The Idealist Teacher from the Perspective of the Past to the Present: A Mixed Method Research[1]

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Abstract. The purpose of this study is to analyze idealist teacher examples and characteristics based on the heroes in idealist teaching literature from different countries. The research was conducted according to the mixed method and converging parallel pattern. The qualitative design of the research is the "narrative research" model. The qualitative sample of the research consists of "Çalıkuşu (Wren), Vurun Kahpeye (Hıt The Whore), Idealist Teacher, Toprak Uyanırsa (If Soil Awakens), The First Teacher, and Dead Poets Association" books selected by the criterion sampling method. The document analysis method was used while examining the books on idealist teaching, and the data were solved with the help of content analysis. As a result of the content analysis, 3 themes and 10 sub-themes were determined. The quantitative design of the research is the "Descriptive Survey" model. In the quantitative part of the study, it was aimed to determine the idealism levels of teachers. The quantitative sample of the study consisted of 568 teachers. The data were collected with the help of the "Idealist Teacher Scale". In the qualitative sample of the research, the findings related to idealist teaching were reached, and these findings were interpreted together with quantitative data. According to the results obtained in the study, teachers have high levels of Idealist teaching perception. Idealist teachers are individuals who are devoted to their profession, love their profession, are self-sacrificing, struggle with impossibilities, are compassionate, determined, committed to ethical and moral values, patient, fair, convey spiritual values and guide students. Idealistic teachers clash with traditional education, bureaucracy, society, and even with the student when appropriate. In this case, idealistic teachers may experience withdrawal, abandonment, or abandonment crises. The love of the people and the nation, the desire for self-realization and ideological commitment idealize the teachers.

Keywords: Teacher, resilience, idealist, idealist teacher

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Introduction

Teachers are one of the most important elements at the center of education (Hacıoğlu, 1990; Tezer, 1998). Nussbaum (1992) emphasizes that the effect of teachers is greater than thought and that they have great effects on students. The main reason for this situation is that teachers do not only teach. Considering that teachers' roles are not just about teaching, it is understood that teachers' roles in education are more important than they seem or think. From this point of view, defining effective and successful teachers and determining their characteristics creates a more complex situation. For example, Goe et al. (2008) state that effective teachers *(i)* have high expectations for all students and help students learn, *(ii)* contribute to positive academic, attitudinal, and social outcomes, *(iii)* monitor student progress and evaluate learning, *(iv)* contribute to the development of classrooms and schools, *(v)* collaborate with other teachers, administrators, parents, and educational professionals to improve student success. However, it should be emphasized that perhaps the most important characteristics of effective teachers are idealists. In their study on teacher typologies, Goff et al. (2019) reported that idealist teachers had a great passion for teaching, the craft of the profession, and students, were focused on their love of teaching and why they wanted to be in the classroom, and taught with a great deal of passion, belief, love, and inspiration. Idealist teachers have characteristics that develop themselves throughout their professional life, are self-sufficient, have a strong relationship with their colleagues, and are flexible and open to change (Baruch, 2006). Techniques such as using mental learning skills, and being involved in activities that will strengthen memory, question-answer (Socratic), comprehension path, memorization and discussion include the learning and teaching processes of idealism in education (Erkılıç and Himmetoğlu, 2015). To summarize the characteristics of the idealist teacher; shapes his/her life and behaviors according to knowledgeable, cultured, universal values, knows his/her students well, performs teaching as a specialty profession, establishes good relations with his/her student and exhibits a friendly approach, has an educational understanding that encourages learning, acts on the principles of honesty and honesty, ensures that cultural achievements are shaped in accordance with the age and makes the student comprehend (Bakırcıoğlu, 2012). In addition, teaching effectiveness is among the idealist teacher characteristics (Pozo-Munoz et al., 2000).

