teachers have common experiences resulting from being permanent or hourly-paid, and hourly-paid teachers handled these experiences commonly within themselves and permanent teachers differentiating from hourly-paid teachers handled these experiences commonly within themselves.

The way teachers handle their experiences after they started teaching differed based on their employment type, and it was needed to find out the ways they handle the period before they started teaching. Therefore, the narrations of the teachers in which they elaborated on their educational periods in the faculty of education and during the teacher training in the faculty of science and letters were interpreted. As a result of the interpretation of the narrations regarding these periods, it was found that they were handled in three different orientations as regarding this period as a formality, experiencing it as a formality but defining an expectation, and focusing on the relationships that the professors in this period build with the students in the classroom. However, unlike the first section, it was found that hourly-paid and permanent teachers were distributed heterogeneously among these three orientations. This made it possible to state that the ways the teachers handle the experiences before they started working are common regardless of which school they graduated from or their employment type.

After finding that hourly-paid and permanent teachers had similar experiences before they started teaching and that they handle these experiences similarly, it became important to find out how they handle their experiences when they started teaching. Therefore, the narrations of the teachers regarding the time they first started teaching were interpreted. As a result of these interpretations, it was found that permanent teachers put professional experience at the center and that they define their teaching experiences as a cumulative learning process. However, it was found

that hourly-paid teachers explained the problems they experienced due to lack of professional experience when they first started teaching with reasons outside themselves such as the students being mischievous, the conditions of the school not being appropriate, and that unlike permanent teachers, they do not define a professional learning process.

In the narrations included in the first three sections of the findings section, it was found that hourly-paid teachers predominantly feel the need to express how good they are at teaching in various aspects. Therefore, it was needed to analyze in a separate section how hourly-paid and permanent teachers handle their own teaching experiences. Therefore, it was needed to interpret the interview quotes of hourly-paid and permanent teachers in which they elaborated on their teaching experiences, some of which are also included in the first, second, and third sections, this time in terms of the way they interpret their teaching experiences. As a result of these interpretations, it was found that hourly-paid teachers put forward how much they are loved by their students and their parents, they emphasized that they feel too much responsibility for their students, and they indicated that they continue hourly-paid teaching due to the moral satisfaction they derive from teaching and the feeling of responsibility. Whereas permanent teachers did not put forward the moral aspect of teaching. Hourly-paid teacher described the negative features of the permanent teachers in the school regarding the way they give the lesson and their communication with the students. They underlined that they do not have these features and pointed out how good they are at teaching. The fourth and the last section documented that hourly-paid teachers feel the need to prove how good they are at teaching, whereas permanent teachers express the negative situations caused by them easily, and sometimes laughing at it.

When the orientations included in these four sections are evaluated together, it becomes possible to state that hourly-paid teachers do not regard themselves as teachers due to being employed without job security, that they postpone being a better teacher until the time they will be permanent teachers, that they regard the period in which they are assigned as hourly-paid teachers as a temporary period, and in relation to these, they define not a friendly but a competitive relationship with the other teachers they work with in the school, that they expect from the students to stay silent in the classroom and to comply with the rules, and that they find it sufficient that they are not scorned by the school administrations and the permanent teachers. Hourly-paid teachers, in relation to their regarding the period in which they are assigned as hourly-paid teachers as a temporary period, do not handle their teaching experiences as a cumulative process in which they learn from their experiences, they try to prove how good they are at teaching by discrediting the other teachers, and they define their teaching skills in relation to personal characteristics and through the moral bond established with the student.

CHAPTER 5: SUMMARY, CONCLUSION AND FINAL REMARKS

In this final chapter of the study, the summary and discussion, the concluding remarks and the policy recommendations drawn from the results of the study, the delimitations of the study, the limitations of the study and lastly recommendations for further researches will be presented.

The purpose of this qualitative study is to explore the influences of changing teacher recruitment regulations on teachers' daily experiences and practices, and the consequences of those influences on teachers' informal workplace learning experiences.

In the scope of the study, Biographical Narrative Interviews were conducted with hourly-paid and permanent teachers who work in various districts of Istanbul, Turkey. These interviews were analyzed by using the Documentary Method. The analyses of the interviews provided answers of the following questions:

1. Are there any similarities and/or differences between the professional practices and experiences of permanent and hourly-paid teachers? If so, what are the contextual factors that affect those experiences?
2. How do the professional practices and experiences of permanent teachers related to the faculty they graduated from?
3. How are the professional practices and experiences of permanent and hourly-paid teachers related to their informal learning experiences?
4. What are the differences and similarities between permanent and hourly-paid teachers in terms of they see themselves as teachers?

With this study, it is expected to fill the gap between the policy studies analyzing the dynamics related to teaching profession and descriptive studies that handle only the individual positions of teachers as learning subjects. Also, it is

expected while organizing teacher employment policies, policy makers would take the results of the study into account. Additionally, the results of the study will enrich the literature about workplace learning and reveal out the importance of informal learning in the context of adult learning processes.

Summary and Discussion

A theoretical sampling method was used in order to select participants from a variety of public schools in the Istanbul province of Turkey. Conducting the new interviews continued along with the analysis of already conducted interviews. In the analysis, in the meantime deriving the orientation framework of each case, new cases were added and comparatively analyzed.

During the analysis, three different dimensions were pursued: gender, type of graduated faculty and employment status. Initially, female and male teachers were analyzed comparatively. However, significant types were not constructed. Next, the graduates of the faculties of education and the graduates of other faculties with the exception of faculties of education who were the owners of pedagogical formation certificate were analyzed comparatively. Dimensions of gender and faculty attended were not significant for the context of the study. Afterwards, hourly-paid and permanent teachers were analyzed comparatively. Different frameworks of orientations started to emerge when I continued to analyze.

In order to abstract the orientation frameworks and detach them from being individual cases, the next step was sense-genetic type formation. Sense-genetic type formation showed me how different the orientation frameworks of the cases were dealt with in the biographical experiences of teachers. In sense-genetic type formation, hourly-paid and permanent teachers constituted different types among

themselves. However, sense-genetic type formation did not show me the social context of these constituted types. In order to understand in what social context these emerged types referred, I continued to add further interview sections and reconstructed other orientation frameworks through socio-genetic type formation. The chapter four presented the types constituted with socio-genetic type formation.

In this section of the study, the summary and discussion of the findings will be presented in four different parts in line with the research questions: the differences and similarities between permanent and hourly-paid teachers' professional practices and experiences, the professional practices and experiences of permanent teachers related to the type of faculty they graduated from, the professional practices and experiences of permanent and hourly-paid teachers related to their informal learning experiences, the differences and similarities between permanent and hourly-paid teachers in the way they see themselves as teachers.

The Differences and Similarities between Permanent and Hourly-Paid Teachers' Professional Practices and Experiences

Hourly-paid teachers and permanent teachers acquired experiences and practices that were distinctly varied in relation to their employment type. They had different acceptances and orientations regarding these experiences and practices. Permanent and hourly-paid teachers who were employed in different ways treated the similar periods, which they included in their biographical narrations in relation to their employment types.

Hourly-paid teachers considered themselves as teachers in terms of professional practice, but they didn't regard themselves as a teacher of the MEB. In relation to this, they didn't feel that they belonged to the school they worked at. They regarded the period in which they did hourly-paid teaching as a temporary period.

Hourly-paid teachers contented themselves with less in the workplace/school. Being content with less became clear, especially when it came to their expectations from the school administration and their demands for their employee personal rights. It became possible to state that hourly-paid teachers did not consider themselves teachers due to being employed temporarily. They postponed being a better teacher until the day they became permanent teachers. They experienced not a friendly relationship, but a competitive relationship, with the other teachers they worked with at the school. Their expectations from the students were limited to stay silent in the classroom and to obey the rules. They found it sufficient if the school administration and the other teachers did not scorn them.

For permanent teachers, the place where they will be appointed to was a very important issue. Permanent teachers described expectations for the school they would be appointed to like being close to their home, being located in the city where they desired to live. They didn't have an expectation like "wherever it is I will be appointed" as hourly-paid teacher have. They accepted the school they worked at as a whole, in all of its aspects. For example, as an indication of the existence of their sense of professional belonging, while describing the schools they started to narrate with the features of the region that their school was located in. They considered the social, political, and economic features of the students and the parents. Permanent teachers described their expectations from the school administration, the other teachers, and the students. For example, permanent teachers made criticism of the school principals' administrative actions and defined an ideal principal profile. They even entered into a discussion with the school administration when they had a conflict. While they did not find it sufficient that the school principal only greets them, that the school administration acknowledged their presence, they criticized

their administration processes in administrative issues. Permanent teachers described a friendly relationship with the other teachers in the school. They did not make an extra effort to make themselves accepted by the other teachers; they did not feel the need for it. The experiences and practices of the hourly-paid teachers that were acquired through the analysis of this dissertation show similarity with the studies conducted by Sağıroğlu (2013) and Karadeniz and Demir (2010).

In the study conducted by Sağıroğlu (2013), not-appointed teachers confronted with social pressure due to being unemployed after university graduation and precarious working conditions as hourly-paid teaching causes them to be dependent on their families. Confirming the findings of Sağıroğlu, according to the analysis results it was revealed that hourly-paid teachers' expectations to start a life with job security were not met when they could not score enough from the KPSS in order to be a permanent teacher. This caused a social pressure from their social environment. Being assigned as an hourly-paid teacher relaxed the pressure they received from their social environments and especially their families like 'he/she graduated but he/she is idle'. Similar to Sağıroğlu's findings, due to precarious working conditions, hourly-paid teachers have become financially dependent on their families. They could not move into an adult life with an independent life from their families.

Another prominent finding of Sağıroğlu is that a not-appointed teacher who is assigned as an hourly-paid teacher made an effort to have a permanent job through enrolling in private courses to prepare for the KPSS. Confirming Sağıroğlu's findings, in this dissertation it was revealed that hourly-paid teachers considered the hourly-paid teaching period in their lives as a temporary period. They made an effort to be appointed as a permanent teacher. In order to afford the fees of the private

courses for KPSS preparation, they need to generate an income. They did not want to get financial support from their families. They worked as hourly-paid teachers.

Another finding of Sağıroğlu, which is again confirming the finding of this study, is that hourly-paid teachers regard the hourly-paid teaching period as temporary; they do not make long-term future plans due to uncertain working conditions. According to the analysis results, it was emerged that hourly-paid teachers regarded the period in which they are assigned as an hourly-paid teacher as a temporary period until they have a secure life, and they postponed living the life they want until the time they become a permanent teacher.

In the study conducted by Karadeniz and Demir (2010), it is denoted that contractual teachers do not see themselves as teachers, although the content of their work is the same as permanent teachers. Similar to the findings of Karadeniz and Demir, it was revealed that due to not being a permanent teacher, hourly-paid teachers do not consider themselves as teachers of the MEB, although they actually do teaching.

As seen, the most prominent concepts associated with hourly-paid teaching are provisional arrangement, tentativeness and temporary employment. Temporality in the working conditions leads to precariousness in the lives of hourly-paid teachers. Precariousness obstructs moving into adult life. Assignment of hourly-paid teachers leads to creating temporary teachers whose body is in the present but whose soul is in the uncertain future. Additionally, temporality in the working life also causes building up temporary relations with the dimensions of work, such as with the administration, with colleagues, even with the students. Building up temporary relations causes deferred relations with those dimensions. For instance, a teacher who works

temporary in a school without a job security postpones being a good teacher like making an effort to improve his/her teaching skills or socializing with other teachers.

Practices and Experiences of Permanent Teachers Related to the Type of Faculty They Graduated From

In the previous part, between hourly-paid and permanent teachers, there were distinctly varied acknowledgments and orientations in relation to their employment types. In this part of the findings chapter, the focus will be on the teachers' experiences and practices prior to their teaching period.

Hourly-paid and permanent teachers handled the period in which they received training to be a teacher with three different orientations. The first orientation was to regard this training period as a formality, the second was to experience it as a formality, but described an expectation as well, and the third was one that focused on the relationships the university staff built with the students, i.e., the future teachers, in the classroom.

The first orientation experienced the pedagogical formation period as a period, which had to be completed due to formality. In this orientation it was not expect to gain skills that could be used in his teaching profession. He identified this period as “just needed to show up” (“*gidip gelmelik*”), which meant that only taking the exam was enough in order to pass the course. According to the second orientation this period was experienced as “doesn’t help at all” “a waste of time “farcical” “huge gaps between theory and practice” and “supposedly teacher training”. Their practices were similar, both of the orientations experienced this period as a training period, which doesn’t correspond to their needs in their teaching profession. There were distinctive differences between these orientations. While first orientation participants

did not have an expectation of teacher education period, they considered this period completely a formality, the second orientation group defined their expectation as one in which theory and practice overlap, which guides teachers in how to treat students in the classroom, and that corresponds to current requirements and skills of teachers.

The third orientation group was different from the first and the second. In this orientation the focus was on the relationships that the university staffs in this period build with the students, i.e., the future teachers, in the classroom. The personal characteristics and the address forms of the university staff were highlighted. The teachers in this orientation experienced this relationship on the basis of “like”ing and “not liking”. The teachers experienced that the university staff who communicated in a good way with the students were the ones who taught efficiently. The sympathetic staff member was considered as good instructor. The interviewee teachers chose whom they were going to hold up as an example and apply their observations on their professional experiences. The first and the second orientations confirm the findings of Dündar and Karaca (2013) and Dalgıç, Doyran and Vatanartıran (2012), who looked into the opinions and views of teachers about their teacher education periods. In the study of Dündar and Karaca (2013), the participants had created metaphors related to their pedagogical formation period. They identified a pedagogical formation certificate as an obligatory document like a driving certificate. It was stated that the participants do not consider this period as a beneficial and effectual training period. In the study conducted by Dalgıç, Doyran and Vatanartıran (2012), similar to the second orientation, they stated their expectations as including practical information based on real classroom experiences, cases and anecdotes. It was confirmed that the teacher-training period was regarded as an inefficient period that did not meet the actual needs of teachers when they started teaching.

Based upon the findings of the dissertation, it is possible to denote that disregarding the employment status and type of graduated faculty; teachers experience an insufficient training period for their profession. The content of the teacher training does not meet the need practical needs of teachers after starting teaching. The teacher training period is experienced as a period that must be completed on paper.

Professional Practices and Experiences of Hourly-Paid and Permanent Teachers Related to Their Informal Learning Experiences

Considering the experiences of hourly-paid and permanent teachers when they started teaching and how they regarded these experiences, it was revealed that there are distinctive differences between the orientations of hourly-paid and permanent teachers' orientations related to their experiences. Permanent teachers indicated they experienced a novitiate due to having no professional experience. They stated they overcame this novitiate by taking lessons from their experiences, remembering their past experiences of being a student, and observing more experienced teachers. Hourly-paid teachers did not relate the difficulties to their professional inexperience. They explained the reasons for experiencing communication problems with their students with factors outside of their control like the previous teacher did not care enough for the students; the students were in adolescence.

These two different orientations of hourly-paid and permanent teachers can be discussed with the context of the findings of the studies referred earlier in the literature review chapter conducted by Hoekstra et al. (2009) and also Lohman and Woolf (1998).

In a study related to informal learning of public school teachers by Lohman and Woolf (1998), it was found that teachers associated three main types of informal learning activities with reflective learning outcomes as knowledge exchanging (sharing and reflecting on others' practice and experiences), experimenting (actively trying out new ideas and techniques), and environmental scanning (independently scanning and gathering information from sources outside the school).

Considering the orientations of hourly-paid and permanent teachers and Lohman and Woolf's (1998) types of informal learning activities, it is possible to denote that hourly-paid teachers did not experience knowledge exchanging. They regarded their professional skills as better than the other teachers, based upon this they did not feel the support of other teachers. However, permanent teachers attached importance to the experiences of other teachers.

The second informal learning activity defined by Lohman and Woolf was experimenting. In the findings of the study, it was revealed that when permanent teachers experimented, they tried new ideas and techniques in order to improve their professional skills. However, hourly-paid teachers did not take the responsibility of the problems that arose. Hourly-paid teachers believed that their professional skills were the best. Even some of them stated they were born to be a teacher.

The third informal learning activity defined by Lohman and Woolf was environmental scanning. As seen from the orientations of the permanent teachers, they tried to find new ways to communicate with their students and to teach them efficiently. On the other hand, hourly-paid teachers, particularly the ones that thought they were born to be a teacher, did not feel the need to find new ways in order to improve their professional skills.

As referred earlier in the literature review chapter, Hoekstra et al. (2009) identified five different conditions directly connected with teachers' informal workplace learning as "teacher autonomy, teacher collaboration, reflective dialogue, receiving feedback, experience of shared norms and responsibility within the school" (p. 280).

The first condition that has directly connected with teachers' informal workplace learning identified by Hoekstra et al. (2009) was "autonomy". It was defined as "the degrees to individuals in a social structure determine their own work methods, schedules, and goals" (p. 280). Considering this definition with the different orientations of hourly-paid and permanent teachers, it is possible to denote that permanent teachers have professional autonomy in their work. On the basis of this position, through trial and error, they learn from their own experiences and in the case of an adverse condition (like failing from the course, noisy classroom environment) they take the responsibility, analyze the causes and develop solutions for these adverse situations.

The first condition that has directly connected with teachers' informal workplace learning identified by Hoekstra et al. (2009) was "teacher collaboration, reflective dialogue, receiving feedback" (p. 280). They were defined as "the focus is on the level of interdependency between teachers" and "teachers may ask each other or their students for feedback about the quality of their work and the impact it has on student learning" (p. 280). These conditions confirm the permanent teachers' informal learning experience through observing more experienced teachers. It is possible to explain this situation by saying that there is no competition between permanent teachers; they do not regard other permanent teachers as a threat or a competitor. So, they share their experiences, take feedback and take the teaching

styles of other permanent teachers as a model, while hourly-paid teachers consider and also experience these reflective dialogues as treats.

The last condition that connected with the informal learning of teachers identified Hoekstra et al. (2009) was “experience of shared norms and responsibilities” (p. 280). It was defined as “pertain to the extent to which teachers experience agreement on what good teaching and learning is, and teachers’ experience that they share the responsibility to achieve educational goals with others in the school” (p. 280). Hoekstra and his colleagues’ consideration support the finding of the dissertation that hourly-paid teachers did not experience shared responsibilities in the school where they are assigned. They regarded the school they were assigned to as temporary. They did not have the feeling of belonging to their working medium, rejected the feedback of experienced permanent teachers and thereby they did not share the responsibility.

With the comparison of the experiences of hourly-paid and permanent teachers to the informal learning activities indicated by Lohman and Woolf and the conditions affected informal learning by Hoekstra and his colleagues, it is possible to denote that hourly-paid and permanent teachers treat their experiences distinctly. It was referred to earlier in the second part of the findings chapter (chapter four); either graduates of faculties of education or the graduates of other faculties that completed pedagogical formation education and took the teaching certificate had indicated that they had an insufficient and inefficient teacher training period. Although there is an internship period for permanent teachers after appointment, hourly-paid teachers are not required to serve an internship period. Due to lack of efficient training and an internship period, teachers are expected to teach and communicate with the students efficiently when they start teaching. Orientations of teachers related to their

experiences when they started teaching revealed that both permanent and hourly-paid teachers started teaching without sufficient training. However, while permanent teachers improve their professional skills by their own initiative through informal learning experiences, hourly-paid teachers do not learn informally. Additionally, due to the fact that working temporary and lacking a sense of belonging, there are no appropriate conditions stated by Hoekstra et al. (2009) for learning informally for hourly-paid teachers.

The Differences and Similarities between Permanent and Hourly-Paid Teachers in the Way They See Themselves as Teachers

Hourly-paid teachers were in need of proving that they are good teachers in terms of the students, the parents and in conducting the lessons. Whereas permanent teachers did not show a need to prove that they were good teachers. It became possible to say that hourly-paid teachers and permanent teachers handled their teaching experiences differently. Hourly-paid teachers taught with the possibility of losing their jobs at any moment. They felt the need to prove how good they were at teaching, whereas permanent teachers focused on experience in their profession. They also conceded that they made mistakes in the beginning of their career. They indicated that they improved their professional skills based on their experience.

These findings are quite similar to Sağiroğlu's (2013) findings. In her study, she denoted that hourly-paid teachers emphasize their personal abilities and professional competencies. While doing this, they criticized the competencies of permanent teachers in order to prove their professional skills. In my dissertation, it was found that hourly-paid teachers were comparing their professional experiences to permanent teacher. They made inferences that they were better teachers than

permanent teachers and emphasize the only difference between them was the salary they got.

Based upon the findings of Sağıroğlu and this study, it is possible to indicate that hourly-paid teachers, who feel the need to prove their professional experiences, define permanent teachers as competitors. This deduction is parallel to the finding that hourly-paid teachers did not experience a friendship with permanent teachers as denoted in the previous part.

Final Remarks: The Consequences of Assigning Hourly-Paid Teachers in Terms of the Teaching Profession

As seen from the findings there are different experiences of hourly-paid and permanent teachers. Based upon their feelings of being temporary, hourly-paid teachers postpone their lives. They do not share the common norm and responsibilities of the schools as an organization. Hourly-paid teachers experience the teaching profession only in the classrooms; they compress teaching within the boundaries of the classrooms. On the other hand, permanent teachers feel committed to their schools. They consider their students from a wider angle than hourly-paid teachers do. Permanent teachers are interested in the life conditions of students and economic situations of the families. As the analysis of the interviews revealed, both the hourly-paid and permanent teachers considered their teacher-training period devoid of essential practices required for teaching. As a consequence of this, they started teaching profession with the lack of professional knowledge. Permanent teachers made an effort to improve their teaching skills through experimenting (trial and error new techniques), socialization (observing more experienced teachers), environmental scanning (remembering childhood memories, revealing their old

books and reading them). Permanent teachers improved their skills in time. Hourly-paid teachers identify being a good teacher only with personal characteristics. They thought they had a natural ability to teach; they were born to be a teacher. They neither critically reflected on their own professional experiences nor did they prefer to observe more experienced teachers.

Earlier in the literature review chapter, the assignment procedure of hourly-paid teachers and the NPM policies were indicated. On the basis of these findings, is it possible to identify the assignment of hourly-paid teachers in terms of the NPM policies? The major characteristics of the NPM was defined as “demanding, measuring, and rewarding improved organizational and individual performance; advocating managerial autonomy, particularly by reducing central agency controls; maintaining receptiveness to competition” (Borins, 1995, 5-11). According to the definition of the NPM and how it is applied in Turkey, the only commonality is reducing central agency controls. That is to say, hourly-paid teachers are assigned by local Provincial Directorates for National education, while permanent teachers are appointed by the MEB. That is, assignment of hourly-paid teachers is not completely a consequence of the NPM policies.

Regarding the statistical information referred in the literature review chapter related to hourly-paid teacher in the geographical regions of Turkey and districts of Istanbul, it was revealed that in the districts and provinces that have a higher hourly-paid teacher rate have lower life quality, higher unemployment and underachievement in the university entrance exams. In the National Teacher Strategy Document, referred to earlier in the literature review chapter, the focus was on the quality of education. In the document teachers were regarded as the ones who have the determinative roles in order to increase the quality of education. However, the

issue of assignment hourly-paid teachers did not take place in the document. Based upon the findings of the dissertation, it is possible to denote that assignment hourly-paid teachers lead to emergence of teachers that do not handle students holistically, focus mostly on behavioral issues within the classrooms, and do not improve professional skills cumulatively based upon informal learning experiences. There is a contradiction between conferring the major responsibility to teachers in order to increase the quality of education and continuing assignment of hourly-paid teachers. Because as inferred in the statistics and the findings of the study, it is revealed that assigning hourly-paid teachers do not provide an efficient way of teaching. Without permanent employment, hourly-paid teachers do not feel themselves committed to their work or their schools.

