

# Comparing Turkish and Pakistani teachers' professionalism

---

**Abdurrahman Ilgan**

Duzce University Faculty of Education, Turkey: [abdurrahmanilgan@gmail.com](mailto:abdurrahmanilgan@gmail.com)

**Engin Aslanargun**

Duzce University Faculty of Education, Turkey: [enginaslanargun@gmail.com](mailto:enginaslanargun@gmail.com)

**Yalın Kılıç**

Ministry of Development, Turkey: [yalin.kilic@kalkinma.gov.tr](mailto:yalin.kilic@kalkinma.gov.tr)

**Sadia Shaukat**

College of Arts and Science Education, Abu Dhabi University, Abu Dhabi:

[sadaishch@msn.com](mailto:sadaishch@msn.com)

*The purpose of this study was to compare perceptions of teaching professionalism by Turkish and Pakistani teachers. The study used a quantitative, non-intervention, descriptive survey design. The research sample was 315 teachers from Turkey and 202 from Pakistan. The teacher professionalism (TP) scale used to collect data included 46 items, two of which were negative, which examine nine dimension of teaching professionalism (alpha reliability coefficient = 0.93 and TP scale showing a total variance of 58.96%). Results of the composite professionalism scale revealed that the teachers in Pakistan had more significant positive/higher perception of professionalism than the teachers in Turkey. Comparisons of the sub-dimensions of the TP scale revealed that Pakistani teachers had more positive/higher perceptions in five of the nine sub-dimensions, whereas only one sub-dimension was positive/higher for teachers in Turkey. In Pakistan, male teachers had more positive/higher perceptions of professionalism than female teachers. Other findings showed that there was no significant difference between the Turkish and Pakistani teachers according to school type.*

*Keywords: Teachers; professionalism; Turkey; Pakistan*

## INTRODUCTION

Professionalism is an issue that every occupation recognizes as necessary for upgrading its status, growth and acceptability within that dogma (Eraut, 1994); professionalism defined as a number of attitudes and behaviours of a specific workforce that are unlike but associated with organisational ethos and that have inferences for individual motivations, cooperation and professional interaction among colleagues (Epstein & Hundert, 2002). Professional physiognomies are formed of specific information, a common mechanical culture, a strong service ethic, and self-regulation (Carr, 2000; Etzioni, 1969; Larson, 1977). Professionalism is a societal plan or task that aims to increase the advantages of an occupational group; it announces the perfection and charisma of the individual's beliefs and movements within a specified group (Hargreaves & Goodson, 1996).

The fulfilment of the teaching occupation in a professional way differs from country to country, within the same country and over time. Barber (2005; as cited in Whitty, 2006)

notes that the teaching occupation has passed through four stages from 1960 to the present: “uninformed professionalism” that provided autonomy to teachers but teachers did not hold qualifications in the knowledge, skills and attitudes required by a modern society; “uninformed prescription” in which a national curriculum was imposed for political rather than educational reasons; “informed prescription” in which standards of the teaching occupation were established within the framework of evidence-based policies; and, finally, “informed professionalism,” which involves the teaching occupation. In this fourth stage, teachers have the appropriate knowledge, skills and attitudes to enable them to be rewarded by the government with a greater degree of autonomy to manage their own affairs.

Teaching professionally may be thought of as “a job done to ensure income.” However, this definition ignores the virtues of teaching. Güven (2010) holds that such a view is incompatible with teaching because teaching is a revered profession which requires a high level of self-sacrifice. Strike (1990) notes that whenever professional occupations are mentioned, the medical and legal professions usually come to mind; they provide paid services, leading to the implication that learning and professionalism are linked. Etzioni (1969, see also Strike, 1990) recognized some professions, such as teaching and nursing, as semi-professional since they do not have all of the characteristics or status of the medical and legal professions. However, there is no consensus on the definition of professionalism (Demirkasımoğlu, 2010; Raymond, 2006).

Interest in the nature of professionalism by sociologists began in the 1950s (Whitty & Wisby, 2006). Researchers have increasingly focused on determining the characteristics of a profession rather than to attempting to define the concept of profession. Millerson (1964) believed that the use of skills based on theoretical knowledge, the certification in those skills via testing, and the existence of a strong professional organisation were determining characteristics. Gerrard (2012) believes that the application of specialised knowledge is one of the hallmarks of professionalism. Tobias and Baffert (2010) added that a relatively high degree of social status and economic returns and a certain level of independence and autonomy while performing the work is also a characteristic. Based on this view, Gür and Çelik, 2009 suggest that Turkish policy makers should give Turkish teachers more autonomy, especially in terms of curriculum adaptation to match students need, to increase the status of teachers as professionals.

In terms of the professionalism of the teaching occupation, Furlong (2001) highlighted the importance of teachers’ knowledge base, including improving teaching in the classroom, assuming responsibility and using authority in order to contribute to the learning of the students, and being free to plan teaching tasks. Kılınç’s (2014) research revealed that supporting, task and bureaucratic cultures were significant predictors of teacher professionalism. Cerit (2012) found that the effective bureaucratic school structure was an important explanation for TP in the Turkish context. Evans (2011) identified three dimensions of teaching professionalism: the “behavioural” dimension, which relates to the competency of teachers and their attempts to improve student learning; “attitudinal” dimension, which relates to teacher perceptions and beliefs about the profession; and “intellectual” dimension, which focuses on the knowledge of teachers and their teaching and analytical competence.