When the literature is examined, there are many empirical studies to determine the characteristics of idealist teachers (Arnon & Reichel, 2007; Ateş & Kadıoğlu, 2018; Das et al., 1996; Harley et al., 2000; Kennedy, 1997; Komarraju, 2013; Külekçi, 2018; Kyridis et al., 2014; Rusu et al., 2012; Telli et al., 2008). However, the concept of idealist teacher has been discussed as a subject in many books in Turkish and world literature and the idealist teacher characteristics in these books have been examined (Arnon and Reichel, 2007; Aydeş and Uğur, 2016; Can et al., 2019; Goff et al., 2019; Kalfa, 2013; Maaranen et al., 2016; Sevinç, 2012; Taş, 2020; Tezer, 1998; Yavaş, 2017). In some studies, it was seen that teacher types were investigated through fictional texts (Aydın, 2006; Bayrak Özmutlu, 2018; Yavaş, 2017). Another study discussed female teacher typings (Yılmaz, 2007). Kalfa (2013) conducted a study on educational problems and teachers in Chinghiz Torekulovich Aitmatov's "The First Teacher". In his research, Sevinç (2012) discussed the types of teachers in the books titled Green Night, Pity, Book to Burn, Hit the Whore and Çalıkuşu based on the Turkism concept. Engin (2015) discussed Şevket Süreyya Aydemir's book titled "Toprak Uyanırsa" from a didactic and utopian

point of view. In this study, Reşat Nuri Güntekin's *Çalıkuşu*, Nancy H. Kleinbaum's *Dead Poets Society,* Grigory Petrov*'s Idealist Teacher*, Halide Edip Adıvar 's Vurun Kahpeye, Şevket Süreyya Aydemir's Toprak Uyanırsa and Chinghiz Torekulovich Aitmatov's *Idealist Teachers* in *The First Teacher* were tried to be determined by mixed research method. The study's primary purpose is to examine the characteristics of "idealist teacher" from past to present and to determine the idealist teacher perceptions of teachers based on the heroes in the books written with the perspectives of different authors.

The protagonist of all the books that are the subject of our research consists of idealist teachers. However, the fact that the books in different countries' literature will be examined and handled in terms of idealist teacher characteristics constitutes our study's importance and original value. One of the most important reasons for the originality of the study is the international comparison of the educational cultures of different countries, especially Anatolian-based books, and the examination of the books of literature of these countries, and revealing the idealist teacher characteristics based on the teacher types in the texts. It is expected that determining the characteristics of idealist teachers and comparing these characteristics with the characteristics of effective teachers and 21st-century teachers will contribute to our teacher training perspective. In this sense, *"What are the idealist teacher characteristics from past to present?"* and the answer to this question was sought.

Qualitative Research Sub-Aims:

1. What are the idealist characteristics of teachers discussed in the books?
2. How did society perceive idealist teachers at that time?

What is the impact of the events and circumstances that led to the idealist beginnings of the teachers mentioned in the works, or their transition into idealists in their profession? Quantitative Research Sub-Aims:

1. What is the level of idealist teacher perceptions of teachers?
2. Do teachers' perceptions of idealist teachers differ significantly according to their gender?
3. Do teachers' perceptions of idealist teachers differ significantly according to the school levels they work in?
4. Do teachers' perceptions of idealist teachers differ significantly according to their professional seniority?
5. Do teachers' perceptions of idealist teachers differ significantly according to their educational status?

Method

Research Model

Since the present study aims to reveal the idealist teacher perspective found in works written in different countries at different times and whose protagonists are idealist teachers, in order to provide and develop a better and deeper understanding and explanation of idealistic teaching

characteristics, to present a more complete picture (Johnson et al., 2007) was designed according to mixed methods research and was carried out according to the convergent parallel design. Mixed method is a method that enables the synthesis of two methods by utilizing the strengths of quantitative and qualitative methods. Based on the assumption that qualitative and quantitative data provide different types of information, the researcher collects qualitative and quantitative data together in a convergent parallel design; however, it analyzes separately and compares its findings to determine whether the findings confirm each other. In this design, the strengths of quantitative and qualitative findings can be combined (Creswell, 2020; Creswell and Plano Clark, 2020).