Based upon the findings of the study, it is possible to deduce and recommend that:

1. Teachers are in need of an educational background which is relevant to their teaching experiences in schools. As it stands, after graduation teachers feel themselves nonplussed and confused. They feel empty, uncertain about what to do, how to teach in the class. Considering this, the present teacher education system has to be organized with respect to the actual and contemporary needs of teachers.
2. Teachers complete their teacher-training period with lack of required skills and background. They make a great effort to learn how to teach and communicate with students. They make an effort to learn how to teach effectively. The ones who have job security, the permanent teachers, try to develop their teaching skills and appropriate communication ways with

students through taking lessons from their experience, remembering their past experiences of being a student, and observing more experienced teachers. However, they have job security and therefore they are not afraid of trying new methods and perhaps as a consequence, no fear of making mistakes. They take the responsibility for their failures and have a chance to correct them. Permanent teachers develop their professional skills through cumulative informal learning experiences. However, developing their professional skills is in their own initiative in an informal manner. Permanent teachers' efforts for adapting teaching have to be organized in a more systematic way. Along with protecting teachers' autonomy, supervisory mechanism has to be developed. This mechanism might provide feedback for teachers in order to improve their professional competencies.

3. Similar to permanent teachers, hourly-paid teachers do not have required competencies for teaching. However, they have short-term contracts. They feel if they prove what good teachers they are, their contracts will be renewed next year. Due to this, they feel the need to prove their teaching skills. Besides, in relation to the need for proving their teaching skills, they are not in a position to take the responsibility for their own failures and the problems that occur within and outside the class. They equate the teaching with being a well-intentioned person. They associate their own teaching skills with being better teachers compared to permanent teachers. While defining their professional experiences, hourly-paid teachers focus their personal characteristics features, which are proper for teaching profession. Hourly-paid teachers do not experience cumulative informal

learning as permanent teachers do. Hourly-paid teachers are under the stress of potential non-renewal of short-term contracts. They are afraid of being unemployed. Due to these factors, in order to contribute sustainable professional development for teachers, teachers have to be recruited with job security; assignment of hourly-paid teachers should be terminated.

4. The boundaries of the teaching profession are not limited to physical boundaries of schools or classrooms. The narration of the hourly-paid teachers focuses mostly on the situations in the classrooms, like making noise, attending the courses, etc. They focus mostly on students' sitting in silence in the classrooms and obeying the classroom rules. However, permanent teachers handle their students with a holistic approach through considering students' life conditions and economical situations. Teachers should not continue their profession under the stress and pressure of whether or not contracts will be renewed. For sufficient professional development, they have to be recruited with job security.

Delimitations of the Study

This qualitative study treats the consequences of changing public employment regime, which is a multidimensional phenomenon. During the study, it was hard to determine the scope of the study and to continue within this determined scope. There have been some delimitations considering the research.

1. For feasibility and for financial reasons, this study was conducted with the teachers who reside and work in the Istanbul province of Turkey.

2. The study was conducted with the teachers who were currently working as teachers. Retired teachers were excluded
3. The interviews of the study were conducted with hourly-paid and permanent teachers. The families, the school administrators, students of the hourly-paid and permanent teachers were excluded.

Limitations of the Study

This study is a qualitative study conducted with hourly-paid and permanent teachers. Biographical narrative interviews were conducted with the participants. Procedurally, the participants narrated their biographies in a spontaneous way. The narrations were not structured by questions posed by interviewer. Based upon the interview technique, the content and the scope of the interviews were determined by the interviewee participants of the study. The content of the findings evolved directly from the participants' narrations. Within this framework, the limitations of the study are presented in the following paragraph.

Permanent teachers did not narrate their in-service training experiences in the narrations. So, the content of the formal in-service trainings are excluded, the focus of the study became the informal learning experiences.

Gender is a significance dimension of teaching profession. The content of the narrations conducted in the study was not about the professional experiences of teachers based on their gender roles. Therefore, gender issues are not covered in the findings of the study.

Recommendations for Further Researches

The consequences of the changing public employment regime are a multidimensional phenomenon. More research is needed to reveal the consequences of new public employment regulations and to develop required policies in line with the results of these studies. The following are the recommendations for further research:

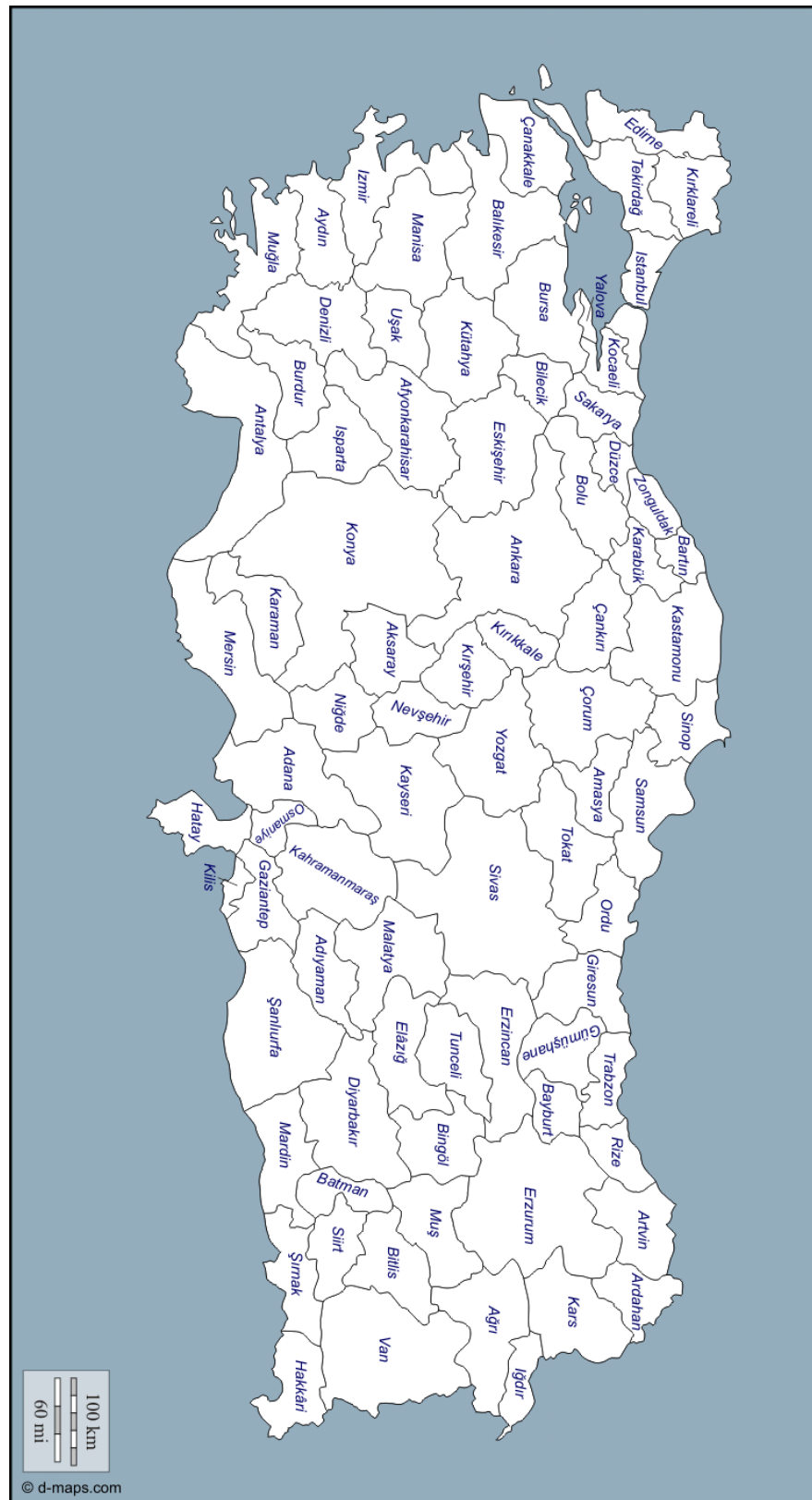
1. Further studies need to be conducted with the teachers that reside in other provinces, representative to each geographical region of Turkey.
2. Ethnographical and participatory studies are needed for further understanding of the dynamics of precarious employment conditions.
3. Comparative studies are needed in other countries related to the recruitment of teachers in different status.
4. A study that covers the previous generations of teachers who taught in the early years of Post-Fordism and Fordism would provide valuable information about the reflections of teacher employment policies on the teachers' experiences and practices.
5. For a deeper understanding of the reflections of assigning hourly-paid teachers, follow-up studies can be conducted that include the school administrators and policy makers' experiences with assigned hourly-paid and appointing permanent teachers.

APPENDICES

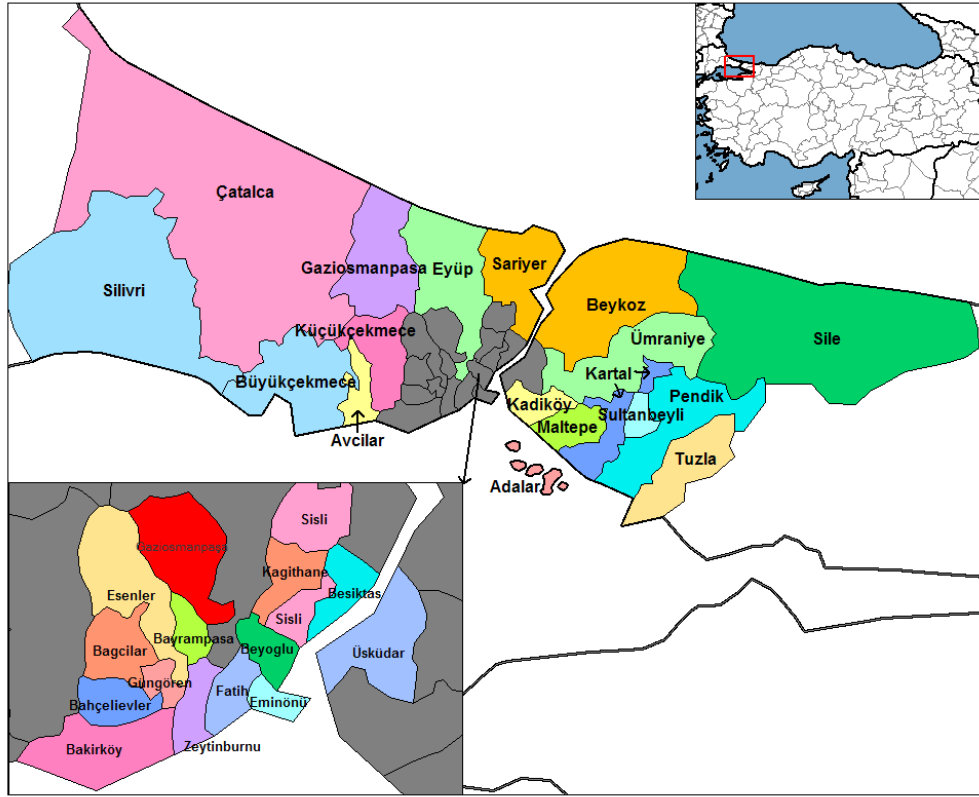
APPENDIX A: Geographical Regions of Turkey



APPENDIX B: Provinces of Turkey



APPENDIX C: Districts of Istanbul Province



APPENDIX D: Interview Questions (Turkish)

Görüşme Formu

Giriş sorusu: Ben çalışmamda öğretmenlerin biyografileri ile ilgileniyorum. Sizden de, sadece öğretmenlik hayatınızı değil, biyografinizi başından bugüne kadar anlatmanızı rica ediyorum. Benim sizi dinlemek için yeterince vaktim var. Sizin de vaktiniz olduğu kadarıyla, biyografinizi ayrıntılarıyla bana anlatırsanız sevinirim.

(Ana anlatım tamamlandıktan sonra) Teşekkür ederim, bazı noktaları biraz daha detaylandırmanızı isteyeceğim. Bu nedenle, size birkaç soru daha soracağım.

Detaylandırma Soruları:

1. İlkokula başladığınız ilk günü anlatır mısınız?
2. İlkokul öğretmeninizle ilgili hatırladığınız bir olayı anlatır mısınız?
3. Biraz da ortaokul günlerinden bahsetmenizi rica edeceğim. Ortaokula ile ilgili hatırladığınız bir anınızı anlatır mısınız?
4. Liseden başlayarak üniversiteye kadar olan sürecinizi biraz daha ayrıntılı olarak anlatır mısınız?
5. Üniversiteye ilk başladığınız günü anlatır mısınız?
6. *(Ücretli öğretmen ise)* Ücretli öğretmen olmaya karar verme sürecinizi anlatır mısınız?
7. Öğretmenlik yaptığınız okuldaki ilk gününüzü anlatır mısınız?
8. Bu okuldaki müdür ile ilk karşılaştığınız günü anlatır mısınız?
9. Müdür ile anlatabileceğiniz bir anınız var mı? Varsa anlatır mısınız?
10. Okuldaki öğretmen arkadaşlarla nasıl tanıştığınızı ayrıntılı olarak anlatır mısınız?
11. Okulda katıldığınız en son öğretmenler toplantısını anlatır mısınız?
12. Okuldaki en son teneffüsü anlatır mısınız?
13. Öğretmenlerle ilgili anlatabileceğiniz bir anınız var mı? Varsa anlatır mısınız?
14. Okuldaki öğrenciler ile karşılaştığınız ilk günü bana ayrıntılı olarak anlatır mısınız?
15. Öğrenciler ile ilgili anlatabileceğiniz bir anınız var mı? Varsa anlatır mısınız?
16. Okuldaki öğrenci velileri ile yaptığınız son veli toplantısını anlatır mısınız?

Benim size sormak istediklerim bu kadar. Konuyla ilgili, sizin bana anlatmak/eklemek istediğiniz başka şeyler var mı?

APPENDIX F: Interview Questions (English)

Interview Form

Initiation narrative question: For my study, I am interested on the biographies of teachers. I request you to narrate not only your teaching life, but also your whole biography from beginning to present. I have enough time to listen you. I will be glad if you narrate your biography with its details to the greatest extent possible.

(After completing main narration) Thank you. I will now request you to elaborate some points. For this reason, I will ask some further questions.

Elaborative Questions:

1. Would you please narrate your first day at primary school?
2. Would please narrate a memory about your primary school teacher?
3. I will now request you to narrate your days in middle school. Would you please tell me about a memory of you in your middle school?
4. Would you please elaborate the process from your high school to university?
5. Would you please narrate your first day in the university?
6. *(For hourly-paid teachers)* Would you please more about the process that you decided to work as an hourly-paid teacher?
7. Would you please tell me more about your first day at school?
8. Please tell me more about your first day that you met with the school administrator.
9. Do you have a memory about the school administration that you can narrate? If so, would you please tell me more about?
10. Would you please narrate in detail how you first meet with your colleagues?
11. Would you please narrate the last teachers meeting that you attended?
12. Would you please narrate the last breathing time at your school?
13. Do you have memory with your colleagues at school? If so, would you please narrate it?
14. Would you please tell me more about the first day that you met with your students?
15. Do you have a memory with your students? If so, please tell me about it.
16. Would you please narrate the last student's parent-teacher meeting that you last attended?

These were the questions that I wanted to ask you. Do you have further questions in relation to the subject, or are they any points that you want to add?

APPENDIX D: Transcription Rules

(n): n Stopping in n seconds

Ex: (3): stop in three seconds

(.) : Stop shorter than one second.

@(.)@ : Short laughing

@(3)@ : Laughing taking three second.

No : Silent simile.

@No@ : Laughing while talking.

No:::::: . Extending work. The number of colons represents the duration of extending in seconds.

(no) : Uncertain expressions.

°Hayır° : Expression stated in a very silent manner.

Hayır: Expressions stated emphatically

((Coffee order)):Actions or expression apart from the context of the interview, like coffee order.

//mmh// : Researcher's short expressions. Extracting in the transcriptions.

APPENDIX E: Sample of Formulating and Reflective Interpretation

Compelled from Güvercin & Nolh (in press)

1. Belirten Yorum:

1.1. Konu Seyri Tablosu:

00:00:00 -00:61:23: Giriş Anlatımı
00:18:45: 00:24:12 Öğretmenliğe başladığı ilk gün
00:24:12: 00:36:22 Okul idaresi, öğrenciler, veliler.
00:36:22: 00:39:29 Okulda yaptığı evrak işleri
00:39:29: 00:35:16 Ailesinin öğretmen olması ile ilgili görüşleri
00:35:16: 00:42:46 Öğretmen olmasının okul dışındaki yaşantısına etkisi
00:42:46: 00:56:17: Gelecek planları
00:56:17: 00:61:23: Öğretmenliğe ilk başladığı gün ile bugün arasındaki farklar.

1.2. Ayrıntılı Çözümleme

1.3. Ayrıntılı Belirten Yorum

Yeliz Öğretmen. Kadrolu.

1 vekil öğretmenlik yaptım (.) ilkokul (.) kaçtı. İlk aldığım sınıf ilkokul
ikiydi (.) 2 ama çok yorucu geldi bana (.) teknik donanımın da yok (.)
bilgin de yok (.) 3 öğrencileri (.) anlayamadım yani. İlk önce
onlardan çok şey bekledim (.) daha 4 sonra: 11 yavaş yavaş (.) bu böyle
olmıca. Hani sürekli sinir halindesin (.) 5 çocukları anlamamanın bi
yolu olmalı dedim kendime (.) kitaplığına daldım babamın. 6 O formasyon
kitaplarını çıkarmaya başladım. o formasyon kitaplarını falan çıkar
7 (.) oku (.) o konuda kendi kendimi o vekil öğretmenlik yaptığım
dönemde baya bi 8 (.) geliştirdim yani (.) olabildiğince (.) kendi
çocukluğuma döndüm (.) ben 9 çocukken naptım (.) bunların
yaşındayken falan derken (.) çocuklarla şeyi frekansı 10 tutturduk.

1-10.satırlar arası:İlk öğretmenlik deneyimi

Yeliz öğretmenlik yapmaya ilk başladığı sene, öğretmenlik becerisi için gerekli ön
becerileri olmadığı için, “öğrenciler” ile iletişim kurmadığını ifade ediyor. Öğrencilerin
yapabileceğinden daha üst seviyede performans görmek istediğini belirten Yeliz, yanlış giden
birşeyler olduğunu farkederek ailesinin yardımı ile yeni yollar arayışı içine giriyor. Bulduğu

“kitaplar”dan öğrencileri ile nasıl iletişim kurması gerektiğini öğrenmeye çalışan Yeliz, kendi geçmiş yaşantılarını da anımsayarak öğrencileri ile iletişim kurduğunu belirtiyor.

1.4. Yansıtıcı Yorum

1.4.1. Biçimsel metin analizi

Yeliz Öğretmen. Kadrolu.

- 1-2 betimleme (koyu renge boyanmış kısım)
- 2 arka planda bir gerekçelendirme (rölyefli kısım)
- 2-3 betimleme
- 3-9 anlatı (koyu renge boyanmamış kısımlar)
- 8-9 arka planda bir betimleme

Yeliz, ilk öğretmenlik deneyimini konu ederken bir betimleme ile başlıyor, arkaplanda bir gerekçelendirme veriyor, sonra da bir anlatıya geçiyor, bu anlatı içinde de yine arka planda yer alan bir betimleme (8-10) var. Çiğdem ise, konuya bir anlatı ile giriyor, ancak hemen anlatıyı detaylandırmak ve anlamlı kılmak üzere arka planda sınıfın önceki durumunu betimliyor. Sonra (4-8) yine anlatıya devam ediyor ki yine bu anlatı arka planda yer alan betimlemeler için kesiliyor.

1.4.2. Karşılaştırmalı Zincirleme Analiz

Yeliz ve Çiğdem vekil ve ücretli öğretmen olarak öğretmenliğe başladıkları ilk dönemi anlattıkları görüşme parçalarında, Yeliz öğretmenlik yapmak için gerekli alt yapısının olmamasını bir sorun olarak ele alıyor („teknik donanımın da yok (.) bilgin de yok“). Çiğdem ise Yeliz’den farklı olarak, kendisinden önceki öğretmenin ders işleme yöntemini olumsuzlayarak („böyle sadece işte yaprak dağıtıyo.“) ve iyi bir şekilde öğretmenlik yaptığına dikkat çekiyor („(.) işte tahtaya şekil de çizdim onlara“. „SBS hani soruları (.) çözdüm“). Yeliz, öğretmenliğe ilk başladığı dönem kendi öz eleştirisi yaparak, öğrenciler ile iletişim kurmadığını tespit ediyor („öğrencileri (.) anlayamadım yani“) ve bu kurulamayan iletişimin kaynağını kendi öğretmenlik önbilgisinin eksik olması ile ilişkilendiriyor („çocukları anlamanın bi yolu olmalı dedim kendime (.) kitaplığına daldım babamın.“). Çiğdem ise öğrenciler ile iletişim kuramıyor olmasını sınıfın

düzeyinden daha üst düzeyde ders anlatıyor olması ile ilişkilendirerek („Bu tempoya bunlar (.) alışamadılar.“) yaşadığı sorunun kaynağını kendisi dışında olduğunu tespit ediyor. Çiğdem, kendisini „şikayet eden“ öğrencilerin gerekçesinin („ıı güzel anlatmıyo. Hani bi önceki hocayla aynı anlatmıyo“) „bir önceki öğretmen“ in en sevdiği öğrencileri olduğunu belirterek, durumu kendisi ile ilişkilendirmiyor.

Yeliz ve Çiğdem’in öğretmenliğe ilk başladıkları dönemi ele alış biçimlerinin karşılaştırmalı olarak analiz edilmesi, durumu her ikisinin de birbirinden farklı şekilde yani farklı yönelim çerçevelerinde ele aldıkları ortaya çıkıyor. Yeliz öğretmenliğin ilk yıllarında yaşadığı sorunları kendisi ile ilişkilendirerek çözümü kendi deneyimlerinde ararken, Çiğdem’in sorunların gerekçesini kendisi dışındaki etmenlerle açıkladığını ve bu şekilde kendini iyi bir öğretmen olarak göstermeye çalıştığını görüyoruz. Ortaya çıkan birbirine zıt iki farklı yönelim çerçevesinden Yeliz’in yönelimini baz olarak alalım ve Çiğdem’in yönelimini Yeliz’in yöneliminin değil’i olarak tanımlayalım. Yeliz’in temsil ettiği yönelim çerçevesini „Yaşanan sorunları kendisi ile ilişkilendirerek bilgilenme “; Çiğdem’in temsil ettiği yönelim çerçevesini ise „Yaşanan sorunları kendisi ile ilişkilendirMEYEN” yönelimi olarak adlandıralım.

1.4.3. Tipleştirme

1.4.3.1. Anlam Oluşumsal Tipleştirme

Vaka sayısı arttırılarak ve başka yönelim çerçeveleri ile karşılaştırılarak yönelimlerin sınırlarının belirgin hale getirilmesi gerekir. baz alınan birinci yönelimin (Yeliz’nin içinde bulunduğu yönelim) değil’i olarak tanımlanan yönelimleri kendine özgü bir tanımlama ile isimlendirmek mümkün hale geldi. Ortaya çıkarılan tipler:

- Yaşanan sorunları kendisi ile ilişkilendirerek bilgilenme deneme yoluyla ilerleme
- Yaşanan sorunları dış etmenlerle ilişkilendirme
- Yaşanan sorunları kendisi ile ilişkilendirerek geçmiş öğrencilik deneyimlerini anımsayarak öğrencilerle empati kurma yoluyla ilerleme
- Yaşanan sorunları kendisi ile ilişkilendirerek daha deneyimli öğretmenlerin rehberliğini dikkate alma

Yeliz vakasına benzer vakalar karşılaştırmaya dâhil edilerek ilk vakadan soyutlanarak “yaşanan sorunları kendisi ile ilişkilendirme, deneme-yanılma yoluyla ilerleme” tipi ortaya çıkarıldı.