Swann, McIntyre, Pell, Hargreaves, and Cunningham (2010) found that expectations of teachers as professionals include developing teaching practices in the classroom, taking responsibility for the learning of the students, following the latest advances and results of

the studies in their field, and collaborating with their colleagues. Clement and Vandenberghe (2000) note giving importance to the activities of research and development, and being accountable, trustworthy and devoted to their jobs are important dimensions. Professional collaboration behaviours can be said to be more aligned with progressive forms of professionalism that emphasize an exchange of ideas at a deeper level (OECD, 2009). TALIS data show that these behaviours occur at lower rates when compared with simple exchange and co-ordination between teachers (this includes surface-level behaviours such as exchanging teaching materials with colleagues, having discussions about students or attending conferences together). Thus, it may be useful to consider how these behaviours can be improved within and across countries so that they occur at least as much as the other behaviours (OECD, 2014). Kincheloe (2004) indicated that professional teachers are able to develop appropriate strategies to use in the class by correctly defining the needs of the students. Day et al (2007) stated that having a sense of moral purpose, planning their studies autonomously, and participating in the process of decision making at the school are fundamental dynamics of teaching professionalism.

In Turkey, a number of studies have been carried out related to TP (Bayhan, 2011; Cerit, 2012; Güven, 2010; Kılınç, 2014). In these studies, which discuss the concept of professionalism in terms of basic characteristics, the researchers questioned whether teaching had a professional status in Turkey. Continuous changes of direction and employment policies in teacher education, scarcity of civil professional organisations, and the decisions and implementations relevant to educational processes, which are, in most cases, centrally regulated, challenge the idea of teaching the occupation as a profession. Bayhan (2011), in his research into the perspectives of Turkish teachers, revealed that “subject matter,” “teacher personality,” “school administration,” “government policy,” and “educational laws”, respectively, are the topics most affecting the teaching profession. Bayhan concluded that the professionalization of the teaching occupation in Turkey is insufficient. Nevertheless, the level of teacher perceptions of occupational and personal professionalism is high. However, this level is limited to class and student factors.

The research reported in this paper studied the Turkish and Pakistani contexts of TP. According to the World Bank (2016), Turkey is representative of a middle income European and Central Asian nation, and Pakistan is representative of a low income South Asian nation. Turkey has a long history of being a part of Western culture with an Eastern background, whereas Pakistan has a long history of having an Eastern culture (Pew Forum, 2010). The profession of teaching requires both a college degree and the successful completion of a Bachelor of Education Degree in Pakistan, but the budget for good quality of instruction and teaching context is low, depriving teachers of quality teacher training, well-maintained facilities, and satisfaction (Aly, 2007). A vast majority of teachers seldom receive professional development trainings or workshops, leaving them with little prospect of growing in their careers.

The educational system in Turkey is characterized by lower than OECD countries average per pupil expenditure (NCES, 2016), and teachers are required to hold a college degree for primary school teachers, and for teaching secondary school to also have successfully completed further certification (Turkish Council of Higher Education, 2015). Along with ongoing professional development delivered to teachers across the school year in Turkey, the last two weeks of June and the first two weeks of September are compulsorily designated time for professional development activities (Preschool & Elementary Schools

Regulation, 2014. To describe and compare perceptions of teaching professionalism by Turkish and Pakistani teachers, this research considered the following questions:

1. Do Turkish and Pakistani teacher perceptions of teaching professionalism differ according to the TP scale sub-dimensions?
2. Do Turkish and Pakistani teacher perceptions of teaching professionalism differ according to teacher gender and school type?

## METHODOLOGY

A quantitative research method was used for this study. Creswell (2005) divided quantitative research design into two broad categories: intervention and non-intervention research. This research uses non-intervention (Cresswell, 2005), utilizing a descriptive survey design (Fraenkel & Wallen, 2009), which seeks to reveal the characteristic or behaviour of a particular population in a systematic and accurate fashion by using questionnaires and interviews to collect information about individual attitudes, beliefs, feelings, behaviour, and lifestyles (Leary, 2011). Surveys allow the collection of data about participants' beliefs that would be difficult to measure using observational techniques (McIntyre, 1999).

### Sample

A convenience sample method was used in this research; that is, teachers teaching at primary, secondary, and high schools in Turkey and Pakistan who volunteered to participate in the study made up the sample. Turkish teachers in the study were from 25 different schools located in four different Turkish cities in the western Black Sea region. The Pakistani teachers were all from Lahore. Return rates of surveys were high (79% in Turkey, yielding a total of 315 responses). The class levels into which surveyed teachers were teaching are presented in Table 1.