The qualitative research process of the study was carried out according to the narrative research pattern. Narrative research is a type of research that is very close to literature. It can be the source of many types of narrative research such as personal experiences, biographies, memories, personal narratives (Creswell, 2017). The main purpose of narrative research is to pass on people's individual experiences through internal filters (Ersoy and Bozkurt, 2017) and to examine the way individuals experience the world through the stories they produce (Saban and Sarıçelik, 2018). In this respect, in the present study, it has been accepted that the authors of the literary works tell the stories of their own period and that the works contain the realities of the authors or the period in which they were written. In the research, descriptive survey method was used in the quantitative research process. Descriptive research provides a numerical description of the tendencies, beliefs and opinions of the sample selected from the universe (Büyüköztürk et al., 2012).

Procedure

Selection of Books

In the qualitative part of the research, the data were obtained from the books selected in Turkish and World literature, the protagonist of which is the teacher. From this point of view, the books were selected with a purposive sampling approach. When determining literary books, it was determined as a criterion that the heroes of the books were teachers and showed idealist characteristics. The sample consists of the following books selected with the "Criterion Sampling" approach:

- Çalıkuşu (Wren) - Reşat Nuri Güntekin
- Vurun Kahpeye (Hit the Whore)- Halide Edip Adıvar
- Toprak Uyanırsa (If Soil Awakens)- S. Süreyya Aydemir
- Idealist Teacher – Grigoriy Petrov
- The First Teacher –Chinghiz Torekulovich Aitmatov
- Dead Poets Society – N. H. Kleinbaum

Quantitative Research Population and Sample

The quantitative universe of the research consists of 4.235 teachers working in public schools in the Tuzla district of Istanbul in the 2019-2020 academic year. The study's sample group was selected by cluster sampling method among the teachers working in primary, secondary, and high schools in the Tuzla district of Istanbul province. While it becomes easier to reach the

universe that occupies a large area with the cluster sampling method, the cost of access to the universe decreases, the researcher's control over the data increases and it saves the researcher time (Creswell and Plano Clark, 2020). The quantitative sample of the study consisted of 568 teachers. When determining the sample size, a confidence level of 95% and a sampling error of 5% was accepted as criteria. According to this criterion, it is understood that the sample represents the population. The demographic characteristics of teachers are presented in Table 1.

Table 1
Demographic characteristics of the sample group

Variables	Groups	*f*	*%*
Gender	Female	414	72.6
	Male	154	27.4
Experience	5 years and less	191	33.6
	6 to 10 years	151	26.5
	11-15 years	75	13.2
	16-20 years	77	13.4
	21 years or above	74	13.3
School Type	Primary school	193	33.9
	Middle School	159	27,9
	High school	216	38.2
Education Level	Bachelor's degree	452	79.5
	Master's Degree	116	20.5
Total		568	100%

Data Collection and Data Collection Tools

Collection of Qualitative Data

Qualitative data were collected by examining 6 literary books selected [Çalıkuşu (Wren), Vurun Kahpeye (Hit The Whore), Toprak Uyanırsa (If Soil Awakens), Idealist Teacher, The First Teacher, Dead Poets Society] by the researcher and by document analysis. Document review is the analysis of written documents containing events and facts related to the problem and subject, thus collecting data. In this method, also known as documentary analysis, "finding, reading, taking notes and evaluating resources for a specific purpose" is performed (Karasar, 2014).

Collecting Quantitative Data and Data Collection Tools

While collecting quantitative data, the Personal Information Form and Idealist Teacher Scale were used.

Idealist Teacher Scale: The Idealist Teacher Scale developed by Can et al. (2019) is a one-dimensional scale consisting of 36 items. It is a 5-point Likert-type scale and there is no reverse item. The total score can be obtained from the scale. Cronbach's Alpha coefficient .88 and it was concluded that the scale was reliable. This scale determines how many traits teachers have in common with the idealist teacher (Can et al., 2019).