1.4.3.2. Sosyo Oluşumsal Tipleştirme

Yorumlamaya baz oluşturan Yeliz Öğretmen ile karşılaştırarak yorumlamak için Yeliz Öğretmen ile benzer özellikte (kadın, fen edebiyat fakültesi mezunu) ancak kadrolu değil ücretli öğretmen olarak çalışan Çiğdem Öğretmen tercih edildi. Karşılaştırmalı zincirleme analiz ile Yeliz ve Çiğdem’in birbirine zıt iki farklı yönelimde olduğu ortaya çıktı. Ortaya çıkan bu farkın hangi sosyal bağlam ile ilişkili olduğuna (toplumsal cinsiyet, istihdam biçimi, öğretmenlik eğitimi aldığı eğitim biçimi vb) karar vermek için, farklı özellikteki (ör: fen edebiyat fakültesi mezunu, ücretli erkek öğretmen) üçüncü bir vaka ile karşılaştırmak gerekti. Çiğdem Öğretmeninin yönelimi, Çiğdem ile benzer özellikte (fen edebiyat fakültesi mezunu, ücretli) bu defa erkek bir öğretmenle karşılaştırıldı. Üçüncü karşılaştırma vakasını oluşturan bu ücretli erkek öğretmenin Çiğdem’in içinde bulunduğu yönelimi paylaştığı görüldü. Sonra farklı cinsiyet ve/ya mezuniyeti olan, ancak yine ücretli olarak çalışan başka öğretmenler de karşılaştırmaya dâhil edildi ancak yine benzer bir yönelim bulunuldu. Yönelim çerçevelerini hangi sosyal bağlam içinde oturduğu netleşinceye kadar bu sistematik vaka çeşitlendirmesine devam edildi.

APPENDIX H: The Original of Interview Quotes

1. Okul bittikten sonra işte formasyon (.) dönemi ayrı bi sıkıntı zaten (.) ales (.) biliyorsunuz. O dönem:de o da değişti. Bakın (.) hep değişikliklere- (.) şimdi de (.) atanıcam (.) eğitim sistemi değişecek (.) sınav sistemi de değişecek (.) seneye (.) inşallah (.) onlara kalmadan (.) hep böyle değişiklikler devri (.) geçişlerde çok (.) yani bi şeyler olmuştur (.) @bi şeyleri kazanmışımdır@ (.) çok fırtınalı bi hayat @gerçekten de@ (.) riskli (.) çok riskli hayatım. Hiçbi şeyi (.) kolay elde etmedim bugüne kadar (.) elde etmişsem de (.) şey yapmamışımıdır yani kabullenmemişimdir (.) olamaz (.) diye (.) onun sıkıntısını yaşamışımıdır.
2. Sonra işte formasyondan sonra (.) geldiğimde- yani formasyon aldığım yıl zaten direk atanırım zannediyodum. Öyle bi yanılgı da var hala yani üniversiteyi bitirmemize rağmen (.) hani onun bi bilinci de yok herşeyi yaşayarak öğrenen (.) insanlarız yani. Sonra ıı (.) atanamadım o sene baya bi (.) hani üzuldüm (.) çöküntü yaşadım. Sonra ücretli öğretmenlik diye bişey, keşfettim. Tabi bu da (.) bana olumu etkileri oldu mu (.) yani olumlu gibi gördüm ben ilk iki yıl ama tamamen (.) hani ıı zaman kaybı (.) sadece işte neyi kullanıyolar bizim mesleğe karşı olan sevgimizi kullanıyolar (.) ya- ücretli öğretmenlik yapmanın tek mantığı bu. Mesleğini seviyosun (.) yapıyosun yani. Başka hiçbirşeyi yok. Sonuçta üniversiteden yeni çıkmışsın. İşte onun: ııı (.) bi şeyi var üzerinde (.) sorumluluk artık- ailen senden iş bulmanı bekliyo diğerleri herkes. Ücretli öğretmenlik zaten (.) yapmaya başladığımızda (.) sormuyolardı bile mesela ücretli misin değil misin diye. Ben böyle bişey olduğunu da bilmiyodum. Ama ııı okula gittim mesela on yıldır ücretli öğretmenlik yapan arkadaşlar varmış mesela okullarda.
3. Gökçe: Bi önceki okulunuzdaki ilk müdürünüzle karşılaşmanızı anlatır mısınız?

Canan: Şimdi ben ilk gün (.) gittim okula (.) önce müdür yardımcısıyla (.) işte konuştum (.) müdür yardımcısının hani (.) tavrı gayet iyiydi (.) yapabilirsin (.) hani (.) şey dedi bana hatta (.) git sınıfı sustur yeter dedi @bi kaç gün böyle@ (.) sonra alırsın dedi (.) müdürle tanışmaya gittim. İşte hocam dedim ben (.) falanca sınıfa gelen ücretli öğretmenim diye (.) [...] ıı ücretli öğretmenlerini kesinlikle sallamıyolar müdürler. Bunu söylüyim yani (.) hani işine gelirse selam veriyö (.) ya da işte (.) işi düşmediği sürece konuşmuyo (.) genelde: (.) ya senin aidatlarınla ilgileniyolar ya da (.) sınıf başarinla (.) başka hiçbir şeyle ilgilenmiyolar.
4. Gerçekten de gördüm- kimler yapıyomuş yani ıı (.) gittim: (.) ha bide böyle öğretmen arkadaşlardan biraz daha yaşı (.) bize yakın olanlar yeni mezunlarla eski o-arada çok büyük uçurumlar var gerçekten (.) zihniyet farkı (.) görüş her şey farklı. Gittim sağolsun arkadaş hani o zümremdeki arkadaş beni çok sahiplendi işte hani yardımcı oldu (.) kesinlikle onun sayesinde ben alıştım diyebilirim hem ortama hem şeye. Sonra baktım: (.) yapabiliyorum çok da iyi yapabiliyorum. Diğerlerine göre gerçekten (.) hani kadrolulara göre bile iyi yapabiliyorum.

5. Öyle işte. Gidiyodum mesela ilk zamanlarda bu üçüncü sınıfta falan hep disiplin problemleri ile uğraştım. Dörde geldiğimizde hani için zaten ortalarında sağlamıştık bunu. Ki dördüncü sınıftaki öğrenciyi zapetmek çok zordur. Çocuklar (.) yani ben gelmeden dersime başlarlardı. Geç kalmış bile olsam bişey olsa bişey olsa tenefüsten bile geç gitmiş olsam (.) başlarlardı derse. Başkan çıkardı hiç bişey yapmasa kitap okutup öyle yorumlarlardı filan. Soruları cevaplarlardı.
6. Gökçe: Peki bi önceki okulunuza veli toplantısı yapmış mıydınız? Son veli toplantısını anlatır mısınız orda yaptığınızı?
Canan: Ordaki veli toplantısına katılım daha fazla oluyodu. İlkokul olduğu için. Dördüncü sınıf olduğu için (.) genelde (.) çocukların durumundan yola çıkarak işte (.) hani ilerde (.) nasıl: (.) olmaları gerektiği konusunda (.) konuşuyoduk (.) başarısız olan öğrencilerle işte biraz saygı (.) şeyi düşük olan öğrencilerle ilgili konuşuyoduk (.) orda (.) aile kabulleniyo çocuğunun hatasını (.) böyle böyle yapıyo dediğim zaman (.) hocam tamam siz her türlü (.) hani (.) şey yapın (.) ben biliyorum hatalarını (.) diyodu (.) şimdi (.) burda (.) en büyük sıkıntımız şeyden kaynaklanıyo (.) çocuğun hatasını kabul etmeyen veliden kaynaklanıyo (.) kadına bakıyosun (.) hani bildiğin doğulu. Konuşamıyo bile (.) ama diyosun. Çocuğun makyaj yaparak okula geliyo (.) bakıyo (.) bunda makyaj mı var diyo ki (.) bugün yapmamış ama diyo (.) diyoruz ki biz sildirdik (.) yapmamış hani yok ki diyo @(.)@ yani (.) diyorum ya her şeyle uğraşıyoruz ya (.) bi insan (.) saçını topla kızım (.) işte: (.) makyaj yapma çocuğum (.) oje sürme kızım (.) yani (.) kalem çekme. Küpe takma. @Onu yapma. Bunu yapma@ (.) çok uğraşıyoruz (.) çok.
7. Ya oku- okurken herşey böyle güllük gülistanlık gibi geliyo ama (.) hiç böyle (2) dört yıl sonrasını (.) düşünemedim yani (.) ona göre önlem tedbir alamadım. ee ya bunun bi kpss'si var işte bunun kadrolu olması var (.) tamam sen burdan diploma alıp mezun oluyosun da (.) diplomalı işsiz de olabilirsin. Hiç böyle düşünemedik çok lay lay lom geçti (.) ama çok zevkliydi hiç pişman olmadım ne üniversitemden ne (.) hocalarımdan. İı Sonra işte mezun olduk (.) tabi kpss (.) devri başlıyo. Ya boş kalmaktansa dedim (.) ücretli öğretmenlik yapıyım. İşte başvurdum İlçe Milli Eğitim Müdürlüklerine (2)
8. Gökçe: Peki müdürle ilk karşılaştığınız günü hatırlıyor musunuz?
Mustafa: Müdürle:: bi kere (.) bi kere karşılaştım. ee o da şöyle karşılaşmadım aslında bi (.) belge onaylatıyordum çalışma (.) kâğıdı (.) adı altında (.) alıp başka yerlere vermek için bişey olursa. Şimdi ben bi (.) yayınevinden kitap istemiştim onun için çalışma kâğıdımı göndermiştim. Müdür beye onaylatırken o- orda şey oldu (.) başka müdür beyle iki üç kere belki şey geldik ama (.) nasılsın (.) meraba nasılsın yani öyle (.) idarecilerle(.) çalışan arasında nasıl olursa öyle. Ama müdürün saygısı var yani müdür (.) bize yani saygı duyuyo soruyo hal hatır soruyo yani (.) o da

iyi bişey yani (.) başkası olsa belki şey yapmaz yani tınlamaz bile yani (.) ama bizim müdür iyi (.) öğretmenler de iyi müdür de iyi. Onun için sıkıntı yok bu okul iyi yani.

9. Dikkat ediyorum öğrenciler çok söylüyo bunu (.) işte (.) tabi (.) yaşlı hocalarımız var işte (.) kırkı kırkbeş yaşlarında (.) onları sevmediklerini çok söylüyolar. Anlaşamıyolar iletişim kuramıyolarmış. Bana (.) hiç böyle bi sıkıntı olmadı allaha şükür(.) inşallah ben de bundan otuz kırk yıl sonra eğer olursam kadrolu öğretmen (.) inşallah o pozisyonlara düşmem.

10. Gökçe: Peki en son öğretmenler toplantısına katıldınız mı bu okulda?
Mustafa: ee (.) ben (.) o gün katılamamıştım bi kere yapıldı çünkü ben Edirne'deydim (.) katılamamıştım. Daha da yapılmadı öğretmenler toplantısı. Zümre toplantılarımız yapılyo (.) bana denk gelmiyo ben Edirne'de oluyorum. İşte ee bir bir defa katılmıştım ama bir defa karar alıyoduk bana da soruyolar danışıyorlar hocam nasıl hatta yani benden çok tecrübeli hocalar soruları bana danışıyorlar (.) beraber (.) yol çizmeye çalışıyoruz çok hoşuma gidiyo yani (.) daha tecrübeli hocalar sonuçta ama hocam dimi öle olur evet hocam öyle yapalım. o çok mutlu edici bi durumu yani (.) bana sormaları (.) sormaya gerek duymaları çok önemli çok önemli yani. ben daha yeni yani 4 aylık (.) tamam okuduk ama yani. er meydanı kaç yıllık hocalar yani (.) şimdi daha iyi biliyolar sonuçta (.) o çok önemli hocalar aşağılamıyo (.) destek oluyolar yardımcı oluyolar yardım da alıyolar zaman geldiklerinde beraber burda çok uyumlu (.) çok güzel bi şekilde çalışıyoruz yani (.) işimizi yapıyoruz.

11. hakaten zor meslek (.) gerçekten. Şimdi (.) insan ilişkileri de önemli öğrenciye (.) hitap şeklin (2) yani öğrenciye verdiği değeri (.) hakaten öğrenciye hissettirmek lazım. Bunu anladım. Öğrenciye değer verirken şayet (.) öğrenci bunu anlarsa gerçekten (.) saygıda da sevgide de derse olan ilgisinde de kusur etmiyo. Ben bunu anladım. En:: (.) kötü öğrencide bile bunu hissettim. Öğrenciye gereken değeri vereceksin. horlamıcaksın hor görmiceksin itip kakmıcaksın.

12. Gökçe: Veli toplantısı yaptınız mı?
Mustafa: Veli toplantısı yapmadım (.) şöyle veliler geliyo ama (.) veliler öğrenci-leriyle alakalı hani çocuklarıyla alakalı görüş almak için geliyolar. ee (.) onlarla da (.) birebir hiç bi veliyi tanımıyorum (.) tanımıyorum ama elimden geldiğince (.) ne görüyosam ne gözlemliyorsam çocuğuyla alakalı (.) dürüst bi şekilde (.) dürüst bi şekilde söylüyorum yani (.) bundan adam olur ya da olmaz diye yüzüne karşı söylüyorum. Asla (.) lafı şurdan (.) kulağın öbür tarafından götürmüyorum yani. (Uslu durmuyosa söylüyorum) arkadaş ortamını değiştirsin diyorum (.) o da farkında (.) o da farkında beni tasdiklercesine konuşan veliler çok oluyo (.) evet haklısınız hocam diyolar geçen sene de böyleydi falan. Ama şimdi bu çocuklar(.) dediğim gibi yani (.) bu yaşlar sıkıntılı yaşlar ergenlik çağında olunca

çocuk napcağını tam (.) kestiremiyo yani (.) sınırını bilmiyo sınırını (.) nerde durcağını nerde (.) tavan yapacağını nerde taban yapacağını bilmiyo yani. Öğretmenine karşı olsun arkadaşına karşı olsun. Sınıfta dalaşanlar oluyo mesela (.) enteresan.

13. Şimdi süreçte:: ücretli öğretmenlik yapmak hep (2) ya bi sene (.) sonraki sene olur (.) bir sonraki olur bi sonraki olur diye (.) bu duruma geldik (.) bi de benim mezun olduğumda formasyonum yoktu (.) ikibinon yılında Ziverbeyden aldım onu (2) formasyonu da almışken işte 11 (2) en azından (2) bu sene (2) atanmak istiyorum yani (.) kadroya geçip (2) bi son şans olarak verdim kendime (.) bundan ötesi için olmazsa nolur bilemiyorum ama (.) şurda da bir ay kaldı. Bir ay içinde (.) olmasını istiyorum inşallah olur.
14. ben (.) mezun olduktan sonra (.) mecbur bi şeyler yapman lazım. Benim istediğim aslında sınava hazırlanmaktı adam (.) akıllı oturup (.) bir yıl (.) sınava hazırlanayım dedim (.) ama şartlar gereği yaşamın bi (.) artık cilvesi diyelim (.) böyle bir ortam oluşmuyo. Artık üniversiteyi bitirmişsiniz. Ailenizin beklentileri artmış (.) bir işin ucundan tutun. Bi şeyler kazanın. En azından bi para kazan. Kendini kurtar. Kendine (.) kendi ihtiyacını kendin gör (.) açıkçası mantığı olduğu için (.) bana bu şans (.) verilemedi.
15. Gökçe: Peki idareyle ilk karşılaştığınızı hatırlıyo musunuz?
Taner: İdareyle ilk karşılaşmamız (.) 11 sanırım (.) Ünal Bey vardı burda (.) ya sanırım değil de Ünal bey müdürümüzdü (.) onunla iyiydi. Yani ilk (.) diyalogumuz ilk konuşmamız güzel geçmişti zaten ... (.) her zaman için iyiydi idareyle aram (.) ilk başladığımızdaki dönemde müdür yardımcılarıyla çok sıkı fıkı olamadık tabi (.) üç aylık bi dönem olduğu için (.) idareci odalarına pek (.) yaklaşmıyodum o dönemde ... zaman zaman gidiyodum. İşim olduğu zaman gidiyodum ama işim olmadığı zaman uğramıyodum
16. Gökçe: Peki öğretmenler odasına ilk girdiğiniz günü hatırlıyo musunuz?
Taner: Hatırlıyorum çünkü:: 11 (.) öğretmenler odası (.) ki o (.) günkü öğretmenler odası bana çok sıcak gelmemişti yani. Herkes kendi aleminde (.) genelde okullarda da öyledir yani (.) 11 alışık olmayan bi insan için (.) itici gelebiliyo ama alıştıktan sonra o ortamın artık (.) varlığını o şekilde (.) kanıksıyorsunuz. Kabulleniyosunuz bir şekilde (.) 11 dediğim gibi (.) o (.) gün de yine gittim zümremle oturdum. Konuştum (.) ilk defa tanıştım (2) kimseyi tanımadığım için de genelde hep onunla (.) birlikteydim (2) sonradan tabi (.) tanışma ortamı oluyo. İşte okulumuzda bi zamanlar sigara odası vardı. Gittik orda sigara odasındakilerle (.) tanışabiliyoduk (.) yani orda biraz daha muhabbet (.) daha koyudur yani (.) bütün okullarda sigara odalarının muhabbeti daha iyidir (.) şu anda (.) yok gerçi sigara odası ama (.) olduğu zamanda en azından öğretmenler odası (.) biraz daha insanların kafasını dinlediği daha (.) sakın rutin olduğu yerlerken (.) sigara odası (.) 11

daha coşkulu muhabbetlerin olduğu (.) bi yerdir (.) benim için de öyle olmuştu (.)

17. Gökçe: Peki velilerle görüşüyo musunuz?

Taner: Velilerle görüşüyoruz evet. Velilerle (.) aramız iyidir (.) diyalogumuz iyidir (.) ama çok iyidir diyemem (.) yani (.) istenilen seviyededir diyemem. En azından (.) son yıllarda ben çok fazla veli toplantısı yapmıyorum. Senede (.) üç tane yapmak gerekiyorsa yasal olarak üç tane yapıyorum. İşte dört tane yapmak gerekiyorsa dört tane yapıyorum (.) bunun da dışına pek (.) çıkmıyorum. İkinci dönem geldiği için bi defa (.) iki defa veli toplantısı yaptım (.) senede dört tane yapmak gerekiyo. Zaten ben iki tane yapmışım. Bunun haricinde de (.) sınıf annesiyle diyalogumuz iyi (.) yani sınıfta bi kaç tane anne var (.) ilgili (.) her zaman geliyolar (.) onlarla diyalogum iyi. Ama diğerleri (.) gelmek isteyen olursa geliyo görüşüyo (.) ama özel olarak ben (.) veli toplantısı çok fazla yapmıyorum (.) ıı önceki yıllardaki veli toplantılarımda da iyiydi yani. Velilerle diyalogum genelde iyi (.) ama daha iyi olabilirdi (2) ıı çatışma yaşamıyorum velilerle (.) herhangi bir sıkıntı da yaşamıyorum en azından (.)

18. Artık (.) geçen yıl (.) bu işi son defa yapmalıyım dedim (.) bir daha yapmamalıyım dedim (.) ama (.) verdiğim sözü yine tutamadım. Çünkü sınavı kazanamadım (.) sonraki süreçte çalışmadım. Birinci dönem yine çalışmıyodum ben. İkinci dönem burdaki (.) ıı arkadaş (.) doğum iznine ayrılınca (.) onun yerine geldim ben ikinci dönem (2) ben bu seneyi çünkü sınava ayırmıştım yani. Sınava çalıştım. Hiçbi şey yapmıyordum (.) ama şartlar yine de (2) paraya olan (.) ihtiyacımız. Benim paraya ihtiyacım yoktu ama benim artık kafamın rahat olmasına ihtiyacım vardı (.) aile içinde işte (.) çalışmıyo oturuyo (.) gibi bi görüntü olmasın ya da mahallede artık.

19. ııı beş yıllıktı benim okuduğum bölüm eğitim fakültesi (.) ondan sonra bitirdim: (.) atanamadım (.) atanamadım (.) atanamadım (.) bu yıl oldu (.) yine ikibinoniki hala (.) burdayım (.) şu var (.) ilkokul (.) ortaokul ve lisede (.) çok yüksek (.) puanlarla (.) ben (.) derece aldım. Mezun oldum (.) hatta (.) okul birinciliklerim de mevcut (.) ama (.) kapesesede bu (.) işlemiyo nedense (.) sanki (.) kapesese ayrı bi sistem midir (.) nedir bilemiyorum. Hani o zamanki (.) beyin benim beynimdi şimdi benim değil mi (.) şimdi kullanamıyo muyum ya da (.) adapte olamıyo muyum. Bilmiyorum (.) dediğim gibi yani (.) başarılı olan bi öğrenciyim (.) üniversiteyi bile dersanesiz (.) dersaneye gitmeden kazanan bi öğrenciyim (.)

20. kpss'de nasıl oluyo başarılı olamıyorum (.) ben de çözmüş değilim (.) bu ailem için de çok büyük bi (.) etken (.) şimdi onlar da (.) dediğim gibi zorluklarla (.) üniversiteyi zorlukla okuduk biz (.) bunu bana hissettirmemeye çalıştılar sağ olsunlar (.) ailece el birliğiyle ama (.) sonuçta

ben onlara bi vefa borcum var (.) bi gönül borcum var (.) bunu ödemek zorundayım (.) atanamıyorum (.) onlar üzülüyorlar (.) bana üzüldüklerini (.) belli etmiyorlar

21. Gökçe: Peki mezun oldunuz. Mesleğe başlama o süreci anlatır mısınız?

Sınava hazırlandınız-

Ayşegül: Sınava (.) 11 ilk yıl hazırlanmadım (.) o zaman şey düşünüyoduk (.) üniversite biticek (.) öğretmen olucaz (.) öyle biliyoduk (.) kpss diye bi (.) gerçeğimiz yoktu (.) ondan sonra (.) 11 sınava girdik tabi (.) sınav gerçeğiyle (.) dediğim gibi (.) karşılaşmadığımız için gayet rahatız (.) son dönemlerde işte (.) ders çalışan arkadaşlar gördükçe (.) öyle bi (.) vicdan azabı (.) hissetmeye başladım. Aa ben hiç hazırlanmadım. Napcam şimdi (.) tabi ki başarılı olamadım. Kazanamadım (.) buna rağmen benden çok daha az puan alıp mesela türkçe öğretmenliği mezunları (.) sadece sınava girmeleri yeterli olmuştu (.) direk atanmışlardı (.) türkçenin (.) 111 verdiği ilk (.) ya da ikinci mezunları olmaları gerekiyo (.) çok fazla açık var (.) 111 atanmışlardı onlar tabi onları görünce insan kahrediyo (.) ah keşke ben (.) işte (.) türkçe öğretmenliği yazmayı hiç düşünmedim ? keşke (.) yazmış olsaymışım dedim (.) o kadar rahat atandılar ki (.) hiç stres yaşamadan (.) atandılar (.) ve onlar şimdi (.) belki de (.) sekiz on yıllık öğretmenler (.) ben hala (.) kpss'yle (.) uğraşıyorum (.) kpss'yi kazanır mıyım (.) o da meçhul zaten (.)