**Table 1: Teaching level of survey participants**

Variable	Level	Turkey sample [n (%)]	Pakistan sample [n (%)]
School Type	1. Primary	106 (33.7)	38 (18.8)
	2. Middle	97 (30.8)	24 (11.9)
	3. High School	112 (35.6)	140 (69.3)
	<i>Total</i>	<i>315 (100)</i>	<i>202 (100)</i>
Gender	1. Female		158 (78.2)
	2. Male	Data not available	44 (21.8)
	<i>Total</i>		<i>202 (100)</i>

### Survey instrument

To measure TP levels for this research, the instrument developed by İlğan, Aslanargün, and Shaukat (2015) was used. The instrument includes a 5-point Likert-type scale that asks the participant to rate level of agreement to statements (indicators) regarding the professionalism of teaching. The options of the instrument are “never,” “scarcely,” “sometimes,” “mostly,” and “completely,” meaning that a high score obtained from the instrument represented a high level of teaching professionalism and a low score represented a low level of teaching professionalism. An initial draft scale included three

negative and 62 positive items but exploratory factor analyses of results from administration of the survey showed that a TP scale containing 46 items, two of which were negative, represented nine dimensions which are reliable and valid, with a total of 58.96% variance, factor loadings ranging from 0.47 to 0.83, and a reliability coefficient ranging from 0.56 to 0.91. In addition, t-test values regarding the lower and upper 27% group average score comparison were statistically significant ( $p < 0.001$ ). Sample items with the highest factor loading for each dimension are given in Table 2.

**Table 2: Sample items for each dimension**

Dimension	Sample Item
1. Teacher quality and professional sensitivity	Teachers have strong self-control.
2. Perceptions of top administrators and the public of the profession	Policy makers and authorities hold the teaching profession in high esteem.
3. Commitment to the profession	I am fond of teaching.
4. Having higher knowledge and skill	Teachers have capacity to begin change and set new methods of application.
5. Professional discipline	Teachers attend the courses on time and finish punctually.
6. Professional development	I regularly follow publications in my profession.
7. Public perceptions of trust in the profession	Parents and students believe that teachers are responsible for valuable achievements of students.
8. Perceptions related to the importance of the profession	Teachers' high standards of abstract information make them powerful.
9. Professional autonomy	Teachers are able to decide on matters related to their jobs.

### **Data analysis**

The data gathered by the TP scale were analysed using the SPSS (Version 20) program. Percentages and frequencies were used to analyse demographic variables. In order to describe TP, descriptive statistics (i.e., mean and standard deviation) were used. The independent samples t-test was used to compare Turkish and Pakistani TP levels. The skewness index of the composite TP scale was  $-0.42$  and the kurtosis index was  $0.043$ ; skewness and kurtosis indices ranged between  $-1$  and  $1$ , which is considered excellent (George & Mallery, 2001). These results indicated that the parametric statistical procedures used to analyse the data were appropriate.

### **RESULTS**

The t-test results comparing Turkish and Pakistani teacher professionalism levels in terms of composite and sub-dimensions are presented in Table 3, showing that teachers in Pakistan had a more significant positive/higher perceptions of TP than teachers in Turkey [ $t_{(515)} = 7.69$ ;  $p < 0.05$ ]. In the comparisons of the sub-dimensions of the TP scale, Pakistani teachers had more positive/higher perceptions in five of the nine sub-dimensions, whereas only one sub-dimension was positive/higher for teachers in Turkey. Specifically, teacher perceptions in Pakistan were more positive/higher than those of teachers in Turkey in the sub-dimensions of “perception of top administrators and the

public to the profession” [ $t_{(515)} = 15.15; p < 0.05$ ], “having higher knowledge and skill” [ $t_{(515)} = 6.24; p < 0.05$ ], “professional development” [ $t_{(515)} = 7.39; p < 0.05$ ], “public perceptions of trust in the profession” [ $t_{(515)} = 7.57; p < 0.05$ ] and “professional autonomy” [ $t_{(515)} = 13.57; p < 0.05$ ], whereas teachers in Turkey were more positive/higher in the dimension of “commitment to profession” [ $t_{(494,5)} = 15.15; p < 0.05$ ]. No significant differences were found between the two countries in the sub- dimensions of “professional discipline” and “perceptions related to the importance of the profession”.

**Table 3: T-test results comparing Turkish and Pakistani TP levels**

Sub-dimensions	Countries	N	$\bar{X}$	SD	Df	t	p
1. Teacher quality and professional sensitivity	Turkish	315	3.85	.555	515	.078	.938
	Pakistani	202	3.84	.520			
2. Perception of top administrators and the public to the profession	Turkish	315	2.53	.669	515	15.15	.000
	Pakistani	202	3.48	.725			
3. Commitment to the profession	Turkish	315	3.78	.993	494.5	2.57	.010
	Pakistani	202	3.57	.779			
4. Having higher knowledge and skill	Turkish	315	3.53	.661	515	6.24	.000
	Pakistani	202	3.89	.630			
5. Professional discipline	Turkish	315	3.80	.615	515	1.64	.101
	Pakistani	202	3.89	.570			
6. Professional development	Turkish	315	3.50	.680	459.9	7.39	.000
	Pakistani	202	3.93	.613			
7. Public perceptions of trust of the profession	Turkish	315	3.39	.723	515	7.57	.000
	Pakistani	202	3.90	.777			
8. Perceptions related to the importance of the profession	Turkish	315	3.92	.710	515	.918	.359
	Pakistani	202	3.97	.651			
9. Professional autonomy	Turkish	315	2.81	.771	515	13.57	.000
	Pakistani	202	3.76	.796			
Composite Scale	Turkish	315	3.44	.468	515	7.69	.000
	Pakistani	202	3.76	.452			

As can be seen in Table 3, teacher perceptions of professionalism corresponded to a medium level in both the Pakistani ( $X = 3.76$ ) and Turkish ( $X = 3.44$ ) context. The teacher levels of professionalism in Pakistan according to gender are presented in Table 4, showing that, in Pakistan, male teachers had more positive/higher perceptions of professionalism than female teachers [ $t_{(200)} = 2.53; p < 0.05$ ].

