EDUCATION STAKEHOLDERS' VIEWS ON TEACHER'S SCRUB

Ali Rıza Erdem[1],
Vildan Gider[2i]
[1]Pamukkale University,
Education Faculty,
Denizli, Turkey
orcid.org/0000-0001-9704-9529
[2]Ministry of Education,
Aydın, Turkey
orcid.org/0000-0003-0630-1130

Abstract:

Teacher's scrub has become an important issue that attracts the attention of education stakeholders. Teacher's scrub is attributed meanings such as authority, respect, and professionalism. However, these meanings may vary according to stakeholders. It is important to reveal the perspectives of educational stakeholders on teacher's scrub to shed light on the issue. It is important to understand the different perspectives on teacher's scrub to establish healthier relationships among educational stakeholders. This study aims to determine the views of educational stakeholders on teacher's scrub. A case study design was used in this study. The study group consisted of 14 teachers, 6 school administrators, and 6 provincial representatives of education unions working at different education levels in Aydın province. The participants were asked the questions in the semi-structured "interview form about teacher's scrub" prepared by the researchers and the data obtained were analyzed by content analysis. According to the findings of the study, the views of the participants on teacher's scrub reveal different perspectives.

Keywords: teacher, school principal, education union representative, teacher's scrub, opinion

1. Introduction

Education is one of the main determining factors in the development of a country. It is effective in determining the future of society as well as ensuring the personal development of individuals. Education affects economic development, strengthening of democratic processes, adaptation to technological changes, reduction of crime rates, and fair distribution of income. As the level of education of individuals increases, it contributes to their personal success and the development of the country. Education

---

[i] Correspondence: email arerdem@pau.edu.tr, vildangder@gmail.com

ensures the formation of an economically, politically, culturally, and socially developed society. The most important and dynamic element of the education system is undoubtedly the teacher (Öztürk, 2005; Karaman, Acar, Kılıç, Buluş, & Erdoğan, 2013; Türk & Çelik, 2013; Akcan & Polat, 2016; Hatipoğlu & Kavas, 2016; Yalçın, 2016).

The development of countries and the achievement of these benefits are only possible with a qualified education system and qualified teachers. Beyond merely transferring knowledge, teachers assume the roles of inspiring students, shaping their values, and revealing their individual potential. The teacher plays an important role not only as a provider of knowledge but also as a guide, mentor, and model. Teaching stands out as a profession that not only interacts with students in the school and classroom environment but is also closely intertwined with parents and society outside the school (Çelikten *et al.*, 2005; Başaran & Aksu, 2007; Özsoy *et al.*, 2010).

The teacher is not only a figure who transfers knowledge and skills, but also has the role of establishing a strong bond with students, leading, and being an authority figure in the educational environment. In this context, teacher's scrub has become an important issue that attracts the attention of educational stakeholders. Teacher's scrub is attributed to meanings such as authority, respect, and professionalism. However, these meanings may vary according to stakeholders. It is important to reveal the perspectives of educational stakeholders on teacher's scrub to shed light on the issue. It is important to understand the different perspectives on teacher's scrub to establish healthier relationships among educational stakeholders.

The aim of this study is to determine the views of education stakeholders on teacher's scrub. The following questions were sought to be answered in the study:

1) What are your views on teacher's scrub?
2) Are there any benefits of teacher's scrub?
3) Are there any drawbacks of teacher's scrub?

2. Method

2.1 Research Design

Qualitative research is a research method that provides more detailed and comprehensive data on a particular topic. This approach allows researchers to gain deeper insights into the topic and to examine the experiences, attitudes, or behaviors of participants in more detail (Creswell, 2013; Denzin & Lincoln, 2005; Marshall & Rossman, 2006; Merriam, 2013; Patton, 2014; Singh, 2007).