22. Gökçe: İdareyle müdürle ilk karşılaşmanızı hatırlıyo musunuz şu anki okulunuzda?

Ayşegül: 11 müdürle ilk karşılaşmamız evraklarımı getirdiğimde (.) karşılaşmıştık (.) zaten okulda böyle bi (.) 111 müdür yardımcısı enflasyonu var (.) beş tane müdür yardımcısı bi müdürümüz var (.) ilk önce müdür yardımcısıyla (.) karşılaşmıştım. Baş müdür yardımcımız (.) 111 onun böyle bi (.) mesela insanlarla konuşurken yüzüne bakmayan bi insan (.) sizinle konuşur ama sizin yüzünüze bakmaz (.) ya (.) başka tarafa bakar (.) ya yere bakar (.) ya masaya bakar (.) ya elindeki bi şeye bakar (.) ama sizin yüzünüze bakmaz (.) hoş geldiniz demişti (.) benim yüzüme bakmayarak. Ben de (.) ? @nası bi hoş geldin@ nası bi karşılama diye (.) biraz tuhaf olmuşum (.) sonraki müdürümüz (.) ya müdürümüzle karşılaştığımda ise (.) o da yine hoş geldiniz falan demişti (.) ama yani ne biliyim çok ? karşılama değil de sanki hani adet yerini bulsun diye yapılan konuşmalar gibi (.) öyle (.) çok fazla (.) sorun sıkıntı yaşamadım (.) zaten (.) bi tek kıyafet konusunda biraz @eleştiri aldım@ (.) sonra (.) @onu da@ düzeltmeye çalıştım elimden geldiği kadar

23. Gökçe: Körfezköy'dan istanbul'a geldiniz. Şu an çalıştığınız okulda mı başladınız yoksa başka bi okulda mı?

Ayşegül: Bu okulda başladım.

Gökçe: İlk günü hatırlıyo musunuz başladığınız ilk günü?

Ayşegül: Hatırlıyorum

Gökçe: O günü anlatır mısınız?

Ayşegül: O gün (.) öğretmenler odasına girmiştim (.) eşyalarımı bırakmıştım (2) çok (.) fazla (.) böyle hani (.) insanlar (.) şey yapmadılar (.) algılayamadılar (.) acaba görmediler mi (.) çünkü hiç (.) hani hoş geldin (.) beklerdim mesela (.) yeni bi ortama giriyosun (.) sonuçta onlar önceden ordalar (.) ben ekimin (.) yirmi- onüçünde başlamıştım (.) onüç ekimde başlamıştım (.) o zamana kadar hani (.) okulda bir aylık bi geçmişi var (.) en azından çoğu birbirini daha önceden tanıyo (.) daha önceki senelerde de aynı okulda öğretmenlik yapmışlar (.) ortamda yeni olan benim (.) sonuçta (.) yapım gereği de (.) çok fazla (.) girişken olmadığım durumlar da oluyo (.) ? girişken olduğum ortamlar var o ayrı da (.) böyle bi tanışmalar falan biraz daha şey (.) olabiliyo (.) ?olabiliyorum bazen (.) sonuçta altmış:tan fazla öğretmen var (.) altmışdört tane yanlış hatırlamıyosam (.) hepsi aynı yerde oturuyor (.) siz sonradan geliyorsunuz (.) kimseyle göz göze falan fazla gelmemiştim (.) hoş geldin diyen falan da olmamıştı (.) bir iki kişi ayakta (.) çıkarken karşılaştığım insanlar hoş geldin (.) demişlerdi (.) ııı moralim biraz bozulmuştu o zaman (.)

24. ııı ilk günüm (.) yani çok da iyi geçmemişti (.) sonra işte yavaş yavaş (.) tanışmalar (.) başladı: (.) biraz daha bi kaç kişiyle arkadaşlık ilişkilerim oldu bi kaçıyla hala (.) biçoğuyla daha doğrusu (.) hala (.) sadece bi merhabamız var (.) öyle bi arkadaşlık ilişkisi kurmamıştık (.) kurulmuyo çünkü (.) okulun kendi içerisinde bile (.) yıllardır orda öğretmenlik yapanlar arasında bile (.) çok fazla arkadaşlık ilişkisi yok (.) niye böyle bilmiyorum (.) ... hayat şartlarının zor olmasından mıdır (.) başka bi sebepten mi bilmiyorum ama (.) öyle bi ortam yok malesef.

25. Gökçe: tamam ııı ilk sınıfa girdiğiniz zaman o günü anlatır mısınız öğrencilerle

Ayşegül: (anlaşılmıyor)

Gökçe: yok yok

Ayşegül: (anlaşılmıyor)

Gökçe: branşta evet

Ayşegül: ilk girdiğim sınıf (2) hatırlamam gerekicek şimdi hangisiydi (.) dört-lerdi galiba dördüncü sınıflardı (2) tabi dördüncü sınıflardı (.) çocuklar bi kere zaten (.) yeni bi öğretmen olduğu için önce bi (.) şey yapıyorlar (.) öğretmeni gözlemleme süreci (.) nası bi öğretmen onu kavramaya (.) onu çözmeye çalışıyorlar (.) ben girdiğimde de öyle olmuştu. Ben çok (2) şey değildim galiba (.) nasıl diyim (.) öğretmen olarak görmemişlerdi beni galiba (.) ben direk derse başlamıştım (.) kendimi tanıttım tabi ki (.) adımlı tahtaya yazdım sormak istediğiniz bi şey var mı (.) kimse bi şey sormamıştı (.) ben de (.) sormadan derse başlamıştım çünkü zaten (.) ııı geç başlamıştım (.) bir ay (.) geç başlamıştım (.) yetiştirilmesi gereken konularım var (.) müfredata yetiştirmem gerekiyo (.) bi kaç hafta sonra yazılı yapıcam ve ben (.) hala ? hemen konuya başlamıştım (.) çocuklar (.) şey yapmamışlardı çok fazla (.) memnun kalmamışlardı (.) hani @ders kaynamamıştı@

(.) onların deyimiyle (.) öyle bi (.) şeyim olmuştu

26. ikibinaltı yılında girmiştim. İkibinonda mezun olduktan sonra istanbul'a geldim. O sene işte kpss'ye girdim balıkesir'de mezun olduğumda (.) sekseniki küsür (.) puan aldım (.) yeterli gelmedi. İı ailemin sonuçta beklentisi vardı. Ben de artık kendi paramı kazanmak istiyordum. Kendi semtimizde öğretmen açığı çok fazla oluyo zorunlu hizmet bölgesi olduğu için. Orda ücretli öğretmenliğe başvurdum (2) bi sene ücretli öğretmenlik yaptım (2) orda. Daha sonra tekrar o senenin sonunda (.) işte hem (.) ücretli öğretmenlik yaptım hem de kpss kursuna gittim. Tekrar kpss'ye girdim. Bu sefer seksendört (.) küsür puan aldım yine yeterli gelmedi. Ama bu sene:: girdiğimde işte Eylül ayında (.) ücretli öğretmenlik yapmama kararı aldım. Çünkü biz ücretli öğretmenlik yaptığımız sürece ben ücretli öğretmenliğin kaldırılacağını düşünmüyordum. Hiç olmazsa eğitim fakültesi mezunu olarak (.) ücretli öğretmenlik yapmamamız gerektiğini düşündüm. Bu sene yapmadım. *Daha sonra* (.) ıı ama (.) aile beklentisi sonuçta son bulmuyo.

27. çünkü bizim bölümümüz çok yüksek puanla kapatıyo. Bu sebeple:: eylül ayında ben (.) bişeyle karşılaştım bi internet sitesinde (.) başka bi işe (.) yönlendim. İşkurun ?? adı altında bi kurs (.) açıyordu (.) o dönem de işte bakan (.) değişti işte. Yeni gelen bakan böyle (.) işte biz bu kadar atama yapamayız falan filan deyince aile baskısıyla ben o kursa (.) gittim. kpss ikibinon (.) üç puanımızla yerleştik kursa il tercih ettik. istanbul'da istanbul üniversitesi'nde ders gördük. Üç ay sürdü (.) normalde aralık sonunda biz (.) o işe başlıcaktık fakat yine (.) *verdikleri sözü tutmadıkları için* bu (.) sarktı ocak ayına (2) ocak ayına sarktı (.) ardından (.) işte (.) şubat ayına falan sarktı. Bizi bi sınav yaptılar ve sertifika verdiler. İşte o sertifikayı:: (.) aldım. Şimdi onun atanmasını falan bekliyorum (2) bu şekilde. Ücretli öğretmenlik yaptığım dönem (2) ıı kötüydü bi daha yapmak istemedim. Hani (2) biraz da aile baskısıyla (.) farklı bi işe yönlenmiş gibi oldum ama hala gönlümde öğretmenlik var.

28. İlk günler böyle daha hani müdür bey yüzümüzü simamızı çok (.) hani (bilmeden) hani günaydın dediğimde bazen cevap vermiyordu (.) çok şey bi adamdı *otoriter* böyle hani (2) mesela bi gün de ama mesela (2) *o günaydın* dedi (.) ben hani (.) çok (.) sonradan duydum falan dönüp de günaydın demedim. Galiba intikam mı aldım *naptım* bilmiyorum. Öyle birisiydi (.) yani kendisi istediği gibi davranıyordu (2)

29. Mesela benim o gittiğim okulda (2) ilk (.) gittiğimde mesela ücretli öğretmen olduğum insanlar tarafından biliniyordu. Daha atama gerçekleşmemiş kopya olayı olmuş (2) kadrolu öğretmenler ayrı bi

yerde böyle ücretliler kendi arasında falan durumu vardı. Ben onu yıktım mesela (.) gittim hepsiyle (.) hani muhabbet ettim falan. Hani böyle (.) ben de ücretli öğretmenim diye böyle (.) kenarda biyerde oturup ezik durmadım. Orda mesela işte kopya olayıyla ilgili hani bi (.) işte şey açılıyordu (2) ne biliyim bizim mağduriyetimizle ilgili falan hani yalan yanlış şeyler konuşuyolardı. Hepsine baş kaldırıyodum kesinlikle hani (.) böyle bi kenarda (.) hani durmuyodum. Mesela arkadaşlarım vardı anlatıyorlar. Hani böyle (.) kendilerini dışlanmış hissedip daha çok (.) kendilerine (2) böyle şey oluyolar (.) içlerine hani (.) çekiliyolardı. Ben öyle olmadım (.) karıştım aralarına (.) hani (.) o ezikliği (.) hissettirmemeye çalıştım.

30. Müfettiş geldi ücretli öğretmenlik yaparken ben (2) 11 okula geldi (.) o okulun o sene müfettiş yılıymış (.) bize de derse girdiler (.) ama bize (.) not vermediler hani rehberlik edildi diye bişey yapıyolardı (2)

31. sonraları (.) dedim ki akademisyen (.) hani üniversitede kalabilirim dedim (.) onun için de yine (.) aynı şekilde (.) çalışmak gerekiyo- yani ders çalışmak gerekiyordu (.) dil (.) bi kere benim ingilizcem yok onu halletmem gerekiyordu. Onun için maddi (2) imkân olması lazım (.) zamansal olarak bi imkân olması lazım (.) ya işte bu imkânlar bana çok sağlanmadığı için ben dedim ki ben (.) napabilirim (.) ben (.) şu an (.) öğretmen olabilirim @(.)@ kpss'yi kazanmalıyım (.) maddi özgürlüğümü sağlamalıyım (.) maddi özgürlüğümü sağladıktan sonra (.) bi dil kursuna gidip (.) dilimi geliştirip (.) yüksek lisans yapmak (.) yani (.) şu an (.) öğretmenlik yani (.) devlette öğretmenlik (.) kpss benim için bi (.) amaç değil araç (.) aslında (.) yani (.) onu öyle görüyorum

32. ilk geldiğimde bu okulda: (2) ismini unuttum ama (.) müdür yardımcılığı (.) yapan bi öğretmenimiz vardı (.) ilk ben geldim. Bana ders programını vericek. İki tane ders programı var (.) dedi ki (.) işte edebiyat bir ders programı edebiyat iki (.) dedi seç bi tanesini dedi (.) ben de dedim ki (.) baktım (.) on ikinci sınıfların fazla olduğu ders programını aldım (.) ondan sonra hocam ben bunu aliyim dedim. Çünkü daha önce dersanede çalışmıştım (.) öseseye yönelik çocuklar hani (.) verimli olabilceğimi düşünüyorum dedim (.) ondan sonra dedi ki (.) @(.)@ ya ne ösesesi dedi. Burdaki çocukların üniversiteyle alakası yok dedi. Bunlar dedi buraya amele (.) işçi olmak ya diplomalı (.) amele olmak için geliyolar dedi @(.)@ @hatta orda argo bi kelime kullandı onlar için@ (.) bunların dedi öseseye moseseye işi olmaz dedi. Bak benden sana dedi (.) akıl dedi. Git dedi dokuzuncu sınıfları al dedi (.) dokuzuncu sınıflar dedi (.) ortaokuldan yeni çıkmışlardır (.) ve (.) öğretmenlerden korkarlar dedi. Yani öğretmenin gözünün içine bakarlar dedi (.)

33. Edebiyat dersi içinde tiyatro konusu vardı (.) göstermeye bağlı metinler (.) bi tane sınıfımda (.) bi kaç tane öğrencimin (.) yetenekli olduğunu hissettim (.) ve dedim ki (.) hadi dedim siz dedim bi tane (.) metin bulun dedim. Bunu dedim ufak kendi aramızda bi canlandıralım dedim (.) çocuklar iki üç tane öğrenci (.) canlandıracaklar (.) sadece o sınıf izlicecek (.) ıı provalarını yapıyorlar falan (.) artık son gün (.) ıı şey oldu (.) hani (.) ben de yanlarındayım. Çünkü: (.) bilgisayarla (.) ses falan verilecek ve bunu ben yapıcım (.) başka hani yapabilcek insan yok (.) mesela benim (.) bi tane sınıfta dersim varken (2) ııı (.) onlarla çalışma yapıyodum. Yani kendi sınıfıma girmedim (.) ondan sonra: (.) onlarla konferans salonunda çalışma yapıyodum. Çünkü bi ders sonra şey yapacaklar. Gösteri yapacaklar ve çok heyecanlılar. Hocam napsak falan. Tamam dedim ben yanınızdayım (.) hani şey diye söylüyorum bunu. Mesela başka gördüğüm hocalar var (2) ki bunlardan biri idarecilerden biri de olabilir. Dersine girmeyip (.) kendi özel işlerini yapan idarecilerde var (.) ama hani (.) onlar için çok (anlaşılmıyor) sen niye dersine girmedin de (.) falan filan diye hesap sormuyo (.) soramıyo ya da (.) ben işte kendi sınıfımın dersine girmedim. Gittim dedim ki (.) bakın siz sessizce oturun (.) serbestsiniz (.) ses yapmayın (.) benim dedim işim var konferans salonunda dedim (.) ondan sonra tabi (.) öğrenci (.) çok (.) sakın olmadığı için (.) yerinde (.) durmamış. İşte ses (.) gürültü bi şeyler bi şeyler yapmış (.) sonra (.) ben idareye gittim (.) idareden bana şey dediler. Hani senin dersin varken sen başka bi etkinlik yapamazsın dediler (.) ben de dedim ki. Hocam dedim bi daha ki ders gösteri yapılacak dedim (.) hani çocuklar (.) gösteri yapıcaklar (.) hani onların yanında olmam gerekiyordu dedim (.) defteri imzalamadım dedim (.) he (.) şey dedi (.) bana (.) ben dedim ki. Derse girmedim hani (.) yok yazın dedim (.) benim yerime defteri siz imzalayın dedim (.) işte siz imzalayınla olmuyo. Siz yine parasını alcaksınız dediler bana (.) hani sanki şey (.) ben bedava para alıyomuşum gibi (.) yani sonuçta tamam yaptığım doğru olmayabilir ama (.) hani orda yine (.) öğrenciler için bi şeyler yapmak istiyodum (.) orda mesela bi hevesim: (.) kursağımda kaldı diyebilirim (.)

34. Gökçe: Peki ilk öğretmenler odasına girdiğiniz günü hatırlıyomusunuz?

Melike: çok heyecanlıyım. Uyuyamadım (.) kabuslar görüyorum (.) öğrencilerle ilgili: (.) yani o kabuslarımı hiç unutamıyorum (.) öğrencilere sözümü geçiremiyodu:m. İşte dinlemiyolardı: (.) bağırıyodum falan. Durmadan bu tarz şeyler görüyodum böyle (.) daha sonra işte sabah (.) zaten uyuyamadığım için erkenden kalktım altı gibi falan (.) hazırlandım (.) geldim (.) ama elim ayağım titriyo. Öğretmenler odası neresi: (.) nedir (.) hiçbi şey bilmiyorum. Sora sora girdim (.) bi de korkuyorum. Öğretmen arkadaşların tepkisinden de korkuyorum. Çünkü aa bak ücretli (.) imajı (.) kötü olarak (.) düşünüyorum (.) yani onlar sevmiyo diye (.) duymuştum (.) @kadrolu öğretmenler@ ııı (.) girdim (.) ilk öğretmenler odasına girdim (.) şöyle kafamı kaldırdım (.) benim üniversiteden (.) sinem

diye bi arkadaşım (.) sınıf arkadaşım (.) o da burda ücretli öğretmenlik yapıyordu ve onu gördüm direk (.) birbirimize sarıldık (.) ezgi (.) işte melike falan filan. @Çok heyecanlıyım (.) böyle böyle@ (.) birbirimizi telkin ederek (.) hadi (.) yapcaz (.) edicez falan filan diye (.) telkin ederek (.) derse girmiştik (.) o günü aşırı derecede rahat atlatmıştım yani. Yoksa o stresi (.) zaten (.) çok heyecanlı (anlaşılmıyor) (2)

35. Üniversitede biyoloji bölümünü (.) bitirdim. 111 (2) hani yani keşke yani o çalışma alanım o alanda olsaydı. Mesela biyolog olarak, mikrobiyolog, bakteriolog olarak çalışmayı çok isterdim. 111 ama şey hastane ortamında- oranında yani bana hitap etmedi- içine girdiğim an içim sızlıyordu daralıyordum. hasta psikolojisi- Kesinlikle burası benim çalışabileceğim bi yer değil diye düşünüyordum. Araştırmamıştım. Çalışabileceğim farklı yerler vardı ama formasyon almıştım ve 111 annem öğretmenlik bi bayan için çok güzel bir meslek 111 bir an önce eline ekmeğini eline al. Sanki erken hayata atılmak neyse onun için çok @önemliydi@ öyle yani çok şey yapmadan hemen öğretmenliğe başladım.

36. Çok genc yasta 20 yaşında. bir sene ara vermiştim pardon bir sene vekillik yapmıştım. 21 yaşında öğretemdim. bu benim için çok yani erkendi yani bence biraz daha 23 ve üzerinde olsam daha iyi olurdu. benim de yaşamam gereken şeyler vardı.

37. 111 ilk beş yıl ordu merkezde çalıştım. Ama sürekli göç alan bi yerdi. Ünyeli çocuklar vardı böyle çevrede. Hem okul hem de fiziksel olarak bayaa kötü bir durumdaydı.

38. İdare::: 111 müdürümüz iyi niyetliydi. hatta mesela 111 öğretmen okula gelmeyeceği zaman ona ek dersini bile veriyordu. bunu sürekli kötü yönde kullanmaya başladılar. nasılsa benim ek dersim işliyor. sürekli izin alma oluyordu. 111 rahatlıkla bişey adanla konuşabiliyordum. 111 benimle çok 111 farklı görüşteydi ama 111 ben hiç bi zaman sorun yaşamamıştım. hatta o ilk idareci ile birlikte ben müdür yardımcısı olarak çalıştım. 111 şey vardı (.) ... mesela genç öğretmenler var. yüksek lisans yapan çok arkadaş vardı orda. onlardan faydalanılıyordu ama çok fazla büyük birşey yapmak istemiyordu. korkuyordu. neden işte 111 il milli eğitimden korkuyordu veya kendisi öyle öğretmenlik yapmıştı öyle idarecilik yapmıştı. eğitim öğretim iyiye farklı birşey yapmaya gerek yok. farklı bişey yapmaya gerek yok. büyük düşünemiyordu.

39. Gökçe: Peki ilk yine çalışmaya başladığınız okuldaki öğretmen arkadaşları bana ayrıntılı olarak anlatır mısınız.

Hande: [...] mesela şey hakkarili bi arkadaşım vardı şey o yani ben onu çok ııı- yani benden çok farklı görüşteydi çok seviyordum onu. ama ona karşı mesela ııı benimle aynı düşüncede olan arkadaşlarımın tavrı çok farklıydı. hatta benim onunla görüşmemden hoşlanmıyorlardı. mesela çok iyi bağlama çalardı. çok güzel türkü söylerdi. ve biz onunla birlikte şey yapmıştık. sanat tarihi mezunuydu ama sınıf öğretmenliği o da benim gibi yapıyordu. biz onunla birlikte ııı haftasonları ücretsiz kurs düzenlemiştik. ııı arkadaşlığını ben onun hiçbir şeye değişmezdim. benim bi sorunum olduğunda mutlaka onunla paylaşırdım. ve erkekti. ııı çocukları o da çok iyi anlayabiliyordu. hani aynı bölgenin insanı olmasından kaynaklanan durumdan dolayı belkide. çocuklarla iletişimi çok iyiydi.

40. Kapalı yaşayan bir toplum. seni anlamakta çok sorun yaşıyor. sen onu anlamak zorundasın. sen ona yakın olmak zorundasın. burada biraz daha- yani çok farklı değil ama çok farklıyız ama biraz daha mesela orda sınıfların yaşantısını- (.) çocuklar tek odada aile ile birlikte yaşamak zorunda kalıyordu.

41. başka da ne söyleyebilirim ııı aklıma bunlar geldi. (5) ııı çocuğu bişeyi yaptırmak için ııı ödüllendirme demiştim şeyi çok kullanıyordum bir ara bütün sınıfa ııı ceza veya yanlış yaptığında gereksiz bir hareketi tekrar ettiğinde. çikolata ödüllendirme işte bütün sınıfa çikolata alacaksın veya genelde bunu çok yapıyordum çok da hoşlarına gidiyordu. alacak olan üzülüyordu veya bunun yerine işte öğretmenim annem pasta yapsa getirsem olur mu şeklini alıyordu. çocuk kendisiyle konuşulduğunda o göz teması çok önemli. kendine değer verildiğini hissediyor. belki evde yapılmıyor ... öğretmen bunu yaptığı zaman özellikle ilk bir iki üç çok hoşuna gidiyo. çok keyif alıyor. ııı

42. Gökçe: öğrenci velilerinden biraz bahseder misiniz
Hande: öğrenci velileri. ııı anne ile irtibat kuramıyorduk. anne veli toplantısına gelmezdi. baba geliyordu. babayla mesela şu sorun var dediğinde şey derdi hocam eti benim kemiği senin. ne istersen. döv bağır çağır. ne istersen yap. sen ne dersin oydu. farklı birşey sana sunamıyordu. çocuğu suçluyordu. zaten hani yaşantı belli. tek oda. veya fazla oda varsa bile ısınma sistemi belli. soba yakılacak çocuk herşeyi orada yapacak yaşayacak. bişey bekleyemiyorsun. neyse o. sen bişey yapabiliyorsan iyi. zaten yapamıyorsun. eğer çocuk isterse ondan kurtulmak istiyorsak veli yardımcı oluyordu. yani annelerle çok irtibat kuramıyorduk

43. Doksanyedi yılında (.) bin dokuzyüz doksanyedi yılında (.) bizim (.) ııı ilk atamalar (.) gerçekleşmişti. Ve kendimi: (.) hani şeyi beklerken Hakkâri Çukurca Şırnak vesiyere beklerken (.) bir dağın başında (.)

birden (.) İstanbul olduğunu öğrendim (.) İstanbul'da da abim vardı. Hani bi sıkıntı (.) yok gibi gözüküyordu o yönüyle (.) abimin yanına geldim (.) ilçe milli eğitime gittiğimde (.) şöyle bir uygulama (.) olduğunu öğrendim (.) işte (.) ikamet ettiğin bi yer varsa (.) yakın bi okula tayin istiyosun (.) ben de (.) var. Öyle bi yer var. Yatağan'da abim var. Onun yanında oturuyodum (.) ve ıııı Sahipata'ya il milli eğitime gittim. Herkesin yaptığı gibi bir dilekçeyle başvurdum. Şurda ikamet ediyorum. İşte ikamet belgelerim falan filan (.) fakat bu işlem sonuçlandığında kendimi Hankapısı gibi (.) tuhaf bi yerde buldum.