**Table 4: T-test comparisons of TP levels in Pakistan according to gender**

Variable	Level	N	$\bar{X}$	SD	Df	t	p
Gender	Female	158	3.80	.464	200	2.53	.012
	Male	44	3.61	.372			

T-test comparisons of TP perceptions in Pakistan and Turkey according to school type are presented in Table 5.

**Table 5. Comparisons of teacher perceptions of professionalism in Pakistan and Turkey according to school type**

Countries	Level	N	$\bar{X}$	SS	Sum of squares	Df	Mean square	F	p
Turkey	1. Primary	106	3.45	.45	.664	2	.332	1.518	.221
	2. Middle	97	3.38	.49	68.291	312	.219		
	3. High Sch.	112	3.49	.46	68.956	314			
	4. Total	315	3.44	.46					
Pakistan	1. Primary	38	3.65	.62	.684	2	.342	1.685	.188
	2. Middle	24	3.74	.35	40.393	199	.203		
	3. High Sch.	140	3.80	.40	41.077	201			
	4. Total	202	3.76	.45					

As seen in Table 5, no significant differences were found according to school type between teachers in Turkey [ $F_{(2,312)} = 1.52; p > 0.05$ ] and Pakistan [ $F_{(2,199)} = 1.69; p > 0.05$ ].

### DISCUSSION AND CONCLUSIONS

Results from this study shows that the professionalism level of teachers in Turkey was slightly above moderate ( $X = 3.44$ ), corresponding to “mostly” on the five-point Likert scale, and teachers in Pakistan were also at the “mostly” level ( $X = 3.76$ ). It is possible to state that perceptions of TP were slightly above medium in both contexts of Pakistan and Turkey. This level could be considered respectable but should be higher. Kılınc’s (2014) study of Turkish teachers, in which he used a five-point Likert type survey, with TP of  $X = 3.44$ , aligns with the results of this research. However, Yılmaz and Altinkurt (2014b) found a TP level of  $X = 3.92$ , and Cerit (2012) found that Turkish primary school teacher professionalism was low at  $X = 2.27$ .

Hoodbhoy (1998), and Shaikh (1997 as cited in Rizvi, 2003) found that, while teachers at public schools in Karachi, Pakistan, were less educated, had less training, were lower paid and under-valued, they felt confident and efficient, put their cards on the table and shared with others, decided for themselves, took responsibility, appreciated cooperation and learned from each other, and were willing to take the role of leadership when they found the chance. A study of 3,037 teachers in Malaysia found that the professionalism level of teachers was low to moderate (Noordin et al., 2007).

When considering the composite TP scale, this study found that the professionalism perception of teachers in Pakistan was higher than that of teachers in Turkey. Turkey is a developing country, but it is resourceful and provides a satisfying life for its people. Teachers in Turkey have more commitment towards the teaching profession compared to Pakistani teachers. In Pakistan, teachers enjoy their government jobs and support their colleagues, and there are no strict checks and balances to oversee their performance as

would exist in private organisations, which may explain their low level of commitment (Hoodbhoy, 1998; Shah & Abualrob, 2012). Recently, the government of Pakistan has taken initiatives toward the professional development of teachers in the form of teacher training and refresher courses to strengthen their teaching skills. Different organisations like Pre-Step, UNESCO and the Directorate of Staff Development are striving to improve teaching quality and teaching style, and to motivate teachers towards teaching excellence. This may explain the reason behind the higher level of Pakistani teacher perceptions about professional development and the importance of the teaching profession (Rizvi, 2003). The National Education Policy, put in force in 1998, also aims to include effective institutionalization, matching demand with supply, providing incentives to attract the best talent, and improving pre-service and in-service training as well as providing management training opportunities for administrators (Jamil, 2004). In the public sector of Pakistan, people benefit from more facilities compared to the private sector. Moreover, they have more professional autonomy and power compared to the private sector.

Thus, the reasons teachers in Pakistan have more positive professionalism perceptions than teachers in Turkey could stem from the reform initiatives that have pointed out the key issues and problems of teachers in Pakistan over the last 30 years. Professional development initiatives of Pakistani teachers include increasing knowledge of subject matters, human growth and development, knowledge of Islamic ethical values/social life skills, instructional planning and strategies, assessment, learning environment, effective communication and proficient use of information communication technologies, collaboration and partnership, continuous professional development, codes of conduct, and teaching of English as a second foreign language (NPSTP, 2009; Rehmani, 2006; STEP, 2004). Khan (2011) pointed out that there were already a few hopeful signs of improvement in TP in Pakistan, including teacher education in moving from traditional and often instrumental modes of practice to more holistic and progressive models of educating prospective teachers. Furthermore, TP has been conceptualized in terms of four dimensions (Rizvi & Elliot, 2005; Rizvi & Elliott, 2007): teacher efficacy, teacher practice, teacher collaboration and teacher leadership.