Data Analysis

Qualitative Data Analysis

In our study, qualitative data were analyzed using the content analysis method. The goal of content analysis is to show the data in a conceptual and related way. This is done by putting the data into themes and codes. The data collected in the content analysis are conceptualized and presented in a certain logical order (Yıldırım and Şimsek, 2011). In this context, while reading the examined works, the characteristics of idealite teachers in the text were marked and then in detail and meaningfully coded. The codes were categorized according to their similarities and differences and sub-themes were created. The sub-themes were examined and themed according to their similarities and differences. In addition, opinions on codes and sub-themes were taken from the expert who read all the works examined in this study. As a result of the content analysis, three main themes and 10 sub-themes were reached.

The credibility of Qualitative Research (Validity and Reliability)

In qualitative research, the concepts of validity and reliability have different meanings. In narrative research, criteria such as credibility, transferability, reality, and accuracy are more important rather than validity and reliability. The validity principle is followed by studies that are supported by data and constructed on a solid foundation (Beycioğlu, Özer, & Kondakçı, 2018). Detailed reporting of the data obtained in the research and transparent disclosure of the results increase the validity of the research (Şimşek and Yıldırım, 2011). During the qualitative analysis process, the identified codes and sub-themes were presented to the opinions of expert who had read all of these works before, and expert confirmation was obtained. In addition, direct quotes were made to support the codes and sub-themes reached, providing evidence for the credibility and transferability of the findings reached in the research.

Quantitative Data Analysis

The skewness, kurtosis, and Cronbach Alpha values of the data were calculated and given in Table 2.

Table 2
*Descriptive statistical values of the Idealist Teacher Scale*

Variable	*N*	*M*	*SD*	Skewness	Kurtosis	*Cronbach's Alpha (a)*
Idealist Teacher	568	4.37	.403	.424	428	,952

When Table 2 was examined, it was decided that the data were in the range of kurtosis and skewness ±1 and showed normal distribution, and parametric tests were performed; the Cronbach Alpha reliability coefficient of the scale was above 0.75 and was highly reliable (Özdamar, 2016). T-test was used to analyze whether teachers' idealist teacher characteristics significantly differ according to their gender and educational status. One-way ANOVA was used to analyze whether teachers' idealist teacher characteristics significantly differ according to the school level and professional seniority they work in.

Findings

Qualitative Findings of the Study

In the research, Çalıkuşu (Wren-Resat Nuri Güntekin), Vurun Kahpeye (Hit the Whore-Halide Edip Adıvar), Toprak Uyanırsa (If the Earth Awakens- Ş. Süreyya Aydemir), Idealist Teacher (Grigoriy Petrov), The First Teacher (Chinghiz Torekulovich Aitmatov) and Dead Poets Society (N. H. Kleinbaum) was examined. As a result of the analysis, the themes and sub-themes given in Figure 1 were reached.
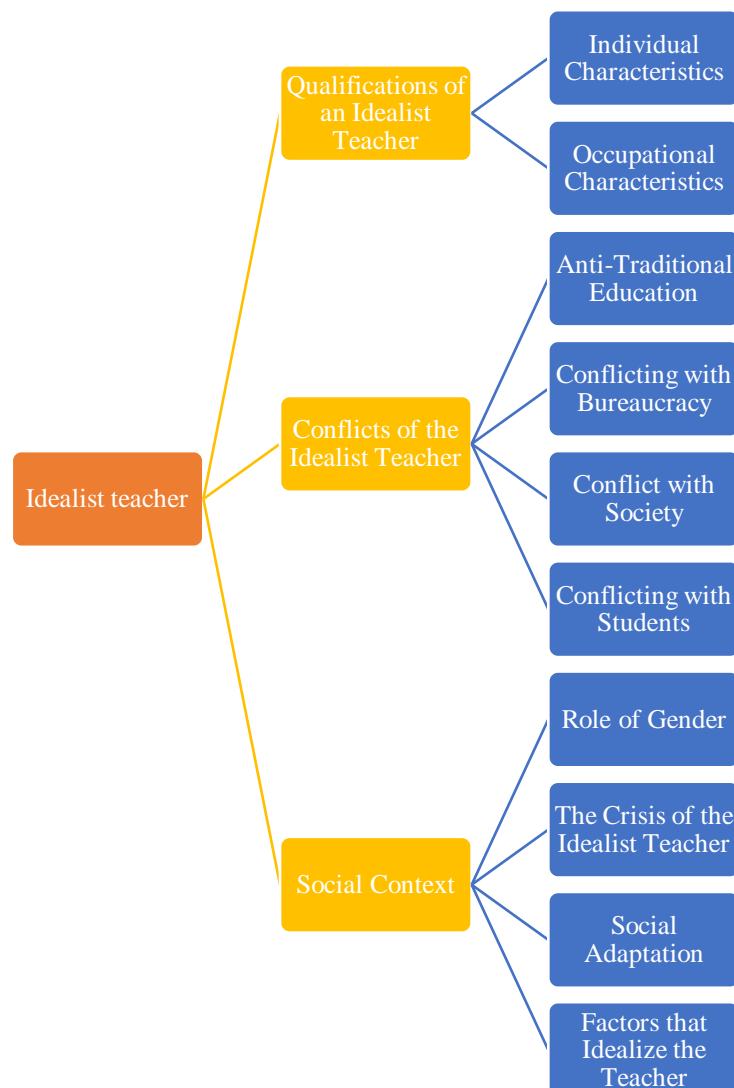
Figure 1. *Themes and sub-themes*