44. Hankapısı (.) İstanbul'un dışı denilebilecek- karşı tarafta çok (.) belki biliyorsunuzdur (2) yani (.) öyle tuhaf bir durum oldu (.) gidip orda göreve başlamak durumunda kaldım (.) böylece benim öğretmenlik hayatım @(.)@ başlamış oldu (3) ııı orası Hankapısı'na gittiğim zaman o zamanlar şöyle konjektural bi durum var. Yani (.) Hankapısı sık sık haberlerde gündeme gelen bi yer. Sebebi de (.) ıııı o zamanki: (.) bir siyasi partinin (.) ıııı kalesi (.) gibi bir görüntü vermesi (.) orda (.) çok uzun sakallı olan iri yarı bir belediye başkanı işte resmi törenlerde falan (.) ıııı işte askerlerle olan gerilimler veya soğuk duruşlar mesafeli şeyler bu gibi (.) nedenlerle (.) gündeme gelen bi yer. (anlaşılmıyor) ordayken de (.) bi yardırgadım başka bi yere gelmişim gibi (.) bi büfeye oturuyosun. İsmi (.) vahdet (.) ya da (.) ııı sokak ismi (.) ne bileyim mekân ismi. Menzil çay evi (.) menzil aslında bir tarikât (.) ismi (.) okulun ismi Mevlana İlköğretim (.) benimki (.) çevre böyle bi şey uyandırıyor (.) yani işte- yakın olmadığım bir (.) siyasi durum (2)

45. okula: (.) gittiğimde (.) ııı bir müdür profili (.) sezinledim (.) müdür (.) yani bir yönetici değil adeta (.) ııı bir tanrı (.) profili çizmiş orda (.) çok öğretmen var. Yani (.) sanırım bi elli (.) yanlış hatırlamıyorsam dolayında öğretmen var (.) bunlarda (.) ııı (.) öyle bir etki uyandırmış ki hani. Müdür denildi mi böyle akıl almaz bir korku (.) bu koşullarda mesleğe yeni başlamış- niye böyle çalışıyoruz. Yani bu (.) bu korku niye. bi anlam veremiyorum. Ama (.) size de hissettirilen bir korku (.) ya mesela nasıl hissetiriliyo (2) bi öğretmen diyo ki (.) aman tanrım koridorda müdürün sesini duyunca (.) diyo bokumu-korkudan (.) ııı sıçtım gibisinden bayan öğretmen (anlaşılmıyor) Siz de bunları duyunca diyorsunuz alala bu nedir. Hem de ben bu müdürle kavga ettim (.) ııı sebep de şu (2) yani Hankapısı'nda çalışmak istemiyorum açıkcası. Bi de ben hani her allahın günü (.) baya bir yol gidiyorum (.) zor oluyo benim için (.) bi de haksızlık bu (.) hani (.) böyle bir hakkımız vardı.

46. öğretmenlerin de büyük çoğunluğu hani (2) şöyle diyebiliriz. İşte kendilerini dinci (.) diye tanımlıyorlar bi kısmı da işte mhp ülkücü (.) sürekli seni yoklamaya çalışıyorlar. Hani gelmiş. Müdürle kavga etmiş (.) ıı bu neyin nesi (.) zarf atmaya çalışan. Mesela bi tanesi aklınca iyi

niyetli şey diyo (.) ya hocam aleviysen çekinme söyle. Bak (.) biz hani (.) ıı aslında hoş görülüyüz falan (.) ııı (2) olabilir insan alevi bile olabilir (.) diyor. Güya hümanist (.) olduğunu ifade etmeye çalışıyo (.) öğretmenler de böyle bi- aralarında tek tük biraz şey (.) ııı ne diyelim sosyal demokrat (.) işte veya atartürkçü veya laik işte (.) ııı bu yönleriyle hani orda biraz köşede duran (.) biraz onlarla daha bi (.) şey halindeyim (.) çalışma koşulları böyle (2)

47. altı ay (.) yo yo yedi ay ben orda çalıştım (.) o koşullar altında. Yedi ay sonra tayininin çıktığını öğrendim (.) böylece benim için Hankapısı macerası öğretmenlik (.) kısmı olarak (.) bitmişti ama (.) ben bu süreçleri yaşadığımda duygu olarak şöyleydim. Aslında hani (.) öğretmenlikten nefret ediyodum (.) ve beklediğimin- çok çok (.) zor koşullar altında bu işi bi altı yedi ay götürmüştüm (2) ııı ama o arada da hani işin (.) ııı şey kısmına da biraz alışmıştım (.) nası. Ben gözümde hani çocukları çok şey görüyorum (.) ya bunlar çok küçük. Hani (.) iletişim (.) onlara bi şey öğretiyor olmak (.) ıı gözümde çok büyüttüğüm bi problem (.) Hani (.) iletişim (.) onlara bi şey öğretiyor olmak (.) ıı gözümde çok büyüttüğüm bi problem (.) fakat (.) başladığımızda aslında bunun doğal olarak kendiliğinden (.) gerçekleştiğini (.) ve bunu başardığını (.) görüyorsunuz. Hani (.) işi biraz başarıyor olmak (.) ıı şey yaratıyo insanda hani (.) yapıyorsunuz işte (.) korktuğum gibi (.) değilmiş ıııı (3)

48. Gökçe: Bir veli toplantısını mesela anlatabilir misiniz?
Okan: Şimdi veli geliyor (.) yani oradakiler (.) gelen (.) çarşafılı (.) kapalı (.) ııı hani baktığınızda: birbirine benzeyen (.) aynı şeyleri görüyorsunuz. Yani aynı varlıkları görüyorsunuz. Arada tek tük erkekler var işte. Onları (.) ııı (anlaşılmıyor) söylüyorsunuz (.) bakın işte geç geliyolar. (anlaşılmıyor) bakın temizlik problemi var işte (.) ondan sonra (.) ama evet böyle hiç seslerini çıkarmıyolar. Sonra gidiyolar yani. En fazla yapacakları işin Ahmet'in durumunu (.) nasıl yani işte (.) sen de diyorsun ki ya Ahmet işte biraz (.) ııı daha (.) dersine çalışsa iyi olur (.) ya da (.) biraz yaramaz bi çocuk ya onu biraz da hani (.) uyaralım (.) işte kavga etmesin. Tamam öğretmenim deyip gidiyolar (.) böyle (2).

49. iki tane öğretmen ıııı arkadaş sayesinde, öğretmen arkadaş dediğim de, hocamız sayesinde okulu uzattım. bir dersten. Yaz okulunda aldım. Yani yıl kaybım olmamıştı o dönem ama. O sene şey çıktı, kpss çıktı, benim mezun olduğumda aslında 99 mezunuyum. İki günle bizi sınav yapmadı (.) giremesinler diye. şey vardı üniversitede işte sağ sol olayları falan o dönemde baya bi yoğundu. Hocamız mhp' den adaydı (.) oy çıkmadı. Geri geldi okulu yakıcam şeklinde. Oy çıkmamış bizim okuldan falan gibi. Neyse velhasıl Osmanlı tarihi gibi bir dersten okulu uzattım bir yılıma mal oldu. Atanamadım o yıl. Çok kötü oldu hani yani. Arkadaşlarım atandı. Ve ben köyden

kaçarken köyde devam etmek zorunda kaldım. O dönem ücretli öğretmenlik falan bu kadar yaygın değildi. ııı atanamadım yani bir yıl bekledim. O yılım en kötü yılımdı herhalde benim. İnsanlar sorunca köyde yaşıyorsun ne oldu tayinin çıktı mı tarzı.

50. Sonra Elazığ ilk tercihimdi zaten benim, istiyodum. Abim Elazığ mezunu benim, hani hep görmek istiyordum. Elazığ'a'a gittim hani yaşamadığım üniversite hayatını orada yaşadım ben. Biz (.) 200'e yakın öğretmen atandık böyle ııı Elazığ da şehir olarak çok güzel bir yer. Hani her türlü imkân var. *Severim hala orayı yani*.
51. Müdürümüzü çok iyi hatırlıyorum. Çok çektirdi. Yani mesela stajyerlere 3 nöbet yazıyordu. Nöbet bizim en korkulu rüyamızdır. üç nöbet tutturuyordu haftada. Yani ne yükleyebiliyorsa yüklüyordu. onları falan çözdü yani diğer öğretmenler, öle olmayacağını. Başka siz sorun @(2)@.
52. Gökçe: ııı yine ilk (.) atandığınız okulda (.) okul idaresini anlatır mısınız?
Özlem: Hı. İdareimiz (.) bi tane yaşlı müdür yardımcımız vardı::
Diğeri gençti. Üç: tane müdür yardımcımız vardı, bir tane müdürümüz vardı. Müdür bey çok dindar biriydi onu hatırlıyorum şimdi. Elazığ'da şafiler (.) Şafilikte bayanın eline dokunduğun an ııı abdestin bozuluyormuş:: ben de onu öyle öğrendim. Çünkü bakkallarda bile böyle bi şey var (.) kutu gibi bir şey var oraya bıraktırıyolar parayı, dokun-masın diye. İlk şeyi hatırlıyorum. Müdür bey müdür bey denildi ama, ben kim olduğunu bilmiyorum. Ben de böyle çok şeyimdir hani aaa dedim merhaba ((sesini incelterek)) falan diye gittim yanına, elimi uzattım elim havada kaldı. Tutmadı abdestim bozulur dedi. İlk gün hani, pardon ilk haftanın sonunda geldi, ilk günler yoktu. Şok olmuştum onu hatırlıyorum, yani allak bullak.
53. En kötü müdürüm beşiktaş'takiydi. Maalesef, bayandı, gençti @(1)@. Zeynep hanımla beraber çalıştığımız işte. En herhalde şeyi oydu, öyle söyleyeyim (.) Hani sözü geçmeyen- Sürekli. Belki diğer müdürlerimin hepsi erkek, şu an buradaki de erkek. hani erkek ve bayan arasında fark var mı. Ben öyle gördüm. Hani ben (.) bayan olup da böyle sıkı bir müdür görmedim. Oradaki de çok gevşekti. Ağlardı mesela, çok sinirlenince. Bağıra bağıra ağlardı. Hem bağırırdı hem ağlardı. Gibi (.) bir sorunu vardı. Şimdi onla eskisini karşılaştınca tabi, yükü daha iyiymiş yani gayet kendinden emin bi adammış ama (.) Böyle.

54. Gökçe: Anlatabileceğiniz bir anınız var mı o öğretmen arkadaşlarınızla ilgili
Özlem: yani çok var ama öle önemli diyecek bir şeyim yok hani genel anlamda biz zaten sürekli beraberdik küçük bir yer yenikent. bir tek öğretmen evi vardı orda okey oynuyorduk gidip ... ee öle şey anı deyince, kötü olmayınca hatırlamıyor insan.
55. Çoğunu okutmadılar ama dediğim gibi bugün görüştüğüm bir çocuk bile, 5. sınıftan sonra geldiler burada çalıştırdılar yani hani (2) Orda üniversiteyi kazanan 3 öğrencim oldu bu arada. Biri sosyal bilgiler biri matematik öğretmenliğinde. Bir tanesi sınıfın en iyisiydi, o tercih yapmadı bu yıl, seneye herhalde- Bu yıl giriyorlar üniversite sınavına onlar. Güzel, isterim ki hani oradaki öğrenciler hani buralara göre çok çok daha iyiler. Kafa olarak çok iyiler yani hemen anlıyorlar.
56. Hani şu an memnunum ama. Alıştlar, beni tanıdılar. Bir de okulda yeniydim. 1.sınıf aldım. Veliyle çok problem yaşadık ama bu yıl iyiyiz (.) @Bir aksilik olmazsa@ şu an 2. sınıfız. Hani ben şeye inanmadım burada hani mesela parka oturuyorlar çıkışta. Yani sınıfın işte 2b'nin sınıf defterleriyle benim defterlerim, yazdırdığım... kadınlar oturup karşılaştırıp ne yazdırmış gibi. çok hani şeyler. Müdahale ediyorlar ve bilmeden, biliyormuş gibi davranıyorlar.
57. Mezun olduktan sonra (.) şey (.) bizde tek tercih (.) vardı (.) 11 tek tercih ve (.) ben kpss'ye zaten (.) (anlaşılmıyor) zorlaşacak diye ben (.) çalışmadan kpss'ye girmiştım o sene (2) 11 (.) istediğim puan (.) çok çalışmadan bu kadar olur. Yetmiş bir aldım (.) yani (.) atanabilir bi puandı (.) ama anadoluya atanamazsınız ya da istediğiniz yer (.) izmir ya da muğla'ysa ya da işte (.) çanakkale bursa'ysa (.) samsun'sa atanamıyosunuz (.) ama istanbul garanti (.) o sene tek tercih hakkı verdiler (.) istanbul'u tercih ettim (.) bi arkadaşım vardı yakın arkadaşım (.) dayısı da o dönem (.) var olan partide (.) iyi bi yerdeydi. İl milli eğitim müdürlüğünde. Bana dedi ki sana istediğin okulu (.) tamam istanbul çıkarsa senin okulu vercem (.) evine yakın en yakın okulu (.) balat (emin salih çiçek ilköğretim okulu) talimhane mahallesi (.) buraya atandım (.)
58. 111 (.) beklemediğim kadar idealist başladım (.) (anlaşılmıyor) yönlendirmeleriyle (.) beklemedim kendimden böyle bi performans ve ben (.) (çok dört elle sarılarak) başladım ve çok kötü bi mahalle (.) çok kötü bir (.) süreç (.) ve kilittepe (.) yakınında bi mahalle (.) ve okul (.) öncesinde çok böyle (.) şey almış (.) (anlaşılmıyor) müdür çok kötü (.) şu kadar ki (.) artık eğitimden falan uzaklaşmış. Okuldaki öğretmen veli (.) ilişkileri (.) öğretmen (.) işte bu ilişki (.) yakın (.) temas duygusal ilişki (anlaşılmıyor) bunlar konuşuluyo

okulda (anlaşılmıyor) niye oraya gittin (.) (anlaşılmıyor) halledelim (.) sen bizim okulda kal. Boşuna gitme oraya (.) bilmem gidicem. Yani @(.)@ öyle (.) bakalım (.) (orası çıktı) (.) gittim (.) bana çok kötü bi sınıf verdiler (.) (anlaşılmıyor) altıncı sınıf öğrencisi on üç on dört yaşlarında (.) ki normal yaş on ikidir (.) (anlaşılmıyor) (.) çingene çocuklar var (.) velilerin içinde hayat kadınları var (.) tinereler var (.) ki çocukların bazıları (anlaşılmıyor) öğrenci (.) tiner tedavisine gittiler. Bali tedavisine gittiler Bakırköy'e falan (.) öğretmen bıcakladılar falan (.) o dönem. Böyle bi sınıfa (.) düştüm ve (.) çocuklar benimsediler beni (.)

59. Gökçe: Yine ilk çalışmaya başladığınız bundan önceki okulunuzdaki okul idaresini anlatır mısınız?

Remzi: Hımm (.) okul idaresi şanslıydım (.) Hilmi Bey (.) (anlaşılmıyor) ilk defa bir ingilizce öğretmenin idareci olduğunu (.) öğrendim (.) gittim böyle (.) süper (.) profilli iki tane (.) (biri müdür yardımcısı) ve (.) müdür beni karşıladı ve çok kibarlar. Ayakta karşılıyorlar (.) bana (.) o kadar güzel şeylerden bahsediyorlar ki. Benim korktuğum o (.) şey (.) klasik öğretmen tarzı değil bunlar (.) ikisi de böyle çok güzel görünümlü (.) bayan (.) ve güzel görünümlü bi adam (.) ve gençler (.) kravat falan yok. Resmi kıyafet yok (.) şansına atandığım okulda böyle bi durum vardı (.) hiçbi zaman benim kravatıma (.) kıyafetime takmadılar (.) ben ondan sonra da devam ettim zaten. (anlaşılmıyor) giymedim (.) bu okulda da devam ediyorum böyle (.) çok özgürlükçü (.) çok böyle rahat (.) kasmayan (.) ııı (.) öğretmenliğin (şekilden ibaret olmadığını) anlatmaya çalışan (anlaşılmıyor) bi müdürle karşılaştım (.)

60. soyadını bilmiyorum (2) yeni müdür (.) geldi (.) sınıf öğretmenliğinden gelmiş ve ilk müdürlüğünü bizim okulda Lokman beyden sonra (.) (anlaşılmıyor) müdür olarak atandı (.) terbiyesiz bi adamdı. Şey anlamında terbiyesiz bi adamdı (.) saygısızdı öğretmenlere karşı (.) kendi de öğretmen olmasına rağmen öğretmenleri (.) çocuk gibi azarlıyordu ve ben stajyerdim daha (.) ikinci dönem (.) stajyer (2) stajyersen hani beşe kadar kalmak zorundayım (.) gibi bi (.) yasa vardı ama (.) boşunadır bu. Uygulaması (.) uygulaması gerekmez bunu. Çünkü hiçbi şey yokken okulda boş boş oturmak (.) idarede çalışmak gereksizdir. Çünkü akşama kadar ders anlatıyorum (.) otuz saat türkçe saatine giriyodum (.) tamamen doluyum (2) tek öğretmenim (.) başka zümrem yoktu (.) tek olarak atandım oraya (.) sürekli karışıyo (.) sürekli (.) odasına çekip bak ben senin baban yaşındayım. Baban kaçlı senin (.) böyle davranma şöyle davranma (2) ııı bi gün (.) işte aynı şeyi söylediğinde (.) ben de (.) hani çıkmıştım. Yani siz (.) gereğinden fazla kurallara (.) sadık kalıp benim iş yapmamı (anlaşılmıyor) (.) öğretmen olarak benim öncelikle yapmam gereken (anlaşılmıyor) olmam lazım. Ben buraya çok ayaklarım (.) getirmiyoy yani. Ben ite kaka geliyorum kendi kendime (.) sen nası konuşuyosun (anlaşılmıyor) siz nasıl

konusuyosunuz falan diyip böyle bi kavga moduna girdik ama olmadı tabi ki (.) sonra bana çok kötü davranmaya devam etti.

61. Çiçek İlköğretim okulunda (.) çocuklar Emin Salih Çiçek ilköğretimin (.) çocukları değildi beni bağlayan aslında öğretmen arkadaşlardı. Öğretmen ortamıydı (.) genç bi kadroydu (.) bir anda değişenlerle birlikte değişen ve (.) (anlaşılmıyor) bir kadroydu (.) sevdiğim arkadaşlarım oldu (.) birbirimizi çok engelledik (.) gidersen ben de giderim. Gitme (.) hani gitmeyelim (.) kalalım burda (.) başka yerler çok mu iyi. Çocuklar her şartta aynı (.) (anlaşılmıyor) şartlarımız çok kötüydü (.) ıı okulu su basardı (.) (anlaşılmıyor) derse giderdik (.) ıı kalorifer yanmazdı (.) çocuklar çok (.) mağdurdu. Çok fakir çocuklar vardı (.) (tekstil işçilerinin çalıştığı bi yer) (.) (anlaşılmıyor) kaldık sekiz sene (.) geçen sene işte (.) dedik ki ya (.) bu olmuyo (anlaşılmıyor) biz artık yer değiştirelim (.) hepimiz aynı okulu tercih ettik (.)
62. Gökçe: İlk çalışmaya başladığınız okuldaki öğretmen arkadaşlardan biraz bahsettiniz ama biraz daha detaylı anlatmanızı rica ediyorum. Hande'yle aynı okuldayım zaten şu an (.) hani düşünebilen konuşabilen (.) okuyabilen (.) ıı insanlar olması (.) bana bi şey katıyo olması önemli benim için (.) klasik öğretmen olmaması ya da (.) öğretmen odasına girdiğimde öğretmenlikten ya da çocuktan bahsetmeyen (.) dışarda bundan bahsetmeyen (.) hayatına (.) sana yeni bi ufuk açan (.) açtığı şeylerle (.) okuduğu şeylerle (.) sana bi şeyler kazandıran insanlar (.) (anlaşılmıyor) çok öğretmen olmayı sevmiyorum dışarda (.) (anlaşılmıyor) ben (.) kendi hayatıma (.) bu tip (.) ben kendimi zenginleştirmezsem okulda ve sınıfta vericek bi şeyim olmaz (.) (anlaşılmıyor) bu bilinçte olan arkadaşlar olması (.) bunu bilinçle yapmıyoruz tabi. Bu bizim kişiliğimiz ama (.) böyle olmazsak okulda verimli olamayız (.) (anlaşılmıyor) ayrı
63. Gökçe: Bu çalıştığınız okulda öğretmen arkadaşları anlatır mısınız? Remzi: Bu okuldaki öğretmen arkadaşlarım (.) daha alışmadım (2) büyük bir okul (.) ama sendikadan daha önce tanıdığım arkadaşlar var (2) bunların vasıtasıyla (.) (ben de bi şekilde dâhil oldum tabi ki) (2) bunlar da çok iyiler de (.) bunlar (2) biz (anlaşılmıyor) çok alışmışız diğer okulda (.) (anlaşılmıyor) bizi çok alıştırmış (.) (anlaşılmıyor) birbirimize sarılır (.) ıı (.) birbirimizle (.) yani (.) art niyetli bir şekilde harekette (.) hareketlerimiz (doğaldır) (anlaşılmıyor) (.) burda bazen (.) insanların daha mesafeli olduğunu görüyorum mesela (.) yani (anlaşılmıyor) yıldır bir arada olan insanlar var (.) emekliliği çoktan geçmiş olanlar var (.) çok mesafeliler hala birbirlerine karşı (2) bilmiyorum neden ama (.) bunu da (.) bi meziyet olarak görüyolar (.) (mesafe) olmayı (.) mesafeli olmayı (.) bi grup var yine (.) benim (.) içinde olduğum (.) o grup (.) bi nebze daha iyi (.) ama ilk okulum gibi kesinlikle değil (.) biraz da şey (.) (anlaşılmıyor) engelleyen şey (.) yaşlarının büyük olması (.) ve yine hepsinin kadın olması (.)

yaşları büyük (.) en küçük benim (.) mesela bugün (.) iki gündür bana (.) orda (.) o civarda oturan (.) (anlaşılmıyor) çok değer veriyorum. Çok tatlı bi (.) bayan. Ermeni asıllı bi bayan (.) sınıf öğretmeni (.) o kadar tatlı ki. Yani (.) yemek yapıp getiriy o falan artık mesela. Ben (.) yalnız yaşadığım için (.) işte (.) öğle yemeklerimi yapıp getiriy o falan böyle (.) kendi yerken (.) ya da işte hepimize getiriy o falan (anlaşılmıyor) insanlar da var. Hani (anlaşılmıyor) olan (.) sıcak davranan (.) hissettiren bunu ama (.) genel olarak diğer okulum gibi (.) değil heralde

64. Gökçe: Bu okuldaki öğrencileri biraz daha detaylı anlatır mısınız?
Remzi: Aklıma ilk gelen şımarık oldukları (.) inanılmaz şımarık (.) doyumsuz (.) şımarık (.) saygısız (2) velilerin saygısızlığı çocuklara yansımış (2) çocuklar hiç umursamıyo sizi (2) ben diğer okulda (.) toplantılarda el işareti yaptığımda (anlaşılmıyor) törenlerde sesimi yükseltmezdim (.) o kadar çok ses yükseltiyorum ki burda (.) çocuk profili (2) (anlaşılmıyor) sanırım (.) kurtuluş inanılmaz karışık (.) sınıfta (2) çok farklı bölgelerden çocuklar ve farklı (anlaşılmıyor) var (.) mesela sınıfın birinde (.) Türkmen var (.) Arap var. Kürt var. Türk var (.) ııı Ermeni var. Rum var (.) öğretmenlerden de Ermeniler falan var (.) başka (.) yabancı var. İngiliz var (.) sınıf karmakarışık (2) (anlaşılmıyor) kanalı yok bu çocukların (.) o kanaldan girseniz (.) farklı kanallardan çocuklar (.) en büyük sorun bu ve bu da inanılmaz şımarık yapıyo çocukları (.) (anlaşılmıyor) o yüzden (.) şımarık (.) ulaşılamaz (.) doyumsuz (.) (ödev) sorumluluk (.) yok (2) hiç yok.
65. Kimya bittikten sonra işte öğretmenliğe başvurdum (.) tayinim hemen çıkmadı (.) işte fizik (.) istiyorum ben. Sınıf öğretmeni atanmak istemiyorum (.) il tercihi yaptım. İstanbul ve civarı (.) işte İzmit (.) Bolu falan yapmıştım (.) tercih ettiğiniz illerde işte açık yoktur diye uzun süre (.) bir tayinim çıkmadı (.) bir yıl da Van'da sınıf öğretmeni çıkmıştı gitmedim. İki yıl öyle bekledim (.) daha sonra: mayıs ayında milli eğitimden bi dilekçe geldi (.) bi yazı (.) işte tercih ettiğiniz illerde açık yoktur (.) bakanlığın (.) atacağı illeri (2) kabul ediy o musunuz (.) işte kabul ediyorum (.) *sınıf öğretmenliğini* kabul ediy o musunuz (.) öyle şıklar var (.) evet kabul ediyorum (.) ondan sonra tayinim Erzurum'a çıktı (.) doksan (.) sekiz (.) doksansekiz yılında Erzurum'da (.) sınıf öğretmeni olarak başladım (.)
66. Gökçe: İlk karşılaşmanızı hatırlıyo musunuz mesela Ağrı'daki ilk okul müdürüyle ilk oraya gittiniz
Yeliz: okul müdürüm (.) çok yardım etmişti (.) misafirperverler yani (.) ıı şey olarak (2) yönetmeliklere falan pek (.) hakim değildi. Hani ne (.) nasıl yapılcak. Benim mesela stajımı (.) kaldırmayı unutmuş (.) geç kalmış (.) aradan iki ay mı ne geçmişti. Müfettişler (.) rehberliğe geldiler (.) işte stajı kalkmamış hadi:: koştur koştur adam ?? biraz

böyle (.) ı rahat bi insandı (.)