The results for TP of teachers in Turkey show Turkish teachers have relatively high positive perceptions of the importance of their profession and the quality of what they are doing. Research also shows Turkish teacher self-perceptions of their self-efficacy is relatively high (Korkut & Babaoğlu, 2012 ( $X = 7.36$  (9-point Likert scale))); Özerkan, 2007 ( $X = 4.09$  (5-point Likert scale))); Telef, 2011 ( $X = 6.78$  (9-point Likert scale))); Üstüner, Demirtaş, & Özer, 2009 ( $X = 3.89$  (5-point Likert scale))). Gömleksiz and Serhatlıoğlu (2013) concluded that preschool teacher perceptions of the efficacy of the teaching-learning process was high ( $X = 4.68$ ). All these results are in line with those found in this study.

The lowest levels of Turkish teacher perceptions on the professionalism scale appeared in the dimensions of “perception of top administrators and the public towards the profession” and “professional autonomy”. According to research by Özpolat (2002), only 2% of teachers believed that authorities value the teaching profession and 42% believed they were under-valued by authorities. Gök and Okçabol (1998) found that 75% of teachers thought their profession was under-valued by authorities, whereas 78% had similar ideas about local authorities. A similar study carried out by one of the teacher unions (Eğitim Bir-Sen, 2004) with 9,790 teachers found that only 10% of the teachers shared the idea that “society”, “ministry of education,” and the “mass media” valued



teachers. Teacher candidates had the same perceptions that their profession was under-valued (Karamustafaoğlu & Özmen, 2004). According to research conducted in 21 countries with approximately 1,000 people per country and funded by the Varkey Gems Foundation (Dolton, Marcerano-Gutierrez, 2013), teachers in Turkey had the highest social status after China and Greece, teaching was valued as much as nursing, 52% of participants agreed that students respect teachers, and the educational system was rated 4.7 out of 10. This research implies, as other studies do (Eğitim Bir-Sen, 2004; Gök & Okçabol, 1998; Özpolat, 2002), that society in Turkey ascribes more value to the social perception of teaching than believed by teachers. A survey carried out by TES and YouGov (2015) of more than 600 British teachers revealed that 81%, regardless of whether the respondents were classroom teachers, senior leaders or supply teachers, said that the teaching profession was under-valued by the public.

This study indicates that the professional autonomy of teachers in Turkey is relatively low ( $X = 2.81$ ), although it corresponds to a medium level according to this research. Empirical research directly concerning professional autonomy is limited. Öztürk (2011) characterizes professional autonomy as: (a) planning and practicing teaching, (b) being involved in important decisions and school administration, and (c) developing teachers' professional competence. Özaslan's (2014) defined professional autonomy as "not interfering in the preference of teachers since they are professionals in their subject matter." Öztürk (2011) found that the Turkish educational system limits the autonomy and power of teachers. Özaslan's (2015) research revealed that teachers considered the following to be necessary in terms of autonomy: (a) being able to use the learning materials of their choice, (b) being able to apply disciplinary sanctions of their choice, and (c) being able to make their students repeat a course or grade level when necessary. Noordin et al. (2007) asserts that teachers in Malaysia should have the right to determine the course book, course contents, and evaluation of the students. High professional autonomy means that teachers should have these opportunities while they are teaching.

The finding in this study is that female teachers' perceptions of professionalism is more positive than that their male counterparts in the Pakistani context in spite of the fact that they have similar work settings as their male colleagues. In Pakistan, women teachers are less qualified and, therefore, more poorly paid than their male colleagues, and they work predominantly in the primary school sector where teacher status and participation in education is low and where they remain under the control of middle school head teachers (Barrs, 2005; Coleman, 2010; Sales, 1999). In addition, Takbir (2014) notes that continuing professional development opportunities for teachers in rural elementary schools are rarely made available for teachers in general and female teachers in particular. Nevertheless, females are more inclined to enter the teaching profession than men because it is considered to be a safe and convenient occupation (Hunzai, 2009) given their limited work opportunities. This factor may account for the positive attitude of female teachers. This study did not gather data on the female/male split in Turkey, however research carried out by Yılmaz and Altinkurt (2014b) found that teacher perceptions of professionalism in Turkey does not differ according to gender. Another study (Bayhan, 2011) revealed that, out of four sub-dimensions, female teachers had a more positive perception than males in the dimension of "professional competence."

This study found perceptions of professionalism did not differ for school type in either Pakistan or Turkey. This conclusion is supported by another study (Yılmaz & Altinkurt, 2014b) showing that teacher perceptions of professionalism according to the type of

school where they worked were more or less similar. Khamis and Sammons (2004) stated that, in Pakistan, teacher education programs were determined to be both overly theoretical and far removed from current knowledge of teacher development, and they did not meet the classroom-based pedagogical needs of pupils and teachers. The general tendency regarding schooling and professional development could also be important for teachers and students.

Consequently, the following implications revealed in this study could be developed in further research.

For Turkey:

- The study showed that teachers' perceptions of professionalism towards their job were not up to the mark. Therefore, a primary recommendation is ensuring senior administration and public support for teachers, which is the sub-dimension which had the lowest level in the study. An increased sense of awareness of teachers and teaching as well as of their societal value should be developed by the Ministry of Education policy makers and administrators.
- Teacher autonomy was found to be low in this study. It is recommended that teachers be given more freedom in class and some degree of authority in curriculum development, and that they be involved in the decision-making process in school administration.
- Public trust of teaching and teachers was found to moderate according to teacher perceptions. The Varkey Gem Foundation (Dolton & Marcerano-Gutierrez, 2013) in a study utilizing random sampling among communities, found that the social status of teachers in Turkey was at a reasonable level, ranked third out of 21 countries. Further research should be carried out to find an explanation for why teachers have a lower perception of their professionalism than does society.
- The study found that the level of teacher participation in professional development activities was reasonable. It is a common for personnel from any sector to adopt professional development as a life philosophy in this rapidly changing and turbulent world. Thus, teachers should be encouraged to participate regularly in professional development courses.