The case study is a method frequently used in qualitative research and aims to analyze a specific situation, event, action, program, or process in detail and in-depth. This method has the potential to provide researchers with a comprehensive understanding of the topic by offering rich and meaningful perspectives on events and behaviors. The case study emphasizes the context of the topic under study and offers an in-depth approach to understanding important factors such as the participants' experiences, motivations, or decision-making processes. In this way, researchers can use a wide range of perspectives to understand and explain a particular situation (Brown, 2008; Stake, 1995; Yıldırım ve

Şimşek, 2006; Yin, 2012). In this study, the case study design was preferred because it helps to understand the situation in a wider context, to focus on the experiences of the individual and the community or the situation in a certain process, to obtain a multidimensional perspective, and to collect a rich data set.

2.2 Study Group

The easily accessible case sampling method, one of the purposive sampling methods, was used to determine the study group of the research. Convenience sampling is a sampling method in which the researcher prefers close and accessible situations to add speed and practicality to the study. In determining the sample, the researcher chooses situations that can be accessed quickly to use time and resources more efficiently. This approach facilitates the data collection process by focusing on the objectives of the research and allows the results to be obtained more quickly (Yıldırım & Şimşek, 2011). The study group consisted of 14 teachers, 6 school administrators, and 6 education union provincial representatives working in different school types in Efeler district of Aydın province. Information about the study group is shown in Table 1.

Table 1: Demographic characteristics of the study group

Variable		Frequency (f)	Percentage (%)
Gender	Female	15	57.69
	Male	11	42.30
School Type (Teachers)	Kindergarten	2	7.69
	Primary School	4	15.38
	Middle School	4	15.38
	High School	4	15.38
School Type (Administrators)	Kindergarten	1	16.66
	Primary School	1	16.66
	Middle School	2	33.33
	High School	2	33.33
Education Unions	Eğitim Bir-sen (All Educators Union)	1	16.66
	TürkEğitim-sen (Turkish Union of Public Employees in Education, Training and Science Services)	1	16.66
	Eğitim Sen (Education and Science Workers' Union)	1	16.66
	Eğitim İş (Education and Science Employees Union)	1	16.66
	Hürriyetçi Eğitim Sen (Freedomist Education and Science Employees Union)	1	16.66
	Anadolu Eğitim Sen (Anatolian Education, Training and Science Services Union)	1	16.66

As indicated in Table 1, when the gender distribution of the 26 participants included in the study is analyzed, 57.69% of the participants are female and 42.30% are male. Among the teacher participants, 7.69% were classified as kindergarten teachers, 15.38% as

primary school teachers, 15.38% as middle school teachers, and 15.38% as high school teachers. In the category of school administrators, 16.66% were classified as kindergarten administrators, 16.66% as primary school administrators, 33.33% as middle school administrators, and 33.33% as high school administrators. In addition, it is observed that each of the education unions has a share of 16.66%. These data show that the participants in the study had a diverse distribution in terms of gender, occupation, and management positions.

2.3 Data Collection Tool

As the data collection tool of the study, a semi-structured "interview form about teacher's scrub" created by the researchers was used. Semi-structured interviews are a method that not only allows participants to provide fixed-choice answers to specific questions but also allows them to gain an in-depth understanding of the topic through more in-depth and open-ended questions. This approach allows researchers to examine specific topics within predetermined frameworks and provide participants with the opportunity to share their original thoughts (Büyüköztürk, Kılıç, Akgün, Karadeniz, & Demirel, 2009). The semi-structured interview form helps to make interviews with many different people more comprehensive and systematic by predetermining the topics to be covered in the interview (Patton, 2014).

In the preparation phase of the semi-structured interview form, the relevant literature was reviewed and a form containing three questions was created. In order to ensure the content validity of the form, the opinions of four experts in the field of educational administration were consulted and necessary arrangements were made. Then, a pilot study involving four teachers was conducted to determine the final version of the form. The data obtained after the pilot application were evaluated and the interview form was finalized. This process was carefully planned and implemented in terms of the reliability and effectiveness of the form.