67. öğretmenlerle birlikte konuşurdu ama kendisi de (.) hani böyle (.) bırakıyım ortada laf dönsün (.) hangi kafadan ne çıkarsa. İşte ne olursa onu yapıyım değil (.) fikir toplayıp (.) onları (.) tahlil edip (.) son noktayı kendisi koyabilen (.) inisiyatif alabilen (.) bilgili bi insandı (.) yani (.) ne yaptığını bilirdi (.) ben idareci olarak (.) gerçekten hani bu müdür (.) tam (.) gerçekten müdür (.) diyebileceğim bi (.) idareci oydu yani (.)
68. bi öğretmen arkadaşımın (.) geç kaldığımda (.) sınıfımın yaramazlık yapıp da idarenin dikkatini çekmesin diye kendi sınıfına götürdüğü var (.) işte: (2) bi öğretmenin diğer öğretmenle mahallede kavga ettiği için okulda (.) onu devam ettirdiği (.) o yüzden de sınıflarının birbirine düşman olduğu var (2) iş birliği yapan (.) yani genelde iş birliği yaparlar (.) hani (.) öğretmenler çok (.) diğer meslekteki gibi rakip değildirler birbirlerine (.) bi şey yaptıysa (.) onu öbür öğretmenle çok rahat paylaşabilir
69. ilkokul (.) dörttü onlar da (.) çok yoksullardı. Çocuğun biri ameliyat olmuştu (.) işte sınıfça onu (.) ziyarete gittik (.) ev: (.) tuğlalar (.) işte yer beton (.) muşamba serilmiş (.) pencerelere muşambalar gerilmiş (.) baraka yani gecekondı (.) ama (.) o kadar zeki böyle şey. O çocukların çoğunun okumamış olabileceğini düşünüyorum (.) ı çok zor şartlarda (.) o dönemde (.) o çocuklar (.) işte beslenmeye havuç getiriyö (.) ekmek (.) sadece getiriyö (.) geliyolar (.) okul (.) bi karış çamur olurdu (.) tertemiz süpürülürdü (.) tekrar (.) çünkü (.) şeyde (.) tarlalarda yürümeleri gerekiyo. Yol falan yok (.) bö:yle (.) bi kilo çamurla okula gelirdi çocuklar (.) sabah (.) sıraya (.) içeri alcaz ya çocukları (.) orda kapıda ayaklarından çamur temizlemek bi işti (.)
70. üniversite okuyım ya da okumiyim (.) eğitimin (.) diğer boyutu (.) hiç umurlarında değil yani (.) eğitimli bir birey olma fikri (.) onlar için bi anlam ifade etmiyo (.) üniversiteyi bitirdikten sonra işsiz kalmışsam (.) ya da işte bi öğretmen maaşı (.) babasının (.) bakkalda kazandığı paradan daha düşükse e ne gerek var o kadar emek verip (.) okumaya (.) böyle bi anlayışları var (.) o da: °bizi (.) sınıflarda sıkıntıya sokuyo tabi°
71. Gökçe: En son yaptığınız veli toplantısını anlatır mısınız?
Yeliz: [...] benim sınıfım:da: öyle (.) bu biraz önce bahsettiğim öğrenci tarzı (.) öğrenci yok (.) velilerin çoğu (.) hani çocuğum (.) okusun. Onların da şu (.) şeyleri var hani. Okusun mesleği olsun (.) kurtulsun (.) bi işi olsun (.) hani (.) bi diploması olsun (.) o mantıkla okutmak istiyolar (.)

72. o sınav zamanı (.) hiçbi fikrim yok (.) sınavla alakalı (.) hatta ben gezmeye devam ediyorum. Bi gün yine böyle giyindim. Çıkıcam (.) babam dedi. Kızım dedi (.) sınavın az kaldığından haberin var di:mi dedi (.) var dedim (.) nereye gidiyosun dedi (.) @(.)@ ders çalışmazsan kazanabilecek misin bu sınavı. Bak sen dedi (.) şu anlamda söyledi (.) çok stres yapıyosun (.) sınav stresi (.) hani bunu ilk girişte kazanamazsan (.) senin için devamında kazanmak daha zor olucak (.) haklıydı (.) yani beni çok iyi tanıdığımı düşünüyorum babamın bu anlamda (.) çünkü sınav stresi (.) evet (.) bi kere yapamadığımda hem (.) motivasyon düşecek. Moral bozulacak (.) tekrar çalışma stresi giricek falan (.) haklıydı (.) ayakkabılarımı çıkardım (.) içeriye gittim (.) hoş ne çalışacağımı da tam olarak @bilmiyodum@ ama (.) işte bi şeyler (.) oturdum. Çalıştım (.) ondan sonra (.) sınav (.) 11 günü eee kpss'den bi baktım arkadaşların hepsinde (.) yani (.) böyle kalın kalın kpss kitapları (.) çıkmış sorular falan (.) benim elimde (.) çıkmış sorular kitabı yok (.) sadece böyle konu anlatımlı bi kitap var (.) ondan (.) bakarak (.) şey yapıcım

73. 76 aldım sınavdan ondan sonra tercih dönemi geldi işte. Bizim dönemimizde şimdiki gibi şey değildi tek tek okul yazmıyodukta il olarak tercih yapıyoduk. Ben de zaten otomatik olarak ablam da burda hani birlikte eve çıkarız işte hallederiz falan şeklinde İstanbul yazdım:: tek tercih. İstanbul'da benden önceki sene 11 kaçla almış 70le almış 72 yle almış filan benim puanım üzerinde. Tabii üniversite sınavı ben de altına öbür tercih olan burası olmazsa Türkiye'nin her yerine- gaflete *düştüm diyeyim* 11 işaretledim. herkes işaretliyodu çünkü . sonuçlar açıklandı İnternet kafeye gittim işte... yanıma da kimseyi istemedim (2) Açtım (2) Urfa ili emrine atandınız:: (.) bi daa baktım:: Urfa ili emrine atandınız. Urfa ili nere ya:: dedim:: nası ağlıyorum ama nası ağlıyorum. Urfa neresi ben buraya nası gitçe::m ben İstanbul yazmıştım İstanbul niye gelmedi::.. İnternet kafenin sahibi ne oldu atanamadınız mı dedi hayır atandım diyorum niye ağlıyorsunuz o zaman diyor. Ağlaya ağlaya çıktım ordan. Apartmandan herkes duymuş ağladığımı ve herkes atanamadığımı düşünmüş kimse hayırlı olsuna gelememi

74. o kadar kötü ki (.) doğru düzgün çamaşır makinesini çalıştıramıyorum. Mutlaka kara kutu dedikleri bi regülatör var (.) elektriği yükseltici. Onları (.) kullanıyorsunuz (.) o kadar sıcak ki (.) kavruluyosun sıcaktan (.) yani (.) dilin dışarıda (.) Kızıltepe'nin yazın tozu (.) kışın çamuru meşhurdur dediler (.) ha:kkaten öyle (.) O kadar kötü ki yani (.) sıcak kavruluyosun (.) pis (.) böyle bi (.) çarşıdan geçiyosun (.) bi kasapçılar çarşısı var (.) tak önüne kelle falan düşüyo böyle (.) koyunun şeyi (.) bir kokuyo (.) sinek yani sivri sinek (.) kara sinek (.) allahım nereye geldim dedim ben ya (.) nerdeyim ben (.)

75. adam kayırıyodu diyebilirim (.) bu benim hiç sevmediğim bi şeydir (.) takdir teşekkür verilmek öğretmenlere (.) herkese veriliyo (.) bana ne herkese verdiğin takdir teşekkürden (.) beni onore etmiyosun ki (.) aferin aferin demeyle olmuyo bu işler. Bi maaşla ödüllendirme vermemişsin (.) bi bilmem ne vermemişsin (.) niye (.) n:iye beni motive eden tek şey o zaman öğrencilerimin başarısı oluyo (.)
76. buradaki problem (.) profilin (.) doğudan (.) çok az daha ilerde olmasına karşın (.) yine doğu profili olması (.) yani Siirt Bingöl Bitlis (.) Kars ee (.) Van (.) Erzurum (.) bunun yanında bi de Karadeniz (.) aslında ikisine de baktığınızda (.) ikisi de çok (.) eee (2) zor ve şey (2) //bi şey içer misiniz// inatçı (.) şeylere de derler ya (.) Karadenizlilere de (.) doğunun deniz görmüşüdür diye (.) onlar da inatçıdırlar biraz. Böyle (.) sağlam (.) fikirleri biraz şeydir (.) değiştiremezsin falan (.) ama benim birinci sınıftaki şansım mı diyeyim artık (.) nedir (.) ilgili velilere denk geldim. Şimdi (.) Selda hocam ve Dilek hocamın (.) o seneki şikâyetleri (.) hem profilin çok daha düşük olması (.) hem de (.) şey (2) ee velilerin de (.) seviyelerinin baya bi düşük olması.
77. Mecbur şimdi gidip geliyoruz o sertifikayı kazanabilmek için çünkü sertifika olmazsa devlet okulunda öğretmenlik yapamıyosun [...] O belgeyi alamayınca yapamıyosun öğretmenlik (.) devlet okullarında (.) onun için (.) ben girmiştım.
78. İşte biz verdik dersleri allaha şükür son (.) iki dersim kaldı biri rehberlik biri staj. Stajı zaten yapıyoruz. Sağ olsun çok (.) iyi niyetli bi hocaya denk geldim Necla hoca diye (.) Cumhuriyet Lisesi'nde. Normalde benim stajım oraya çıktı (.) ama ben hocaya dedim ki hocam ben zaten çalışıyorum (.) ücretli öğretmenlik yapıyorum. Hoca da dedi ki zaten sen yapıyosun senin buraya gelmene gerek yok (.) hani (.) seni (.) yapmış gibi kabul ederim ben (.) işte o belgeleri doldurucuz.
79. Rehberlik sınavı yani var (.) gidip gelmelik. İlk sınavdan seksenbeş aldım ikinci sınav da bu cumartesi olucak (.) onu da geçtik mi şeyi de verdik mi olay bitiyö (.) kapanıcak bizim için formasyon.
80. hani (.) formasyona dersi aldık ama (.) onun hiçbir yararı olmadı sadece o sınavı vermek için yapılan bi şeydi bence. İııı ha ıı göreve başlamak çok daha farklı. Bi şeyleri öğretirken (.) öğrendiğimi (.) fark ettim. Zaten öğretmenlik adına hiçbir şey bilmiyordum. Kendi kendime yaparak yaşayarak (.) deneme yanılma yoluyla oldu.

Geçmişte kendi öğrenciliğimden özellikle ilkokul döneminde yaşadıklarımı anımsayarak o yani (.) empati kurarak o zaman ben ne hissediyodum (.) çocuk da benim bu (.) davranışımın hareketimden ne hissedecek (.) o şekilde mesleğe başladım.

81. bizim üniversitede aldığımız formasyon dersleri de evlere şenlikti yani // evet onu da-// çok kötüydü (.) sadece sınava girip işte not alıp (.) sınava girip (.) geçiyoduk (.) ne nedir (.) niye böyledir falan yok (.) gittim (.) yani (.) gerçekten bi şey bilmiyorum (.)

82. Bu divit uçlarıyla günlerce yazı yazdık ama öğretmenlik hayatımızda hiç kullanmadık. Ama babamın dönemde kullanıyorlardı ben hatırlıyorum yani babam yazı yazarken o yuvarlak uçlu (.) divitti dimi, divitleri kullanıyordu (2) Biz kullanmadık (.) artı hani mesela mevsim şeridi yaptık. beş ay uğraştık tarih şeridi ve mevsim şeridi. bir iki üçte mevsim şeridi kullanılıyo ya ıı diğerlerine de tarih şeridi. Çok zor bir şeydi o. Hani hazırları var çeşit çeşit var alıp asıyoruz biz onları. Çok uğraştık onu hatırlıyorum. Güzel oldu (2) Kötü de olmadı ama. Boşuna vakit kaybıydı. Onun yerine bize başka şeyler verebilirdi (.) Yani böyle eğitim olarak çok ıı şey değildi (.) Öyle söyleyeyim.

83. ben öğretmenliğin üniversitede öğrenildiğini düşünmüyorum. Birebir öğreniliyor yani (.) Orda anlatılan her şey havada gibi geliyor bana ... Afyon'daki işte altmış öğretmenin en iyi olanı hala görüştüğüm dediğim ziraat (.) fakültesi mezunuydu. ııı ama çok iyi bir öğretmendi yani hani o bence kişiye göre değişiyor öğretmenlik. hani okullarda çok şey verilmiyor.

84. Gökçe: Staj döneminizi biraz daha detaylı anlatır mısınız?

Çiğdem: ...ikinci dönemki danışman hocamız (.) bizi mesela ders dinlemeye bile gelmemiştii (.) biz normalde stajda ders anlatıyoduk (.) ama ordaki mesela fen bilgisi hocası çok iyi biriydi hani (.) bize konu anlattırdı falan (.) hocamız gelip dinlemese bile biz yine bi gün konu anlattık öğrencilerden (.) öğrencilere:[...]. Hani bilgi ve becerimizi (.) artırmak ya da işte (.) gerçekten öğretmen olma yeterliliği var mı (.) diye bi staj değildi. Yani sıradan yapılyodu açıkçası. Hani böyle (.) bu insan öğretmenliğe gerçekten yetenekli mi değil mi. Buna bakılan bi staj değildi dördüncü sınıfta yaşadığım şey.

85. bi de şöyle bi şey var. Ben (.) formasyon aldım ama sözde formasyon yani (.) bi öğrenciye nasıl davranmam gerektiğini çok bilmiyodum (.) şimdi dersaneye gittiğim için (.) formasyon tekrar eğitim bilimleri görüyorum. İşte gelişim (.) öğrenme psikolojisi falan (.) ben sonra sonra bi öğrenciye nasıl davranmam gerektiğini öğrendim. Yani bi

sorunla karşılaştığımda napmam gerektiğini (.) sonradan öğrendim.

86. stajım da ikinci dönem uygulamaydı. yani uygulama ile teori arasında uçurumlar olduğunu ben orda gördüm. İşte öğrenciye empatik yaklaş öğrenciye sevgi duy öğrenciye şöyle yap öğrenciye böyle yap. Hani öğrenci merkezli yaklaşım diyoruz ya. Türkiye’de kesinlikle böyle bir olay (.) yok yani (.) ne kadar öğrenci merkezliyim desen de belli bi yerden sonra: idealist bile olsan (.) imkansız (.) olmuyo yani

87. Staj dönemim:: (.) çok verimli geçmedi çünkü o dönem bi geçiş aşaması yaşıyorsun bilgileri nasıl kullanacağını bilmiyorsun. [...] işte ders anlattığımızda (.) hocalarımız gelip sizi dinliyecek diyorlardı dinlemeye gelmedi mesela hiçbir (.) herşeyin formalite olduğunu @yaşayarak@ gördük yani tek şey sen o sınıfta öğrenci ile napiyorsun o kapının arkasında vicdanınla başbaşa kalınca neler yapıyorsun bu önemli yani. Yoksa şu bilgi bu bilgi şuymuş buymuş falan hikaye yani hepsi @(.)@

88. Gökçe: Üniversitede Arif hocadan bahsetmiştiniz. Arif hocayı bana biraz daha anlatır mısınız?

Remzi: [...](.) Arif hoca çok farklı biriydi sınıfta (anlaşılmıyor) elinde her zaman bi kitapla ya da bi şeyle (.) bunu okuyan var mı aranızda diye girerdi ya da işte bu yayını takip eden varmı şeklinde girerdi mesela (.) diğer hocalarsa hiçbi şekilde (anlaşılmıyor) yönlendirme yapılmazdı (.) kendilerine yakın gördükleri insanları odalarına çağırır sohbet ederlerdi (.) (anlaşılmıyor) hiçbi şey yapmazlar. Emek harcamazlar (.) standart notlarla (geçirir). Uğraşmak istemezlerdi bizle (.) bizimle uğraştı Arif bey (.)

89. fizik dersini sevmemi sağlayan (.) fen öğretmeni (.) hocamız (.) stendap yapıyo gibi ders anlatıyordu (.) neyi niçin öğrendiğimizi inan (.) hani o (.) ııı çarpmaları ivmeleri (.) momentumu ben üniversitede anladım diyebilirim (.) iki sene özel ders almıştım anlamadım (.) ben şuna inandım (.) ııı (2) bi hoca (.) çok bilebilir (.) sınıfa (anlaşılmıyor) ama her profesör (.) çok iyi mi anlatır (.) orası bir muammadır. [...] üniversiteden (.) ııı (.) bi hocamız vardı (.) mesela şey (.) ilk okuma yazma öğretme hocasını hiç sevmezdim (.) gelirdi (2) ben galiba yaşlı hocaları pek sevmiyorum. Onu şey yaptım. Yani hani (.) kendimle arasında şey farkı (.) çok cenerasyon farkından (.) çünkü onlar genelde hep kendi dediklerini dayatmaya çalışırlar ya (.) ben pek dayatmalardan hoşlanan bi insan değildim. Daha özgür (.) şeylerin olmasından yanayım.

90. Üniversitedeki hocalarımız çoğu çok kötüydü @(.)@ ııı Şey anlamında kötüydü. Mesela bir tane matematik öğretmenimizi hatırlıyorum sürekli ııııı şeklinde ve uzatarak ne dediğini hiçbir zaman takip edemezdik hala onu konuşurlar hani nası (.) o şekle geliyor: bilmiyorum ama (.) hani genel anlamda, konuşma ve anlatımı bozuk insanlardı. Çok net bir şekilde söylüyorum. Bir ya da iki tanesi iyiydi. Onun dışında siyasi şeyler çok vardı.
91. Gökçe: Üniversitede bana anlatabileceğiniz bir hocanız var mı?
Hande: Üniversitedeki hocalarımın hepsini çok @seviyordum@.
Hasan Bey vardı. Hem bölüm başkanımızdı hem de (.) derslerimize girerdi değişik derslere. o ıı derse geldiği zaman (.) naber gençler gençlik @(.)@ diye hitap ederdi. ııı ders anlatımı mesela onun özel notları vardı. Şeyi kullanımı (.) tahtayı kullanımı (.) böyle önemli kısımları not not (.) madde madde yazardı. Ondan sonra tabi (.) dinleme esnasında bizde not alıyorduk ama hocanın önemli gördüğü yerler. o şey tahtayı yarıya bölerdi aynı şeyi ben de @yapıyorum@
92. Yani (.) çok (2) nası diyim hikâye gibi anlatıyordu (.) yani bi (.) şairi anlatırken ondan bi hikâye örnek veriyodu falan böyle (.) somutlaştırıyodu heralde o olabilir (.) öğrenci:yle konuşuyodu (.) ona yol gösteriyodu (.) yani nerde eksikliği var. Nası yapması gerekiyo (.) ondan dolayı heralde onu çok sevdim (2) yani biraz eğlenceli bi adamdı.
93. Özellikle bi hocamız vardı. Biyoloji hocamız (.) işte ikinci sınıfta (.) dersimize gelmişti. O adamı tanıdığım için çok mutluyum (.) bi sözü vardı. Hiç unutmuyorum. Mesela: (.) ben dedi (.) size nasıl hani (.) ayrı davranabilirim. Hepiniz benim gözümde eşitsiniz. Ben (sizin dedi) annesinin babasının verdiği vergiler sayesinde bu maaşımı alıyorum falan (.) o sözü hiç aklımdan çıkmıyo (.) çok severdim kendisini (.)
94. müdür yardımcısının öğrencilere karşı tavrından ben çok etkilenmişim (.) hani onları böyle sevgisiyle dövüyodu adam resmen (.) hani onun (.) şeyini de gördüm ben mesela. Ben de çok yaparım onu (.) sevdiğim öğrencilere her şeyi yaptırırım yani (.) ders çalışmadan tutun da hani (.) böyle (.) hani ailesine karşı olan bi şeyde bile (.) çok (.) yaparım bunu yani. Öğrencilerimin bana karşı olan sevgisini çok kullanırım.
95. İşte seksensekiz öğrencim vardı. İlk öğretmenliğimde de hani hakim olmak çok güçtü. Öle söyleyeyim. ııı (3) Türkçe bilmiyorlardı ııı (2) ama güzel biyer, sonra sonra- ilk yıl tabi ki zorluk çektim.