For Pakistan:

- This study found that teacher perceptions of professionalism in Pakistan were moderate but higher than those in Turkey. Since training levels, earnings and social status of teachers in Turkey are higher than in Pakistan, as noted in Rizvi's research (2003), the reasons for lower teacher perceptions of professionalism in Turkey or for the higher perceptions of professionalism in Pakistan, despite negative living conditions for teachers, should be explored.
- Ensuring senior administration and public support for teachers in both the Turkish and the Pakistani context is recommended. As in the case of Turkey, Ministry of Education policy makers and administrators need to have an increased sense of awareness of teachers and teaching as well as of their societal value.
- In spite of the fact that the work settings of female teachers and their male colleagues are similar, the reason that female perceptions were higher than those of males should be explored.

## REFERENCES

- Aly, J. H. (2007). *Education in Pakistan: A white paper (revised). Documentation to Debate and Finalize the National Education Policy*. Islamabad: Government of Pakistan, National Education Policy Review Team. Retrived from <http://planipolis.iiep.unesco.org/upload/Pakistan/Pakistan%20National%20Education%20Policy%20Review%20WhitePaper.pdf>
- Barrs, J. (2005). Factors contributed by community organizations to the motivation of teachers in rural Punjab, Pakistan, and implications for the quality of teaching. *International Journal of Educational Development* (25), 333–348.
- Bayhan, G. (2011). *Öğretmenlerin profesyonelliğinin incelenmesi [Examining teachers' professionalism]*. (Unpublished doctoral dissertation) Marmara University Graduate School of Educational Sciences.
- Carr, D. (2000). *Professionalism and ethics in teaching*. New York, NY: Routledge.
- Cerit, Y. (2012). Okulun bürokratik yapısı ile sınıf öğretmenlerinin profesyonel davranışları arasındaki ilişki [The relationship between bureaucratic school structure and classroom teachers' professionalism behaviours]. *Educational Administration: Theory and Practice*, 18(4), 497–521.
- Clement, M., & Vandenberghe, R. (2000). Teacher professional development: A solitary or collegial (ad)venture. *Teaching and Teacher Education*, 16, 81–101.
- Coleman, H. (2010). *Teaching and learning in Pakistan: The Role of language in education*. British Council, The United Kingdom's International Organisation for Cultural Relations and Educational Opportunities.
- Cresswell, J. W. (2005). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (2nd ed.). NJ: Pearson.
- Day, C., Flores, M.A., & Viana, I. (2007). Effects of national policies on teachers' sense of professionalism: Findings from an empirical study in Portugal and in England. *European Journal of Teacher Education*, 30(3), 249–265.
- Demirkasımoğlu, N. (2010). Defining “Teacher Professionalism” from different perspectives. *Procedia Social and Behavioral Sciences*, 9, 2047–2051.
- Dolton, P., & Marcerano-Gutierrez, O. (2013). *2013 global teacher status index*. England: Varkey Gems Foundation.
- Eğitim-Bir-Sen (2004). *Öğretmen sorunları araştırması [Teachers' problems research]*. Ankara: Teacher Union Eğitim-Bir-Sen.
- Epstein R.M., Hundert, E. M. (2002) Defining and assessing professional competence. *JAMA*, 287, 226–35.
- Eraut, M. 1994. *Developing professional knowledge and competence*. Abingdon: Routledge-Falmer.
- Etzioni, A. (1969). *The semi-professions and their organization: Teachers, nurses, social workers*. New York, NY: Free Press.