2.4 Data Analysis

The data for this study consisted of notes from individual interview recordings lasting 30-40 minutes. After each data collection, a general evaluation was made, and all data were categorized by classifying the possible codes and categorizing the codes. This stage provided an organized structure to the data. The data obtained were analyzed by content analysis method. The main purpose of content analysis is to reach the relationships between concepts and concepts used to understand and define the data obtained. This method enables in-depth analysis of the data by revealing concepts and themes that cannot be identified with a descriptive approach (Yıldırım & Şimşek, 2006).

In order to prepare the data for analysis, the voice recordings were first transferred to the computer environment and turned into text. Then, certain codes were defined in the text, and themes were created based on these codes. To ensure the reliability of the data, the opinions of three experts with experience in the field were sought. The codings made by the experts were then compared, and inter-coder reliability was calculated using the formula (Agreement / (Disagreement + Agreement) * 100 suggested by Miles and

Huberman (1994). According to this calculation, the agreement rate between the coders was 94%. This process was carefully planned and implemented to ensure consistency and reliability in the analysis and interpretation of the data. The findings were presented to the reader in codes and categories supported by direct quotations. The findings were supported with direct quotations and teachers' opinions were indicated as T1, T2, T3; school administrators as Y1, Y2, Y3; and education union representatives as ST1, ST2, ST3.

3. Findings

In this section, the findings obtained from the answers given by the education stakeholders to the interview questions and the related comments are presented.

3.1 Opinions on Teacher's Scrub

In the research, educational stakeholders expressed opinions that it is unnecessary, necessary for order and discipline, and that it uniformizes teachers in response to the question "What are your views on teacher's scrub?". The statements indicating the opinions of the education stakeholders participating in the research about teacher's scrub are as follows:

> *"The use of the scrub is unnecessary because it has nothing to do with the performance of the profession, the quality of the teacher should be focused on instead of dealing with the teacher's outer clothing."* (T1, T3)

> *"The scrub is unnecessary, the problem of wearing or not scrub is not on the agenda of education, what a teacher can and cannot wear is already set out by regulations and the dress code, the scrub is an attempt to create an artificial agenda by ignoring the economic, legal and social problems of teachers."* (T12, T13)

> *"There is no point in taking a decision that is not included in the legislation, on the other hand, it is wrong to act with the understanding that I did it, and it is also wrong to impose this on the teacher, who is the cornerstone of education, or to take this path."* (Y6)

> *"In my opinion, teacher's scrub is a special clothing style that reveals the seriousness of the teaching profession and ensures institutional loyalty"* (T14, Y1)

> *"Teacher's scrub is a tool that makes the teacher more tidy in front of the students, makes him/her professional, creates comfort for the teacher, makes the teacher-student distinction clear, and provides order and discipline."* (T6)

> *"The teacher's coat is a practice that will cause teachers to ignore their personal differences by uniformizing them."* (ST4, T11)

"The teacher's coat is a style of clothing that positively affects the image of the teacher and the institution and makes the teacher noticeable by parents or other visitors, but I think it should be left to the teacher's preference in terms of clothing." (Y3, Y4, T8)

"I think that the income to be spent for scrub should be spent on increasing the quality of teachers, eliminating the economic problems of teachers or improving the physical equipment of schools." (ST2, S3, T14)

"The teacher's scrub provides convenience in terms of storage of teaching materials and hygiene." (T2)

"I think a teacher's scrub is a protective covering, it can also be perceived as a situation that closes the income inequality gap between teachers." (ST2, ST5, ST6)

"Instead of giving teacher's scrub, teachers should be given ties, skirts, fabric pants, suits because these are more necessary for the teacher, and these are the clothes that reflect the teacher in my opinion. (T4, ST5)

"For me, the teacher's scrub is like a young girl combing her hair while the neighborhood is on fire, and saying that scrub should be given or used while there are many structural and system-related problems gives the impression that this is the only problem we have." (T7)

"Teachers should not scrub, it is unnecessary, a teacher knows what to wear and what not to wear, it should not be decided by someone else." (T5, T8)