96. Gökçe: Formasyon eğitimi aldınız. Öğretmenliğe başladınız. İlk Ortanca'da başladığınızı söylemiştiniz. İlk göreve başladığınız günü bana anlatabilir misiniz?
Hande: [...] Evraklar konusunda çok sıkıntı yaşıyordum. Çok yoruluyordum (.) sesimi çok iyi kullanamıyordum ıı evraklarını nasıl yapacağımı bilmiyordum. Bi şeyler yapıyorduk ama (.) onu çok sorun ediyordum (.) yanlış olursa olmazsa. ıı işte eve geldiğimde ıı yani (.) ertesi günün günlük planını yapıp böyle (.) orda uyuyup kalıyordum yani çok demek yoruyormuşum kendimi çok kasıyormuşum kendimi onu hatırlıyorum. ıı (4)
97. duygu olarak şöyleydin. Aslında hani (.) öğretmenlikten nefret ediyordum (.) Ben gözümde hani çocukları çok şey görüyorum (.) ya bunlar çok küçük. Hani (.) iletişim (.) onlara bi şey öğretiyor olmak (.) ıı gözümde çok büyüttüğüm bi problem (.).
98. vekil öğretmenlik yaptım (.) ilkokul (.) kaçtı. İlk aldığım sınıf ilkokul ikiydi (.) ama çok yorucu geldi bana (.) teknik donanımın da yok (.) bilgin de yok (.) öğrencileri (.) anlayamadım yani. İlk önce onlardan çok şey bekledim (.) daha sonra: ıı yavaş yavaş (.) bu böyle olmicak. Hani sürekli sinir halindesin (.) çocukları anlamamanın bi yolu olmalı dedim kendime (.)
99. beklemediğim kadar idealist başladım (.)...beklemedim kendimden böyle bi performans ve ben (.) (çok dört elle sarılarak) başladım ve çok kötü bi mahalle (.) çok kötü bir (.) süreç (.) ve Kilittepe (.) yakınında bi mahalle (.) ve okul (.) öncesinde çok böyle (.) şey almış (.) (anlaşılmıyor) müdür çok kötü (.) [...] çocukları hani (.) normal düzeyde çocuk yetiştirmem lazım gibi geldi bana.
100. başta tabi bi acemilik evresi oluyo (.) napcağını bilmediğin için. [...] Zaten en büyük sıkıntı (.) okuduğunu anlamak (.) okuduğunu anlayamadıkları için bazı şeyleri cevaplayamıyolar (.) o kadar zordu ki.
101. şimdi (.) çok (.) garip bi duyguymuş. Yani (.) dışardan baktığım gibi değil (.) hani ben öğretmen olcam falan diyoruz ya (.) o kadar kolay bi şey değilmiş (.) onu (.) anlıyorum. Hele şu sözlüler (.) zamanında (.) çünkü (.) rüyalarım falan giriyo. Vicdan muhakemesi yapıyorum. Acaba: bu çocuğa bunu vermeli miydim (.) acaba vermemeli miydim (.) acaba hakkını yiyo muyum (.) falan filan (.) ona veririm onun hakkını yer miyim. Çok (.) muhakeme yapıyorum kendi kendime. Biraz abarttığımı da düşünüyorum (.) yani şey diyebilirim aslında. Ücretli öğretmenim (.) düşünmeyebilirim.

102. (.) bi de ıı bende şü vardı yani bilen birine (.) bildiği şeyi neden anlatayım (.) mantığı vardı bende (.) bu da açıkçası beni hep (2) hep bi adım geri attırıyordu. Yani (.) çocuklar bunu biliyodur diyip ordan bahsetmeme (.) işte çocuk zaten bunu anlattı ben niye tekrar edeyim ki oldu (.) yani (2) kendi adıma (.) ben çocuklara (.) ilk o üç ayda çok (.) faydalı (.) olmadım (.) ha bunun da ben farkındaydım ama (.) ıı çocuklara faydalı olmak için de (.) ekstradan (.) sosyal bilgiler çalışacak (.) bi durumda değildim.102

103. göreve başlamak çok daha farklı. Bi şeyleri öğretirken (.) öğrendiğimi (.) fark ettim. Zaten öğretmenlik adına hiçbir şey bilmiyordum. Kendi kendime yaparak yaşayarak (.) deneme yanılma yoluyla oldu.

104. maalesef (.) bi öğrenciye tokat atmıştım ve o içimde kaldı hala da. Keşke onu bulup ve özür dileme şansım olsa. ıı şiddet uygulamadım (.) ama böyle sıkıldığım daraldığım bunaldığım anlar oldu (2) ııı kitap (.) okumaya çalıştım (.) çocuk psikolojisi ile ilgili özellikle onları anlamak adına. Çocuk psikolojisiyle ilgili (.) kitaplar okumaya çalıştım.

105. ııı yavaş yavaş öğretmenliği aslında benimsemeye başladım

106. ilk başta şeyi hatırlıyorum (.) sekiz (.) a'ya girdiğimde (bana sınıf vermeden önce) (.) çocuklar şeyi sordular. Siz döver misiniz diye (.) siz dövecek misiniz (.) yok dedim (.) kesinlikle dövmem (.) döversem de beni uyarın (.) aradan bir ay geçmeden dövmeye başladım (.) gerçekten normal yolla (.) halledemediğimi anladım ve (anlaşılmıyor) çünkü diğer türlü ben (.) çocukların (.) diğer çocukların (.) isteyen çocukların eğitimini yapamıyorum ben. Anlatamıyorum (.) (anlaşılmıyor) öğrenmek isteyen benden bi şey almak isteyen veremiyorum bi şey (.) ve ben dayağa başvurdum (.) öyle başladı ve ben (.) bu seneye kadar (.) iki hafta öncesine kadar (.) sürekli (.) işte cezalandırma yolunda dayağı da tercih eden öğretmen haline geldim ve (.) en çok rahatsız eden bu oldu. Hala rahatsız eden (.) eden bi durum ve hani (.) bu iki haftadır böyle bi şey yapmamaya çalışıyorum çünkü (.) en çok bana zarar veriyö. Ben bundan çok rahatsız oluyorum (.) (anlaşılmıyor) vicdan azabı. Birinin çocuğuna değer verdiği (.) bir varlığa (.) hani (.) kötülük yapma gibi bi hakkın yok (.) onu (.) her yönden (.) istismara uğratma gibi bir hakkın yok (.) başkası için de olsa bunu yapmamak gerekiyomuş. Bunu dokuzuncu senemde öğrendim (.)

107. Allahım birinci sınıf aldım (.) o dört beş okuttuktan sonra (.) son senem (.) yani son senem derken ondan sonra işte (.) İstanbul'a geldim (.) birinci sınıf aldım (.) otur diyosun suratına bakıyo (.) kalk diyosun suratına bakıyo (.) gel diyosun suratına bakıyo (.) Allah dedim napıcaz biz (.) büyük ablalardan başka sınıftan (.) yanıma çağırdım. Benim mezun- şey benim okuttuklarımdan (.) işte dört beşten (.) beşe geçmiş olanı mesela (.) gel dedim (.) ben şimdi sana söylicem. Sen Kürtçe tercüme etceksin. Tamam mı dedim (.) bi süre öyle yaptım ... inanmıcaksınız o nasıl işlicem dediğim sınıfta (.) ahır ve ağılın farkını öğrettim ben

108. birleştirilmiş olduğu için başta bi zorlandım. Nasıl olacak diye (.) dört beş bir aradaydı. Büyük olmaları biraz avantajdı ama dört beşte bile yine okuma yazma bilmeyen vardı (.) onlarla (.) işte (.) bir kısmına okuma yazma (.) bir kısmına ders (.) işte bir kısmına şey (.) baktım biraz ileriye gidiyolar (.) ortak ders işliyodum (.) yani (.) mesela (.) matematikte (.) diyelim dördüncü sınıflarda (.) ıı dört beş altı basamaklılar (.) beşinci sınıflarda altı yedi sekiz ya da yedi sekiz dokuz basamaklı varsa (.) önce veriyodum (.) başlıyodum (.) sonra (.) ortasını işliyodum (.) yani beş altı yedi basamaklı. Baktım alıyo. Bölük basamak kavramını anlamış (.) daha sonra (.) değiştiriyodum bunu (.) Tabi gittikçe (.) mezun ettiklerim daha bir hani (.) iyi olmaya başladılar.

109. Ben bugüne kadar hiç öğretmen hiç kimseden dayak yemiş bir öğrenci değilim zaten çok çalışkandım ve sessizdim artı orda yatılı olmaktan kaynaklanan bir kenarlılık olayı vardı. İıı (2) şey çok problem oluyordu. Bütün yatılı okul öğrencileri için (2) giden arkadaşlarımızla görüşmek istiyorduk erkek, hani illa aşk anlamında değil çok samimi olduğumuz arkadaşlar vardı. Bizim bir arkadaşımız vardı Ahmet Yılmaz hiç unutmuyorum adını soyadını bile (.) Bizden- bizim yatılı okuldan bir kıza âşıkımış öyle söyleyeyim. illa ki kıza mektup yazmış. bizim de çarşı iznimiz yok. Okulun etrafında teller var. Biz de sürekli dolaşıyoruz okulun içindeyiz. Ha bire çağırıyor. buraya gelin. Gelin. Diyoruz git hani- biliyoruz bir şey olacağını. Yok, alın gidin. Sürekli bağırıyordu oradan. Neyse gitti::k, aldı::k, o arada müdür yardımcısı çıktı::, çağırdı bizi odasına::. Ne aldınız. Bizim-Bir aşk mektubu. Bize değil hocam arkadaşımız sınıftan dememize kalmadı kemerini çıkardı ve kemeriyle bizi dövdü ((gözleri doluyor)) Bunu hatırlıyorum baya kötü bir şeydi bu. Yani hani hala konuşuruz onu. Sormadan (2) ben mesela şu an bi olay olsa. Hani bütün bunlar benim kendi hayatımı yönlendirdi aslında hani hiçbir şeyi sormadan, arkadaşlarımda olsun öğrencilerimde olsun, asla yargılamıyorum.

110. Günlük tutuyodum Dolaplarımızı arıyorlardı hani bu filmlerde falan olur ya geliyordu tarumar yatağımızın altı falan.

günlüğümü bulmuş. En başına da şey yazmışım bu günlüğü okuyanın @Allah belasını versin@ yazmışım sonra odasına çağırttı. Dedi ki bunu dedi bana mı söylüyorsun. Ben tabi günlüğü görünce şok oldum. Hani özel şeyler de vardı o dönem için ıı dedim siz okuyorsanız size de yazmışımdır. Ondan sonra (2) baya bir kızdığını hatırlıyorum. Günlüğe yazmış olduğum her şey için sayfa sayfa burada ne yaptın bu neydi bu kimdi diye hesap verdiğimi hatırlıyorum. Ve ben de günlüğü (.) hayatımda yani bir daha günlük tutmadım ıı çocuklara da asla günlük yazdırmam.

111. Dört (.) ve beşinci sınıfı okutan öğretmen biraz (.) biraz değil bayaa sert ıı şiddet uygulayan (.) sözlü hakarete bulunan biriydi. Onun (.) mesela o adamın olumsuz etkilerini ben ortaokulda üzerimden uzun süre atamadım. ıı bi şeyi söyleyeceğim zaman veya ifade edeceğim zaman ııııı acaba (.) bu hoca da aynı tepkiyi mi gösterir. Çünkü hani ıı dayak ve hakaret daha çok (2) ayağa kaldırıyordu beni. O topluluk içerisinde sana hakaret ediyor. Bi de benim önceki öğretmenimle takıntısı vardı. Dolaylı olarak işte Serpil hanımın takdirlik (.) öğrencisi hadi kalk bakalım bunu yap. Orada bütün her şey bitiyor zaten. Uzun süre onun etkisi oldu üzerimde atamamıştım onu.

112. Yani ilkokul boyunca en iyi hatırladığım en çok sevdiğim Serpil Hanım çok iyi hatırlıyorum @(.)@. ıı (3) ya o dönemde (.) matematik konusunda öğretmen mesela çok iyi olduğumu söylerdi. Hatta bana herhalde teşvik olsun diye (.) takdir (.) verdi. Üçüncü sınıfa kadar (.) dört ve beşte takdir teşekkür var. O dönemde yoktu ama bana vermişti. Ben onu- Annem sonradan söyledi işte dördüncü sınıftaki öğretmen hem okulun müdürü hem de sınıflara giriyordu. İkisinin arasında sorun olmuştu. Anneme söylemiş aslında biz vermiyoruz ama serpil hanım ıı çok sevdiği için ıı Handeye takdir verdik diye. Onu da hiç unutmam.

113. matematikte çok bitiremediğimiz (.) konu olmuştu (.) özellikle zaten matematikte sorun yaşıyorduk (2) ıııı çocuğun (.) konuşması yani ne kadar çok konuşursa o kadar (.) çok kendine öz güveni artırıyor (.) ne saçmala- yani saçmala-sa bile öğretmen onu (.) öyle değil (.) şöyledir diye müdahale ettiğinde çocuk da anlıyor. Zaten ben konuşmasını beceremiyorum düzgün cümle kuramıyorum diye daha da kalkmak istemiyor. o yüzden mümkün olduğunca (.) hani (.) otur sus konuşma (.) söylediğin yanlış (.) yerine bütün çocuklara (.) söz hakkı (.) vermeye çalışıp en sonunda zaten değerlendirmeye sen de toparlıyorsun ama (.) çocuklar oradan kendi değerlendirmelerini yapıyorlar (.) analizi kendisi yapıyor

114. kendi kendimi o vekil öğretmenlik yaptığım dönemde baya bi (.) geliştirdim yani (.) olabildiğince (.) kendi çocukluğuma döndüm (.) ben çocukken yaptım (.) bunların yaşındayken falan derken (.) çocuklarla şeyi frekansı tutturduk.

115. (.) akıl veren çok oluyordu görev- göreve ilk başladığımda. Çok ıı tecrübeli hocalar vardı onlar işte (.) bu çocuk anlamaz (.) şunu da şöyle yap bunu da böyle yap (.) sürekli müdahale (.) edebiliyorlardı (.) hani (.) sınıfa gelip aaa yapıyorsun (.) bunu böyle yap (.) kendi doğrularını bana da uygulamaya (.) çalışıyorlardı. ııı tabi denediğim de oldu ama (.) kabul etmediğimde (.) kendimce (.) onlar eski öğretmen usulü mesela sert (.) kızacaksın bağıracaksın (.) kesinlikle (.) sus otur ayağa kalma (.) olayı. ııı ... onu (.) pek yapmadım. ııı

116. ders anlatacak olan (.) kişi ben değildim. O şansım vardı (.) dinleyecektim (.) tecrübe edecektim. O (.) dört ay boyunca baya bi tecrübe edindim. Mesela iki öğretmen de çok sertti. ııı ama birisi (.) ıı sert de olsa böyle (.) hani (.) şey derler tatlı sertti (.) diğeri de (.) yani sertti (.) tatlılığı yoktu. Hatta ııı o da (.) şiddet uygulayabiliyordu. Çocuklar onu sevmiyordu. Ondan sadece korktuğu için (.) belki de hani (.) şirin gözüküyordu ya da (.) derse katılıyordu. ııı tatlı sert olan (.) bazı (.) mesela derste not (.) günlük planlarını örnek almıştım (.) onun günlük planlarına özellikle bakıyodum. O da ders işleyişinde şey yapıyordu (.) önce (.) konuyla ilgili soru veriyodu üniteyle ilgili (.) üniteye girişte yirmi tane soru veriyordu. O soruları çocuklar araştırıyordu (.) kitap içinde araştıracağı için ııı konu hakkında da bilgi edinmiş oluyordu. O (.) sorular cevaplanıyordu ilk (.) hazırlık aşamasında birkaç gün. Onlar hazırlanınca çocuk (.) ünite hakkında genel bir bilgi edinmiş oluyodu sonra ııı konu konu anlatılıyordu. ııı işte bi kaç hafta da öyle geçiyordu. En son (.) değerlendirme aşamasında da (.) tekrar (.) öğretmen (.) işte sorularla (.) çocuğu (.) değerlendiriyordu. Yani değerlendirme kısmını (.) öğretmen (.) soruyordu. Öğretmen soruyordu çocuk zaten o sorularla (.) ön hazırlık yapıyordu (.) kendi anlattığı için. Başkaları da (.) işte sırayla birilerine anlattırıyordu. Hazırlıklı oluyodu en son kendi (.) sunduklarıyla konu iyice pekişmiş oluyordu. Yazılı sınav oluyodu. Onun o kısmını beğenmiştim. O hoşuma gidiyordu ve onu kendime kaydetmiştim. Program değişmeden önce ben de öyle yapıyordum. İlk önce üniteye hazırlık soruları veriyordum.

117. Hani iyi de yardımcı da bir üst öğretmenler işte her öğretmene bir rehber öğretmen veriyorlar biliyorsunuzdur belki, stajyere. Onlar çok yardımcı oldular sağ olsunlar.

118. ilk güne ait hatırladığım şey şu (.) sabah tören (.) pazartesi töreni (.) istiklal marşı töreni var (.) ilginç ilginç insan tipleri var öğretmen

tipleri (.) bunlar da öğretmen mi olacak derdim yani bi öğretmen geldi (.) öğretmen (gülüyor) (.) ama öğretmen (.) herkes geldi. En son (bu geldi). Yukardan aşağı indi (.) bu inince bütün öğrenciler öğretmenler alkışlıyor bunu (.) böyle bi öğretmeni düşünün (.) adı Semra sınıf öğretmeniymiş (.) böyle (.) kaç yıllık öğretmen (.) yetmişli (.) yaklaşık o zamanlar sekiz dokuz yıllık öğretmen. Okulun en büyük öğretmeni bu arada (.) nası- nası ilginç geldi bu kadın. Ya dedim ne gereksiz hareketleri var bunun. Yani niye bu kadar (.) lakayit davranıyor ve çocuklara niye bu kadar. Çünkü (anlaşılmıyor) o gelince (.) (anlaşılmıyor) hayatımdaki meslek hayatımdaki (.) çok büyük etkisi var Semra hanımın (.) Semra- Semra'nın . Şu an (.) aynı yere (.) atandığım arkadaşla (anlaşılmıyor) hayatla barışık (.) çocuklara inanılmaz özgüven aşılayan (.) inanılmaz (.) pozitif bi insan (.) o: (.)

119. okula ilk geldiğimde (.) Mine hocam (.) sağ olsun ilk (.) öyle biz konuşmuştuk (.) ilgilenmişti falan (.) beni sadece bi kaç konuda (.) uyardı (.) ama çok genel konuşmuştu. Hiçbi zaman şu şöyledir bu böyledir falan diye (.) iyi ki onunla karşılaşmışım.

120. Bana (2) sınıf öğretmeni şey olarak geldi bi veliden sizin hakkınızda şikâyet var hocam hani (.) güzel anlatmıyomuşsunuz falan diye. Hani (2) ben dedim hani (.) ben dedim altı seviyesini bildiğim için hani diğer iki altıncı sınıfa çok zor soru çözmüyodum ama bunlara hani (.) bi (.) üst basamak (.) çözüyodum. Çünkü kaldırabiliyolardı o soruları hani (.) dedim defterleri bile kıyaslayabilirsin hocam o konuda falan deyip. Gücüme gitti (2) ıı bana gelip hani nasıl ders anlatacağımla direktif vermeye çalıştı. Bu kadrolu bi öğretmen o okulda yıllardır var (.) ıı ben ama bunu hani şey yapmadım (2) böyle (.) alttan almadım (.) kesinlikle hani böyle (.) şey yaptım (.) bi (.) tuhaf oldum falan hani bu hakkı nasıl buluyo diye.

121. Çocuklarla: ıı bide şey bu ıı uyum problemi biraz bi-bi hafta filan oldu. Onlar da şey bi önceki öğretmenleri (.) iki gün kalıp bırakmış onları. Ücretli öğretmen. O şeyde çalışıyomuş dershanede. Ya çocukları susturamamış bile. Halbuki yani ben bi bakınca susuyolardı (.) sırf o uğraşamamış o zihniyetle (.) yaklaşmış çocuklara.

122. (ilk gün) zaten hani (.) onun sıkıntısı da oldu biraz. Yeni tanışma işte (.) çocuklar bu durumdan faydalanmaya çalışıyorlar. Daha büyükler (.) hani biraz da: (.) sıkıntılı bi dönem (.) ergenlik-ten dolayı (.) zorlandığım sınıflar da oluyodu (.) çünkü gerçekten çok (.) böyle (.) insana (.) öğretmenlik dışı şeyler yaptıran (.) öğrencilerle de (.) karşılaşılıyor ister istemez (.)

123. Gökçe: İlk yine bi önceki okulunuzda dönemin ortasına kadar böyle hani sınıfta otorite sorunu disiplin sorunu yaşadınız mı?
Canan: Yok (.) küçük oldukları için yaşamıyodum.
Gökçe: Peki mesela zor bi durumda kaldığınızda onunla nasıl baş ettiniz? Hani öğrencilerle olan ilişkinizde derste ıı
Canan: Yani (.) hani gerçekten (.) zor durumda (.) kaldığımız durumlar (.) oluyo [...] çocuklardan kaynaklanan şeylerden dolayı (.) sıkıntı yaşayabiliyorsunuz. Mesela şimdiki (.) çocuklar büyük oldukları için kafa tutuyorlar (.) hani dersin huzurunu (.) sınırları zorluyo. Elini kaldırdığın zaman ya da kızdığın zaman (.) noluyo ki (.) niye vurdun ki (.) işte (.) ya sabır falan böyle (.) sabrımı taşıyosun hoca falan gibisinden (.) yani (.) bunlar da (.) zor oluyo (.)
124. Şimdi er meydanına çıktık. Yani dışardan bakıldığı gibi değil şimdi er meydanındasın sınıf karşında öğrenciler karşında tahta arkanda sınıf defteri neyse (2) bi heyecan (.) ufaktan bi heyecan (.) duydum (.) ama ondan sonra şunu fark ettim (.) ya hakaten ben doğru bi seçim yapmışım. Ya öğrencilerle ilişkim (.) onların bana saygı sevgisi. Tabi ara-arasından çıkıyo (2) eeemı üç beş tane (2) sıkıntılı (.) sorunlu çocuk ama olsun (.) hepsini seviyorum. Sonuçta ergenlik çağındalar diye (.) ben de mazur görüyorum.
125. ben (2) yani (.) zorluk çekmedim ya: (.) zorluk çekmedim. Tek zorluğum dediğim gibi çok önemlisi maaş (.) maaşı az (.) kadrolu öğretmenlerden maaşı az.
126. İlk gün dediğim gibi sınıflara çok güzel yani kendimi tanıma tanıtma tanışma bu üçü üzerinden gidiyorum ben tanıma tanıtma tanışma (.) bunları gerçekleştirmiştik. Çocuklara güven vermişim işte falan. Çocuklar sevmişti (.) iyi yaklaşmışlardı bana (.) yani güven duymuşlardı hissettim bunu (.) efendime söyliyim ondan sonra (.) yavaş yavaş artık (.) hani o işin kaşarlanmış (.) tabiri var ya. Şimdi o pozisyona geldikçe daha farklı bakıyosun (.) olaya. Şimdi dört ay oldu bizim (.) şubat mart nisan mayıs evet dört ay oldu. Şimdi daha farklı (.) ilk geldiğimiz gibi değil yani (.) daha farklı (.) çocuklara sesleniş (.) seslenişimiz bile daha farklı daha iyi oldu yani şimdi (.) çocuklar diyo ki hocam seneye de gelin diyolar mesela. (2) bak kalıcığını bildiği halde onu diyo yani (.) seneye de gelin. Niye yani o ortamı oluşturmuşuz bu (.) iletişimi. Seviyorum yani (.) burdaki öğrenciler de seviyorum yani.
127. ikinci dönem çok *kötü* bi olay yaşadım (2) ıı fen bilgisi öğretmenliğine geçtiğimde (2) proje sınıfının bi alt sınıfını verdiler bana o da vardı (.) öğrencilere bi önceki öğretmen (.) ıı sınıf iyi diye (2) böyle sadece işte yaprak dağıtıyo. Çocuklar onu eve gittiklerinde defterlerine yazıyorlar. Orda da sadece okuyolar. Ben öyle ders

anlatmadım. ben hani gittim (.) işte tahtaya şekil de çizdim onlara (.) yeri geldi o şekli mesela önemliyse defterlerine de çizdirdim. SBS hani soruları (.) çözdüm falan. Bu tempoya bunlar (.) alışamadılar. Bi önceki öğretmenleriyle kıyasladılar. Beni sınıf öğretmenlerine şikâyet etmişler (2) ıı güzel anlatmıyo. Hani bi önceki hocayla aynı anlatmıyo. Üç öğrenci ama bunlar (.) hani üçü de zaten öğretmenin (2) şeyi (.) böyle gözde öğrencilerinden (.) kızlar.