- Evans, L. (2011). The “shape” of teacher professionalism in England: Professional standards, performance management, professional development and the changes proposed in the 2010 White Paper. *British Educational Research Journal*, 37(5), 851–87.
- Fraenkel, J.R., & Wallen, N.E. (2009). *How to design and evaluate research in education* (7th ed.). PA: McGraw-Hill.
- Furlong, J. (2001) Reforming teacher education, re-forming teachers: Accountability, professionalism and competence. In R. Philip & J. Furlong (Eds.), *Education reform and the state: Twenty-five years of politics, policy and practice* (pp. 118–135). London: Routledge-Falmer.
- George, D., & Mallery, L.S. (2001). *SPSS for windows step by step. A simple guide and reference 15.0 update* (8th ed.). MA: Allyn & Bacon.
- Gök, F., & Okçabol, R. (1998). *Öğretmen profile araştırma raporu [Teachers profiles research report]*. Teacher Union Egitim-Sen.
- Gerrard, S. (2010). A response to raven, *The Psychology of Education Review*, 36(1), 27–30.
- Gömleksiz, M. N., & Serhatlıoğlu, B. (2013). Okul öncesi öğretmenlerinin öz-yeterlik inançlarına ilişkin görüşleri [Pre-school teachers’ perceptions of self-efficacy beliefs]. *Turkish Studies International Periodical for the Languages, Literature and History of Turkish and Turkic*, 8(7), 201–221.
- Gür, B. S., & Çelik, Z. (2009). Türkiye’de milli eğitim sistemi: Yapısal sorunlar ve öneriler [National educational system in Turkey: Structural issues and suggestions]. Ankara: Foundation for Political Economic and Social Research (SETA) Publication Number: 1
- Güven, D. (2010). Profesyonel bir meslek olarak Türkiye’de öğretmenlik [Teaching as a profession: The case of Turkey]. *Boğaziçi University Journal of Education*, 27 (2), 13–21.
- Hargreaves, A., & Goodson, I. (1996). Teachers’ professional lives: Aspirations and actualities. In: I. Goodson & A. Hargreaves (Eds.), *Teachers’ professional lives* (pp. 1–27). London: Falmer Press.
- Hoodbhoy, P. (1998). *Education and the state: Fifty years of Pakistan*. Karachi, Pakistan: Oxford University Press.
- Hunzai, Z.N. (2009). Teacher education in Pakistan: Analysis of planning issues in early childhood education, *Journal of Early Childhood Teacher Education*, 30(3), 285–297, DOI: 10.1080/10901020903084421
- İlhan, A., Aslanargün, E., & Shaukat, S. (2015). Developing teacher professionalism scale: Validation and reliability. *Journal of Theory and Practice in Education*. 11(4), 1454–1474.
- Jamil, B. R. (2004). From teacher education to professional education, development in Pakistan. A position paper presented at the National Conference on Teacher Education, The Academy of Educational Development (AED).

- Karamustafaoğlu, O., & Özmen, H. (2004). Toplumumuzda ve öğretmen adayları arasında öğretmenlik mesleğine verilen değer [An investigation of the value of teaching profession among teacher-candidates and Turkish society]. *Journal of Values Education*, 2(6), 35-49.
- Khamis, A. & Pamela Sammons, P. (2004). Development of a cadre of teacher educators: Some lessons from Pakistan. *International Journal of Educational Development* 24, 255–268
- Khan, H. K. (2011). Becoming teacher educators in Pakistan: Voices from the Government Colleges of Education. *Journal of Education for Teaching*, 37(3), 325–335 doi10.1080/02607476.2011.588022
- Kılınç, A.Ç. (2014). Öğretmen profesyonelizminin bir yordayıcısı olarak okul kültürü [School culture as a predictor of teacher professionalism]. *Education and Science*, 39 (174), 105–118.
- Kincheloe, J.C. (2004). The knowledges of teacher education: Developing a critical complex epistemology. *Teacher Education Quarterly*, 31, 49–66.
- Korkut, K., & Babaoğlu, E. (2012). Sınıf öğretmenlerinin öz-yeterlik inançları [Primary school teachers' self-efficacy]. *International Journal of Management Economics and Business*, 8(16), 269–282.
- Larson, M. S. (1977). *The rise of professionalism: A sociological analysis*. Berkeley, CA: University of California Press.
- Leary, M. R. (2011). *Introduction to behavioral research methods* (6th ed.). London: Pearson Education.
- McIntyre, L. J. (1999). *The practical skeptic: Core concepts in sociology*. Mountain View, CA: Mayfield Publishing.
- Millerson, G. (1964). *The qualifying association*. London: Routledge & Kegan Paul.
- NCES. (2016). Education expenditures by country. Retrieved from [https://nces.ed.gov/programs/coe/indicator\\_cmd.asp](https://nces.ed.gov/programs/coe/indicator_cmd.asp)
- Noordin, F., Rashid, R.M., Ghani, R., Aripin, R., & Darus, Z. (2007). *Teacher professionalization, commitment, and job satisfaction: An analysis on primary school teachers*. Retrieved from [http://ir.uitm.edu.my/2756/1/LP\\_FAUZIAH\\_NOORDIN\\_07\\_24.pdf](http://ir.uitm.edu.my/2756/1/LP_FAUZIAH_NOORDIN_07_24.pdf)
- NPSTP. (2009). *National professional standards for teachers in Pakistan*. Policy and Planning Wing, Ministry of Education, Government of Pakistan, Islamabad.
- OECD, (2014). *Talis 2013 Results: An international perspective on teaching and learning*. OECD, DOI: 10.1787/9789264196261-en
- Özaslan, G. (2015), Öğretmenlerin sahip oldukları mesleki özerklik düzeyine ilişkin algılar [Teachers' perceptions of the level of their professional autonomy]. *Journal of Qualitative Research in Education*, 3(2), 25–39, DOI:10.14689/issn.2148-2624.1.3c2s2m