As a result of the analysis, **3 themes** were determined. These are the themes of "idealist teacher qualifications," "idealist teacher conflicts," and "the social context of the idealist teacher."

Theme of the Qualifications of an Idealist Teacher

The theme of the Qualifications of the Idealist Teacher consists of 2 sub-themes. These are the sub-themes of *"Individual characteristics" and "occupational/professional characteristics"*.

Individual Characteristics Sub-Theme

The individual qualifications sub-theme of the idealist teacher consists of the codes of *dedication (f=40), being loving (f= 30), sacrifice (f= 26), being combative (f= 17), being compassionate (f= 16), being determined (f=14), being ethical and moral (f=13), being patient (f=8) and being fair (f=6)*.

> *"Your land is my land, your home is my home; I will **be a mother, a light for this place, for the children of this** land, and I will fear nothing; honest to God!"* (Adıvar, 2019).

> *"But in any case, **we must** save children and young people from falling into the net of this catastrophe."* (Petrov, 2020).

> *"It no longer frightens me to devote myself to the children of others and their happiness until my hair grows white one by one; two years ago, on an autumn evening, I gave the empty place of the little ones killed in my heart to the children of others."* (Güntekin, 2019).

> *"Especially when it has ceased to be **the case of a pioneer** and has become the case of some pioneers and believers..."* (Aydemir, 2019).

> *"**If I give Watson a warning, I have to give Perry a warning**."* (Kleinbaum, 2019).

> *"It was understood that **Duyşen went house** to house and collected children at school."* (Aitmatov, 2020).

> *"It seemed that I would have a lot of trouble to get the children back on track. **I had no doubt that I would be successful**."* (Güntekin, 2019).

> *"Professor Rachinski would not **hesitate to give his students some beautiful and moral conversations** that would be embedded in their souls."* (Petrov, 2020).

> *"The girls were so pitiful and pale that they left only traces of **mercy** on Aliyah."* (Adıvar, 2019).

> *"Mine is not a passing whim."* (Aitmatov, 2020).

Occupational Characteristics Sub-theme

The professional qualifications of the idealist teacher sub-theme consist of the codes of *being a guide (f=33)*, a *spiritual value transmitter (f=16), and fighting against impossibilities (f=16)*.

> *He said, "**Would it be possible for me to find a room in a decent and old family here?**"* (Adıvar, 2019).

> *Now, in the morning, I saw better the classroom that the EducationDirector had renovated with great sacrifices. This was supposed to be **an old barn**. But they had planked wood underneath it, widened the windows, and installed glass frames.* (Güntekin, 2019).

> *"We need long, serious, scientific research. We may be doing it, but if it wasn't for **your** leadership…"* (Aydemir, 2019).