128. Gökçe: Sınıfa ilk girdiğiniz anı hatırlıyo musunuz?

Ayşegül: Bi kere zaten mevcutun az olması (.) otomatikmen hem sınıftaki idareyi kolaylaştırıyo (.) sizin işinizi kolaylaştırıyo (.) yönetimi kolaylaştırıyo (.) bi de pilot okul seçilmişti (.) okulumuz (.) pilot okul olması hasebiyle de (.) imkânlar biraz daha fazlaydı (.) [...] (.) demek istediğim şu (.) öğrenciye (.) dediğim gibi (.) görev yükleyebiliyosun (.) ıı ödev (.) verebiliyosun (.) sorumluluk yükleyebiliyosun (.) burda burdaki (.) bi şey yaparken (.) iki kere düşünüyosun acaba hani artık çünkü (.) şey tersine döndü sistem (.) veliler (.) sistemi çok fazla sorgulayabiliyo (.) çok fazla işin içine girebiliyolar. Buna hakları olduklarını düşünüyorlar ama orda (.) çok daha rahat yapabiliyoduk bunu (.) daha (.) ıı iyi yapılabiliyodu (.) yani mesleğini (.) meslek olarak yapabiliyodun (.) ama burada dediğim gibi (.) aynı şeyleri yapmak pek mümkün olmuyordu.

129. staj dönemlerinde: (.) anladım ki gerçekten (.) hani ben öğretmen olmak için yaratılmışım (.) öğrenciyle karşılaşınca (.) çok severim öğrencilerimi (.) onlar da beni çok severler *sağ olsunlar*

130. öğrenciler o kadar çok şey bekliyo ki benden (.) ister istemez ilgileniyorum yani (.) ilgilenmek zorunda kalıyorum (.) çok (.) etrafımdalar sürekli (.) bi şeylerle (.) uğraşıyorlar. Hani öğretmenim filan diye (.) yakın buluyorlar kendilerine belki de (.) böyle (.) yani devam etmeye çalışıyorum. İşte bi taraftan (.) hani (.) normalde benim (.) vazifem olmayan bi (.) işte: (.) Çanakkale için tören (.) hazırlanıyo (.) onun için işte (.) şey yaptık falan (.) diğer arkadaşlara yardımcı oluyorum hani zor olmasın diye (.) biraz da kendimden de kaynaklanıyo aslında. Ben ücretli öğretmenlik sürecinde (.) ezildim ama (.) yani (.) hani ben kendim rahat olmadığım için ezildim (.) bugüne kadar (.) mükâfatını aldım mı: (.) bana en büyük mükâfat (.) o (.) dördüncü sınıfta (.) bıraktığım öğrencilerimin sevgisiydi (.)

131. bi heyecan (.) ufaktan bi heyecan (.) duydum (.) ama ondan sonra şunu fark ettim (.) ya hakaten ben doğru bi seçim yapmışım. Ya öğrencilerle ilişkim (.) onların bana saygı sevgisi.

132. birinci planda olan iş aşkının olduğunu fark ettim (.) para benim için hiç (.) önemli değil (.) ya gerçekten değer vermediğim (.) ya da benim (.) için olması veya olmaması çok önemli olmayan (.) bi meta (.) artık para benim için (.) öyle bi: düşüncem olsaydı zaten bugüne kadar gider bi yerde başlar (.) en azından bi yerlere gelir (.) düzenli maaşı olan (.) geliri olan biri olurdum (.)

133. sorumluluk hissediyorum ben (.) bu defa (.) hani (.) bazı insanlar bana şey diyo diye (.) öyle değil (.) ben vicdanen (.) kendimi (.) sorumlu hissediyorum (.) çünkü o ellialtı tane (.) o can (.) bana (.) emanet (.) onların belki de (.) geçiş aşamalarından ben sorumlu olucam (.) hayata hazırlanmalarından ben sorumlu olucam (.) ya da kazandıkları bi davranıştan ben sorumlu olucam (.) hayat bilgisi konularına bakarsanız tamamen davranış kazandırmaya kazandırmaya yönelik (.) saygılı olmak (.) izin almak (.) ı çevreyle olan ilişkiler (.) görgü kuralları konular bunlar (.) böyle olunca (.) ben bunları kazandıramazsam bu çocuklara (.) belki de konular tamamiyle değişecek. Biraz daha bilgi ağırlıklı olucak (.) belki de bu davranışı bi daha hiç kazanamıyacaklar diye düşünüyorum (.) gerçekten vicdanen çok (.) sorumlu hissediyorum ve (.) rahatsız oluyorum ben (.) o yüzden (.) hani kendimden biraz daha feragat ediyorum (.) bu da çok yadırganıyo arkadaşlar arasında (.) bu kadar kendini kaptırma diye (.) ama olmaz (.) hani (.) gerçekten (.) o çocukları (.) gördüğümde (.) zaten ben (.) yine kendimi unutuyorum (.) biraz daha onlara adıyorum.

134. baktım:: yapabiliyorum çok da iyi yapabiliyorum. Diğerlerine göre gerçekten (.) hani kadrolulara göre bile iyi yapabiliyorum.

135. biz (.) zümredeki (.) öğretmenlerimiz yedi tane dördüncü sınıf (.) yok (.) pardon (.) beş tanesi ücretli öğretmendi. Bi tanesi sözleşmeli. Bi tanesi kadroluydu (.) diğer doğum iznine ayrılan da işte (.) ücretliydi. Şey (.) ücretli geldi onun yerine (.) iki (.) işte (.) bi tanesi giyim (.) mezunu (.) bi tanesi şey mezunu. Bi tanesi işletme mezunu. Bi tanesi sosyoloji mezunu (.) işte (.) ben (.) bi tek zaten öğretmendim. Ücretli (.) hani öğretmenlik ama ben öğretmendim (.) müfettiş girmiş diğer sınıflara da (.) hani ben bunu idarecilerden duymadım ama zümre başkanımızla (.) konuşmuş (.) şey demiş hani (.) dörtlerde bi tek Canan hanımı beğendim diye (.) hani o bana gerçekten (.) yetti (.) bi tek kelime yetti yani (.)

136. en büyük sıkıntı bu ama onun dışında maaş (.) sıkıntısının dışında ben hiç bi fark görmüyorum kendimle kadrolu öğretmenlerle baz tuttuğum zaman. Çünkü tek farkımız bizim maaş. Yeterliklerimiz de aynı. Tabi onların daha çok tecrübesi vardır yıllarca çalışan

hocalarımız da var.

137. Dikkat ediyorum öğrenciler çok söylüyo bunu (.) işte (.) tabi (.) yaşlı hocalarımız var işte (.) kırk kırkbeş yaşlarında (.) onları sevmediklerini çok söylüyolar. Anlaşamıyolar iletişim kuramıyolarmış. Bana (.) hiç böyle bi sıkıntı olmadı allaha şükür(.) inşallah ben de bundan otuz kırk yıl sonra eğer olursam kadrolu öğretmen (.) inşallah o pozisyonlara düşmem. Ama ben şu an gayet mutluyum (.)
138. Mesela ben müfettişlere ama şey vermedim dosya falan vermedim. Hani normal öğretmenler gösteriyolar ya. Varsa dedi getir aşağı dedi yoksa dedi kalsın dedi (2) ben de olmadığımı söyledim (2) öyle ama (.) ıı mesela ben projeksiyonla ders anlatıyodum o sırada fenden. Bi sonraki fen hocasına işte gittiğinde (.) neden kullanmıyorsunuz hocam falan (.) biraz daha demiş (.) yapılandırmacılığa (.) uygun (.) hani ders işleyin falan tarzı bi eleştiri falan yapmış. Bana hiç eleştiri falan yapmadı (.) dinledi gitti
139. Mesela eli sopalı bi öğretmen (2) çıt çıkmıyo sınıfta. Ben (.) hani söylüyodum hep onlara. Hani böyle (.) olmak istemiyorum hani (.) böyle biri değilim ben yapmayın (2) işte dedim (.) en son artık beni çok sinirlendirmişlerdi. Şey dedim siz dedim dayak yediğiniz insanlara saygı duyarsınız arkasından işte (.) bir sürü şey söylersiniz işte (.) falan diyip hüngür hüngür ağlamıştım mesela (2)
140. çocuklar çok doyumsuz (.) öğretmenler (.) bu konuda (.) çok büyük sıkıntılar yaşıyolar (.) bilmiyorum yani (.) en çok sevdiğim öğretmenimi bile (.) hani şu kadar dokunabilmişimdir en fazla (.) bu: (.) işte yarışmasına (.) gittiğim öğrenci (.) şey yaptı şimdi (.) orda (.) dinle- (.) öğretmenim beni dinler misiniz demişti okulda konferans salonunda (.) gelmem diye şakalaştım. Sonra işte (.) iniyodum o arada (.) şey de merdivenlerde durdu. Bi atladı üzerime (.) bi sarıldı. Beni bi çeviriyo böyle (.) neye uğradığımı şaşırdım yani (.) hani keşke dedim. Ben de (.) hani boynuna böyle atlayabilceğim bi öğretmenim (.) olsaymış @dedim yani keşke@ (.) başka bi öğretmen arkadaş gördü. Mahcup oldum hatta falan.
141. Diğer hani sınıf öğretmenliği yaptığım yerdeki çocuklar (.) en çalışkan öğrencim benim iki ay ödev yapmadı (.) iki ay (.) ödev yapmadı yani (.) ve her gün (.) o kapıdan (.) bakıyoruz öğretmenim. Siz ne zaman geliceksiniz diye (.) diye çocuklar (.) hani sürekli şey yapıyolardı. Ben zaten (.) iki ay (.) gidemedim bile yanlarına (.) hani sırf umutlanmasınlar diye (.) artık görüşüyodum onlarla. İkna ediyodum. Bakın çocuklar (.) hani dışarda görüşüyoduk aileleriyle beraber (.) hani bakın ben artık gelemicem (.) hatta artık şeye

başlamıştım. Hani ben istedim falan diyodum. Çünkü kabullenmiyo çocuklar yani (.) müdürden nefret etmeye başlıyolar. Okuldan nefret etmeye başlıyolar (.) hiç bi sosyal etkinliğe katılmıyolar (.) okuldan soyutladılar kendilerini (.) derslerden soyutladılar (.) en (.) yani en çalışkan öğrencilerin (.) başarısı bi anda (.) yani yerlere indi.

142. öğretmenlik hakkında tabi zor meslek (.) cumartesi pazar olmasa hakkaten zor meslek (.) gerçekten. Şimdi (.) insan ilişkileride önemli öğrenciye (.) hitap şeklinde (2) yani öğrenciye verdiğin değeri (.) hakkaten öğrenciye hissettirmek lazım. Bunu anladım. Öğrenciye değer verirsən şayet (.) öğrenci bunu anlarsa gerçekten (.) saygıda da sevgide de derse olan ilgisinde de kusur etmiyo. Ben bunu anladım. En:: (.) kötü öğrencide bile bunu hissettim. Öğrenciye gereken değeri vereceksin. horlamıcaksın hor görmiceksin itip kakmıcaksın.

143. İlk geldiğime göre daha farklı daha iyi oldu yani şimdi (.) çocuklar diyo ki hocam seneye de gelin diyolar mesela. (2) bak kalacağınızı bildiği halde onu diyo yani (.) seneye de gelin. Niye yani o ortamı oluşturmuşuz. bu (.) iletişimi. Seviyorum yani (.) burdaki öğrencileri de seviyorum yani.

144. Geçen yaz memlekete gittim (.) beni (.) orda okuttuğum öğrenci (.) fen lisesini kazanmış (.) ve (.) annesi (.) birçok (.) başka velilerle de karşılaştığımda (.) hepsi (.) bana (.) teşekkür etmişlerdi (.) hocam işte (.) sizin emekleriniz çok fazla bizim çocuklarımızın üzerinde (.) keşke (.) bırakmasaydınız (.) hatta ben ordan bırakıp buraya geldiğimde (.) şey demişlerdi (.) hocam neden bırakıyosunuz demişlerdi. Milli Eğitime dilekçe versek (.) tekrar buraya almazlar mı (.) burda kalmaz mısınız (.) demişlerdi (.) bu da (.) onların memnun olduklarının göstergesi heralde.

145. Gökçe: ı öğrencilerle ilgili anlatabileceğiniz bi anınız var mı yaşadığınız?
Taner: Hımm (2) var aslında (3) öğrencilerin bana duymuş olduğu sevgi (.) en önemlisi de (.) gerçekten (2) ben: (.) bu okuldaki bütün öğrencilerin beni sevdiğini düşünüyorum yani açıkçası (.) ve bunu da belli ediyolar (.) davranışlarıyla şeyleriyle (.) kendi öğrencilerim de (.) ı bunu belli ediyolar (.) zaten (2) genelde beş okuttuğum için (.) her sene bi mezun her sene bi mezun olduğu için çoğu öğrenci beni tanıyo zaten (2) ı onlarla anı olarak diyosanız: (.) doğum günümü ilk (.) hayatımda kutlayan insanlar onlar olmuştur. Bu benim hoşuma gitti (2)

146. veliler öğrenciler severdi (.) hani beni. Çok üzüldüler (.) bıraktığımda mesela öteki yıl (.) gelmiceğimi söylemiştim ben zaten.
147. Gökçe: Formasyon eğitimi aldınız. Öğretmenliğe başladınız. İlk Van'da başladığınızı söylemişsiniz. İlk göreve başladığınız günü bana anlatabilir misiniz?
Hande: Göreve başladığım gün (2) ilk göreve başlamadan önce ben (.) bir dönem vekillik (.) yapmıştım (.) köyde (.) sınır bi köyde. Orda şimdi ne yapacağımı bilmiyorum. ıı dördüncü beşinci sınıflar bana verilmiş [...]. Bi şeyler yapıyorduk ama (.) onu çok sorun ediyordum (.) yanlış olursa olmazsa. ıı işte eve geldiğimde ıı yani (.) ertesi günün günlük planını yapıp böyle (.) orda uyuyup kalıyordum yani çok demek yoruyormuşum kendimi çok kasıyormuşum kendimi onu hatırlıyorum. ıı (4)
148. Aslında hani (.) öğretmenlikten nefret ediyordum (.) ve beklediğimin- çok çok (.) zor koşullar altında bu işi bi altı yedi ay götürmüştüm (2) ıı ama o arada da hani işin (.) ıı şey kısmına da biraz alışmıştım (.) nası. Ben gözümde hani çocukları çok şey görüyorum (.) ya bunlar çok küçük. Hani (.) iletişim (.) onlara bi şey öğretiyor olmak (.) ıı gözümde çok büyüttüğüm bi problem (.) fakat (.) başladığımızda aslında bunun doğal olarak kendiliğinden (.) gerçekleştiğini (.) ve bunu başardığını (.) görüyorsun. Hani (.) işi biraz başarıyor olmak (.) ıı şey yaratıyo insanda hani (.) yapıyorsun işte (.) korktuğum gibi (.) değilmiş ııı (3) esas (.) zorluk çektiğim şey işin bürokratik kısımları (.) bu sefer onlardan hoşlanmıyorum. Yani böyle (.) müfettiş geliyo (.) işte şurda yaz köşesi. Şurda kış köşesi (anlaşılmıyor) bilmem ne (.) bissürü bissürü defter bilmem ne (.) içinde hani boğuluyorsun (.) doğrudan doğruya yüzde hani altmışı (.) senin yaptığınla çok alakalı değil (.) ben orda hani bir grup çocuk var (.) onların başındasın. Onlara bir şeyler öğretmekle (.) yükümlüsün (.) onlara bir yol gösterici anlamında (.) ama o diğerleriyle uğraşmaktan (.) oraya çok zaman kalmıyo (.) mesela onlar bana daha daha zor ve sıkıcı şeyler geliyordu (2) ıı böylece (.) ıı yavaş yavaş öğretmenliği aslında benimsemeye başladım (2)
149. gidiş geliş yaptık. Ellidört kilometreydi. Ben hani şu an, geçen (.) şimdiki öğrencime de onu dedim nası gidip gelmişim. Sabah yedi-yedi buçukta ders başlıyordu ve ben altıda yola çıkıyordum. @Bi köpekler bir ben derler ya@ aynen öyleydi karda kışta yani. Ama hani ilk öğretmenlik yıllarımdı, seksensekiz öğrencim vardı bu arada (2) Zordu yani. Ama güzeldi.
150. Şimdi buradayım. Bu okula geldiğime başta çok pişman olmuşum. Burada da veliler çok müdahale ediyo şey anlamında, yani sınıf içine müdahale ediyorlar inanılmaz derecede. Kanattepe'dekiler

öyle değildi hani oranın velilerini arayacağım hiç aklıma gelmemişti ama. Böyle yani şu an Zafer’de-bir de Zafer’de oturuyorum. Zafer’de evime yakın olsun istedim. Şu an evime çok yakın okulum. Bunun kötü yönü de çok oldu. Evden okula okuldan eve gidene kadar bin tane veli. Çocuğun durumu nasıl, şu şöyle mi bu böyle mi diye tutuyorlar öyle söyliim. aklıma gelenleri bi özetle geçtim. Onun dışında (2) Başka ne söyleyebilirim (.) Hani şu an memnunum ama. Alistılar, beni tanıdılar. Bir de okulda yeniydım birinci sınıf aldım. Veliyle çok problem yaşadık ama bu yıl iyiyiz (.) @Bir aksilik olmazsa@ şu an ikinci sınıfız. Hani ben şeye inanmadım burada hani mesela parka oturuyorlar çıkışta. Yani sınıfın işte iki sınıfın sınıf defterleriyle benim defterlerim, yazdırdığım. yerleri kadınlar oturup karşılaştırıp ne yazdırmış gibi. çok hani şeyler. Müdahale ediyorlar ve bilmeden, biliyormuş gibi davranıyorlar.

151. G:İlk çalışmaya başladığınız, İstanbul’da, okulu bana anlatır mısınız?
Ö: [...] Çok sevindim böyle bir okula geldim diye. İı çok şey yaptım yani ııı çok şanslı olarak gördüm kendimi. Tabi (.) gün geçtikçe şöyle mesela (.) yirmi öğrenci var dediler sınıfta dedim ben seksensekiz kişiye okuma yazma öğretmişsem ki hiçbiri fire vermedi ful öğrettim yani. Bu okulda dedim kesin (.) hani uçar benimkiler, diye düşünerek. Yirmi üç öğrencim vardı (.) üç tanesini geçiremedim. Evlerine gittim (.) @yine de geçiremedim@. Öyle bir durum vardı @(2)@.

152. ilk başta şeyi hatırlıyorum (.) sekiz (.) a’ya girdiğimde (bana sınıf vermeden önce) (.) çocuklar şeyi sordular. Siz döver misiniz diye (.) siz dövecek misiniz (.) yok dedim (.) kesinlikle dövmem (.) döversem de beni uyarın (.) aradan bir ay geçmeden dövmeye başladım (.) gerçekten normal yolla (.) halledemediğimi anladım ve çünkü diğer türlü ben (.) çocukların (.) diğer çocukların (.) isteyen çocukların eğitimini yapamıyorum ben. Anlatamıyorum (.) öğrenmek isteyen benden bi şey almak isteyen veremiyorum bi şey (.) ve ben dayığa başvurdum (.) ö:yle başladı ve ben (.) bu seneye kadar (.) iki hafta öncesine kadar (.) sürekli (.) işte cezalandırma yolunda dayığı da tercih eden öğretmen haline geldim ve (.) en çok rahatsız eden bu oldu.

153. altıncı sınıflarda (.) çok sorun yaşıyoruz (.) veliler çok sorunlu (.) çocuğunuza- çocuğuna (.) sesinizi yükselttiniz ders anlatmak için bile (.) veli kapıya gelip direk (.) sizle konuşmaya değil (.) sizle kavga etmeye geliyo (.) nerde lan o (şeklinde afedersiniz) (.) nerde lan o bu şekil ifadelerle (.) karşılaşıyoruz (.) saygısızlar (.) öğretmen değeri (.) kesinlikle yok (.)

154. birleştirilmiş olduğu için başta bi zorlandım. Nasıl olacak diye (.) dört beş bir aradaydı. Büyük olmaları biraz avantajdı ama dört

beşte bile yine okuma yazma bilmeyen vardı (.) onlarla (.) işte (.) bir kısmına okuma yazma (.) bir kısmına ders (.) işte bir kısmına şey (.) baktım biraz ileriye gidiyolar (.) ortak ders işliyodum (.) yani (.) mesela (.) matematikte (.) diyelim dördüncü sınıflarda (.) ı dört beş altı basamaklılar (.) beşinci sınıflarda altı yedi sekiz ya da yedi sekiz dokuz basamaklı varsa (.) önce veriyodum (.) başlıyodum (.) sonra (.) ortasını işliyodum (.) yani beş altı yedi basamaklı. Baktım alıyo. Bölük basamak kavramını anlamış (.) daha sonra (.) değiştiri-yodum bunu (.) Tabi gittikçe (.) mezun ettiklerim daha bir hani (.) iyi olmaya başladılar.

155. ilkokul bir okuturken zaten (.) iki ayda altı kilo verdim (.) @(.)@ yarısı türkçe bilmiyo (.) altmış kişilerdi: (.) ne biliyim ya: (.) bi gün çocuğun birinin (.) işte kalemi böyle (.) şey yapmış (.) arkadaşının (.) burasına geldi (.) bağıriyorum çocuğa (.) nası böyle. Na:ptın sen işte çocuğun gözüne geldi. İşte gözü kör olucak. Dön bak arkadaşının gözüne falan diyorum (.) çocuk bana bö:le bakıyo (.) çıldırıyorum (.) bu niye benim (.) hani (.) söylediğimi uygulamıyo. Oğlum baksana arkadaşının gözüne falan diye ben böyle kızınca (.) çocuk durdu (.) döndü (.) çantasını karıştırmaya başladı. Bi şeyler yapmaya başladı. O zaman anladım ki çocuk beni anlamıyo (.) anlamıyo yani. Türkçeyi anlamıyo (.) onlara (.) matematik (.) hayat bilgisi (.) öğret-tim (.) artık ne kadar öğrettim bilmiyorum (.) o (.) üzücüydü (.) çünkü dön arkadaşının gözüne bak. Bak ona naptın dediğimi bile anlamayan çocuk işte (.) çarpım tablosu şöyledir (.) sayılar böyledir (.) işte (.) ne biliyim bunu (.) hep türkçe konuşuyodum çünkü (.) ne kadar anladılar bilmiyorum.

156. okuma yazmaya geçtiler. Orda çünkü fiş ezberliyoduk (.) orda da:: (.) ı ilkokul biri aldığım sene ben bu çocukları okutamıcam. Okumaya geçemicekler. Ben hiçbi şey bilmiyorum (.) na:picam (.) o (.) panik çok vardı (.) çünkü beşlerde yaşamıştım bunu (.) beşleri okuturken (.) fen bilgisi dersinde (.) ışıktı heralde konu (.) ben tahtayı öyle bi doldurmuşum ki (.) bi optik (.) yazmışım tahtaya (.) bana göre (.) hani en temel (.) şeyi bu (.) ama bi döndüm sınıfa ki (.) sınıf (.) bö:yle gözlerini fal taşı gibi açmış bakıyo (.) tahtayı sildim (.) basamak basamak (.) işte tek tek (.) orda bi (.) şey sıkıntısı var. Hani geçen fen fakültesi mezunları öğretmen (.) olmicaklar diye bi (.) haber çıktı (.) ben fen fakültesi mezunuyum ve (.) hani iyi oldu bu (.) fen fakültesi (.) en azından az öğrenci alıcak (.) gerçekten hani bilim yapıcak olan adam gircek. Bilim yapamıyosa bile ona göre kendine bi yön çizicek (.) hani en (.) kolay olmadı öğretmen oliyim (.) diyemicekler yani. Dememeleri de gerekiyo. Çünkü bire bir yaşadım ben (.)

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