- Özerkan, E. (2007). *Öğretmenlerin öz-yeterlik algıları ile öğrencilerinin sosyal bilgiler benlik kavramları arasındaki ilişki [The relationship between the teacher self-efficacy and students social studies self-concept]*. (Unpublished masters dissertation) Trakya University Graduate School of Social Sciences.
- Özpolat, V. (2002). *Sosyolojik açıdan öğretmenlik mesleği ve öğretmenlerin toplumdaki yeri [Sociologically teaching profession and teachers' respectability in society]*. (Unpublished doctoral dissertation) Istanbul University Graduate School of Social Sciences.
- Öztürk, İ.H. (2011). Öğretmen özerkliği üzerine kuramsal bir çözümleme [A conceptual analysis on teacher autonomy]. *Electronic Journal of Social Sciences*, 10(35), 82–99.
- Pew Forum. (2010). *The global religious landscape*. Retrieved from <http://www.pewforum.org/files/2014/01/global-religion-full.pdf>
- Preschool and Elementary Schools Regulation (2014). Regulation for preschool and elementary schools. Retrieved from [http://mevzuat.meb.gov.tr/html/ilkveokuloncyon\\_0/ilkveokuloncyon\\_0.html](http://mevzuat.meb.gov.tr/html/ilkveokuloncyon_0/ilkveokuloncyon_0.html)
- Raymond, S.M. (2006). Professionalism and identity in teacher education: Implications for teacher reform. Retrieved from ProQuest Dissertations and Thesis database. (UMI No. 3228559)
- Rehmani, A. (2006). Teacher education in Pakistan with particular reference to teachers' conceptions of teaching. *Quality In Education: Teaching And Leadership in Challenging Times*, 20, 495–524.
- Rizvi, M. (2003). Enhancing and sustaining teacher professionalism in Pakistan. *Teachers and Teaching: Theory and Practice*, 13(1), 5–19.
- Rizvi, M., & Elliot, B. (2005). Teachers' perceptions of their professionalism in government primary schools in Karachi, Pakistan. *Asia-Pacific Journal of Teacher Education*, 33(1), 35–52, DOI: 10.1080/1359866052000341115
- Rizvi, M., & Elliott, B. (2007). Enhancing and sustaining teacher professionalism in Pakistan. *Teachers and Teaching*, 13(1), 5–19, DOI:13540600601106021
- Sales, V. (1999). Women teachers and professional development: Gender issues in the training programs of The Aga Khan Education Service, Northern Areas, Pakistan. *International Journal of Educational Development*, 19, 409–422.
- Shah, M. M., & Abualrob, M. A. (2012). Teacher collegiality and teacher professional commitment in public secondary schools in Islamabad, Pakistan. *Procedia - Social and Behavioral Sciences*, 46, 95 –954.
- STEP. (2004). *Strengthening teacher education in Pakistan through the development of strategic framework for policy dialogue, professional development, coordination, and national standards for teacher certification and accreditation*. UNESCO, Islamabad.
- Strike, K. A. (1990). Is teaching a profession: How would we know? *Journal of Personnel Evaluation in Education*, 4, 91–117.

- Swann, M., McIntyre, D., Pell, T., Hargreaves, L., & Cunningham, M. (2010). Teachers' conceptions of teacher professionalism in England in 2003 and 2006. *British Educational Research Journal*, 36(4), 549–571.
- Takbir, A. (2014). Development of teacher leadership: A multi-faceted approach to bringing about improvements in rural elementary schools in Pakistan. *Professional Development in Education*, 40(3), 352–375, DOI: 10.1080/19415257.2013.828238
- Telef, B. B. (2011). The study of teachers' self-efficacy, job satisfaction, life satisfaction and burnout. *Elementary Education Online* 10(1), 91–108.
- TES and YouGov (2015). Eight in 10 teachers feel undervalued by society, survey says <https://www.tes.com/news/school-news/breaking-news/eight-10-teachers-feel-undervalued-society-survey-says>
- Tobias, S., & Baffert, A. (2010). *Science teaching as a profession: Why it isn't. How it could be*. Arlington, VA: NSTA Press.
- Turkish Council of Higher Education (2015). Instruction of certification for secondary school teachers. Retrived from [http://www.yok.gov.tr/web/guest/icerik/-/journal\\_content/56\\_INSTANCE\\_rEHF8BIsfYRx/10279/20361248](http://www.yok.gov.tr/web/guest/icerik/-/journal_content/56_INSTANCE_rEHF8BIsfYRx/10279/20361248)
- Üstüner, M., Demirtaş, H., & Özer, N. (2009). Ortaöğretim öğretmenlerinin öz-yeterlik algıları [Secondary school teachers' self-efficacy beliefs], *Mehmet Akif Ersoy University Journal of Education*. 9(17), 1–16.
- Whitty, G. (2006). *Teacher professionalism in a new era*. Paper presented at the first General Teaching Council for Northern Ireland Annual Lecture, Belfast, March. <http://www.gtcni.org.uk/publications/uploads/document/annual%20lecture%20paper.pdf> accessed 29 June 201.
- Whitty, G., & Wisby, E. (2006). 'Collaborative' and 'Democratic' Professionalisms: Alternatives to 'Traditional' and 'Managerialist' approaches to teacher autonomy? *Educational Studies in Japan: International Yearbook*, 1, 25–36.
- Yılmaz, K., & Altinkurt, Y. (2014a). Öğretmenlerin mesleki profesyonelliği ölçeği geçerlik ve güvenirlik çalışması [Validity and reliability study for the occupational professionalism of teachers scale (OPTS)]. *International journal of Human Sciences*, 11(2), 332–345.
- Yılmaz, K., & Altinkurt, Y. (2014b). Öğretmenlerin mesleki profesyonelliği ile iş doyumları arasındaki ilişki [Relationship between occupational professionalism of teachers and their job satisfaction]. *Sakarya University Journal of Education*, 4(2), 57–71.
- World Bank. (2016). *Gross domestic product ranking*. Retrieved from <https://data.worldbank.org/data-catalog/GDP-ranking-table>.