> *"There is also a **moral heroism** in human life. Knowing how to be ashamed is also heroism for a person. You need to be a brave and strong person. You can do this by protecting **your virtue and morality**."* (Petrov, 2020).

> *"Take care of the important things in life: **love, beauty, honesty, justice**."* (Kleinbaum, 2019).

> *"We all loved our teacher because of the **humanity he showed us, the good he did, and the fact that he always thought about our future**."* (Aitmatov, 2020).

> *"I **encourage** them to be free-thinking," Keating said.* (Kleinbaum, 2019).

The Conflicts of the Idealist Teacher

In the research, it can be said that there are many elements that idealist teacher characters conflict with. It has been revealed in the books that teachers have conflicts with other stakeholders in the school where they work, with society in which they work, or with the students. Especially in the books discussed, the area where idealist teachers are most in conflict has been society 's view of education and educators. In addition, there are idealist teachers who fulfill their duties without conflict with their professional knowledge and experience. First, it can be said that teachers generally contradict and conflict with the traditional education understanding in schools. However, the places where idealist teacher characters worked were generally backward, called provincial. The perspectives of people living in underdeveloped regions on education and educators have also been another issue that the idealist teacher conflicts with.

In the research, 4 sub-themes were determined under the theme of elements conflicted by the idealist teacher. These are the sub-themes *of opposition to traditional education (f=13), conflict with bureaucracy (f=15), conflict with society (f=21) and conflict with the student (f=11)*.

Anti-Traditional Education Sub-theme

The sub-theme of being against traditional education consists of the codes of *being against direct instruction-rote learning (f=5), being against punishment (f=3), new teaching methods (f=3) and transition to mixed education (f=2)*.

> "*His lectures **were not dry and lifeless narratives** like those of others. The professor's personality and worldview were always cheerful, and his lectures were always highly entertaining and stimulating*." (Petrov, 2020).

> "*When I entered the classroom, Hafiz was trying to take measures to make girls and boys **sit separately**, as in the Qur 'anic lessons. I prevented it by pretending I never interfered with her. The children sat in their desks as mixed (boys and girls). **I mixed them by sorting them as if they were distributed according to their height.** *" (Aydemir, 2019).

> **Can Males and females be educated together?** - *Do we consider them as men? "Of course, my daughter, twelve or thirteen years old, big boys."* (Güntekin, 2019).

*"Rachinski started his education at the school he opened in the village with **a unique method**."* (Petrov, 2020).

*"Keating **crumpled up the list and threw it in the air**. The boys were staring at him in amazement. Kids, you don't **have to be here if you don't want to be here**."* (Kleinbaum, 2019).

Idealist teachers also struggle with their understanding of education in their work environments. In fact, they have been criticized for not knowing the procedures and methods in their educational practices.

Idealist Teachers Conflicting with Bureaucracy

In the books, it was seen that teachers had conflicts with the prevailing education understanding and mentality in the schools they work in. Some teacher figures have conflicts with other teachers and the school administration. The sub-theme of idealist teachers conflicting with bureaucracy consists of *conflict with the principal (f=6), discrimination (f=4), conflict with teachers (f=3) and asking for privileges (f=2).*

*"However, it was the Education Director's mistress who exposed her to the most challenges. He wants his child to be **treated differently**."* (Adıvar, 2019).

*"What we can do is **make sure Mr. Keating never teaches again**."* (Kleinbaum, 2019).

*"**Despite** the **suspicious help of the Director of the Education**, his wife's accusation, and the terrible atmosphere around him arising from Hüseyin Efendi's fierce anger, he was gaining position"* (Adıvar, 2019).

*"**But you have a flaw**: you still think you are in Istanbul. But you have **some** imprudentments."* (Güntekin, 2019).

*"Your lecture today was quite interesting, Mr. Keating," McAllister said **sarcastically.*** (Kleinbaum, 2019).

*"**I'm giving** you a paternal warning today."* (Güntekin, 2019).