3.2 Opinions About the Benefits of Teacher's Scrub

In the research, educational stakeholders expressed opinions that the teacher will keep his/her clothes clean, create awareness, increase his/her prestige, and that there are no benefits to the question "In your opinion, are there any benefits for teacher's scrub?". The statements indicating the views of the education stakeholders participating in the research on the benefits of teacher's scrub are as follows:

"It is more essential for teachers who have a lot of tools and equipment, who do a lot of work, who work in places like laboratories or workshops, especially for some branches, scrub are really a basic need, especially science and vocational high school teachers have a lot of tools and equipment and it prevents them from getting dirty." (T11, T12, T14)

"It keeps clothes clean. Thanks to the pockets, it is more convenient to put and carry materials such as keys and pens. It also makes teachers look more organized, disciplined and authoritative." (Y4, T2, ST6)

"It is positive for teacher's scrub because it raises awareness, creates order and discipline, which also motivates children." (Y5, T1, ST1, S4)

"I think that teacher's scrub serve a very useful purpose. I think that it makes the teacher recognized and provides and will provide an institutional seriousness." (Y3, T7, T8)

"In my opinion, the teacher's scrub increases the respectability of the teacher, increases work discipline and motivation." (Y2, T4, T6)

"If we think positively, teacher's scrub eliminates the problem of clothing, teachers become uniform, therefore, it may also cause the economic differences between teachers to be hidden and reduced, in a sense, to be inconspicuous." (T3, T5)

"I don't think it has any benefit." (T9, ST3, ST5, Y6, ST2, T10)

3.3 Opinions about the Drawbacks of Teacher's Scrub

In the research, educational stakeholders expressed their opinions in response to the question "In your opinion, are there any drawbacks of the teacher's scrub?" that it uniformizes the teacher, decreases the value of the teacher in the eyes of the student, can carry germs, can damage the institution financially, and can create monotony. The statements of the education stakeholders who participated in the research about the drawbacks of teacher's scrub are as follows:

"It means that teachers support the effort of uniformization, which I think will pave the way for other practices on teachers." (T13)

"The application of uniform uniforms not only takes away the will of teachers to choose their own clothes but also decreases the value of teachers in the eyes of students." (ST2)

"The scrub does not reflect the personality of the teacher, as well as uniform dressing can create boredom, and the obligation to scrub can also create a disadvantage and cause psychological pressure." (T3)

"I think that making teacher's scrub is done with the aim of uniformizing teachers, especially to interfere with the clothing of female teachers, I think that they want to give scrub to cover up female teachers who dress openly." (T10)

"Although the teacher's scrub seems to be hygienic, it can harbor contaminants" (T5)
"Of course there are drawbacks, the physical conditions of schools can be improved with that budget, and the equipment deficiencies of schools can be eliminated." (ST3)

"I think it would be inconvenient because it would ensure that the teacher is put into a mold and prevent him/her from acting and dressing freely." (ST5)

"The use of scrub will prevent the individual differences and personal characteristics of the teacher from being revealed and reflected and will create boredom, a kind of monotony." (Y6)

"The teacher knows what to wear, I see the scrub as an unnecessary and uniformizing practice and I find it objectionable because I think it interferes with people's clothing style." (T9)

4. Conclusion and Suggestions

According to the findings of the study, the views of education stakeholders on the benefits and drawbacks of teacher's scrub reveal different perspectives. Opinions about teacher's scrub were expressed as it may support the effort to uniformize teachers, restrict teachers' personal preferences, and decrease the value of teachers in the eyes of students. Opinions about the benefits of teacher's scrub were expressed as the basic necessity for some branches and working conditions, keeping clothes clean, ensuring order, recognizing the teacher, and reinforcing institutional seriousness. The opinions about the drawbacks of teacher's scrub were expressed as the concern that teacher's scrub is not hygienic and may harbor infectious agents, that they may restrict teachers' personal freedoms and create psychological pressure. In general, the views of education stakeholders on the benefits and drawbacks of teacher's scrub are shaped around their personal preferences. At the same time, it reflects the existing dynamics in the field of education and reveals the complexity of the educational process. According to the findings of the research, it can be suggested to form a public opinion about the benefits and drawbacks of teacher's scrub by taking the opinions of educational stakeholders.

Conflict of Interest Statement
The authors declare no conflicts of interest.

About the Author(s)
Dr. Ali Rıza Erdem works at Education Faculty, Pamukkale University as a professor. He has written scientific books and articles on strategic planning at a non-profit organization, learning organizations, higher education, efficiency and productivity education & teaching.
PhD student Vildan Özgen works at the Ministry of National Education as a teacher. She is preparing his doctoral thesis in the field of educational administration. She has written articles on metaphor, creativity, and effectiveness in education management.

References

Başaran, S. T. and Aksu, M. (2007). Anatolian teacher high schools: Advantages, limitations and suggestions for improvement. *Ankara University Journal of Faculty of Educational Sciences*, 40(1), 157-179.

Büyüköztürk, Ş., Kılıç Çakmak, E., Akgün, Ö.E., Karadeniz, Ş. and Demirel, F. (2009). *Scientific Research Methods (8th edition).* Ankara: Pegem Akademi Publishing.

Brown, A. P. (2008). A review of the literature on case study research. *Canadian Journal for New Scholars in Education, 1*(1), 1-13.

Creswell, J. W. (2013). Qualitative research methods: *Qualitative research and research design according to five approaches. (Edited by Miraç Aydın, Mesut Bütün and Selçuk Beşir Demir).* Ankara: Siyasal Bookstore.

Çelikten, M., Şanal, M., & Yeni, Y. (2005). Teaching profession and its characteristics. *Erciyes University Social Journal of the Institute of Sciences, 19*(2), 207-237.

Denzin, N. K., & Lincoln, Y. S. (2005). *The sage handbook of qualitative research*. California: Sage Publications.

Hatipoğlu, A., & Kavas, E. (2016). The effect of parent approaches on teacher performance. *Human and Social Sciences Journal of Research, 5*(4), 1012-1034.

Karaman, M., Acar, A., Kılıç, O., Buluş, U., & Erdoğan, Ö. (2013). Teachers working in Sakarya province 'the status and prestige of the teaching profession'. *Sakarya University Publications*, 95, 104-110.

Marshall, C., & Rossman, B. G. (2006). *Designing qualitative research*. Sage Publications.

Merriam, S. B. (2013). *A guide to qualitative research, design and practice. (Trans. Ed. S. Turan).* Nobel Publishing.

Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis: An expanded sourcebook. (2nd edition)*. Thousand Oaks, CA: Sage.

Özsoy, G., Özsoy, S., Özkara, Y., & Memiş, A. D. (2010). Preference of prospective teachers for teaching profession factors that are effective in their decision making. *İlköğretim Online, 9*(3), 910-921.

Öztürk, N. (2005). The role of education in economic development. *Socioeconomics, 1*(1), 27-44.

Patton, M. Q. (2014). *Qualitative research and evaluation methods* (M. Bütün and S. B. Demir, trans.). Ankara: Pegem Akademi Publishing.

Patton, M. Q. (2015). *Qualitative research and evaluation methods. Integrating theory and practice. (Fourth Edition)*. Sage Publications.

Singh, K. (2007). *Quantitative social research methods*. Sage Publications.

Stake, R. E. (1995). *The art of case study research*. Sage Publications.

Türk, M., & Çelik, O. (2013). *Teachers' views on some of the problems they face related to their professions evaluation*. VI. Social Sciences Education Congress, Proceedings, (Eds: İ. H. Demircioğlu, R. Çiçek, S. Kaymakçı, E. Demircioğlu & İ. Genç), 76-84.

Yalçın, S. (2016). Investigation of classroom teachers' professional satisfaction/dissatisfaction levels in terms of some variables. *Erzincan University Journal of Institute of Social Sciences, 9*(1): 1-16.

Yıldırım, A and Şimşek, H. (2011). *Qualitative research methods in social sciences (8th edition).* Ankara: Seçkin Publishing.

Yin, R. K. (2012). *Applications of case study research.* Sage Publications.