Idealist Teachers in Conflict with Society

Different teacher profiles may be present in the memory of each society. These profiles give us some information about how and from what point of view society looks at the teacher, what they expect or do not want from the teacher. The sub-theme of idealist teachers in conflict with society consists of the codes of Perceiving the *Teacher as the Enemy (f=9), Threatening the Teacher (f= 6), Devaluing the Teacher (f= 4), and Gossip (f=2).*

*"You will destroy **our people**. The villagers do not need your education and science. And they don't want to know about science."* (Petrov, 2020).

*"**Who are you, woman**," He shouted. Aren't you a teacher? Aren't you the teacher of this town? **How** can you fire a gentry's child, and **how dare** you yell in my face?"* (Adıvar, 2019).

*"Push Mr. Perry Keating's hands away and **stay away from him**! .*(Kleinbaum, 2019).

*"The men were a **little reluctant.**"* (Aydemir, 2019).

*"School is a blessed place like a mosque. It is our duty **to protect him from gossip, slander, and other** indecencies. Right? However, these inappropriate rumors began **to spread negativity agains the school as well**."* (Güntekin, 2019).

*"Düşyen: Do you really not want your kids to read?" asked. **Will you force me to read it if we do not want to**? Those times are over, my brother. We are free now to live as we, please. **No one can interfere with us** "*(Aitmatov, 2020).

When the books are considered, it is seen that many teachers are not fully understood by society and have conflicts with society in some respects. Some teachers conflict with the value judgments, beliefs, lifestyles and cultural perspectives of society.

Idealist Teachers Conflicting with Students

There may be occasional conflicts between teachers and students in educational environments. The sub-theme of idealist teachers conflicting with students consists of the codes *of opposing the teacher (f=4), avoiding the teacher (f=4), and not attending the lessons (f=3)*.

*"When Aliye entered the first grade, she saw a lot of accumulated cigarette smoke and a lot of little faces smiling in the dirty classroom with paper stuck to their windows. The class seemed to have **decided to confront** the new, lonely, and weak-looking teacher with all its strength "*(Adıvar, 2019).

*"We had to **deal with the third group a bit too much**. We had to awaken **their interest.**"* (Aydemir, 2019).

*"The **children I found so wild and foreign** in the first days are now more friendly to me. Am I accustomed **to them, or are they slow to follow the right path** by My relentless efforts? But I think they both have an impact."* (Güntekin, 2019).

*"The next morning a few of the night goers were yawning in Mr. **Keating'sclass**."* (Kleinbaum, 2019).

*"**Sometimes children can be evil too**; after all, these people have been in darkness for many years, and many evils have entered their blood."* (Petrov, 2020).

*"But in the future, these **misbehaving youngsters, including you, what use are** we to the school?" If they are correct, the Soviet government will fall fast." if they do, the end of Soviet rule will come soon."* (Aitmatov, 2020).

*"Aliye sensed a closed and a bit **vindictive** atmosphere in all the children at school that morning. Strangest of all, even the poor and shopkeeper children, who were generally very affectionate to him**, had this closed and defiant feeling**." (*Adıvar, 2019).

The Social Context of the Idealist Teacher

In the research, 4 sub-themes were determined under the theme of Social Aspect of the Idealist Teacher. These are the sub-themes of *The Role of Gender* of the *Idealist Teacher (f=22), The Crisis of the Idealist Teacher (f=22), Social Adaptation (f=30) and Factors that Idealize the Teacher (f=20)*.

Role of Gender

When we evaluate the main characters of the books we examined in our research according to their gender, it was found that our idealist teacher characters are women and the idealist teachers of other books are men in Çalıkuşu and Hit The Whore novels. The sub-theme of Gender Role consists of the codes of being *seen as opposite sex (f=11), gender discrimination (f=6) and the advantages of being a man (f=5).*

> *"I think he also knew about the **rumors**. Because he immediately agreed with me. "However, it was challenging for me to find a lesson in other place."* (Güntekin, 2019).

> *"Aliye's pink face blushed as much as her lips. His determination and desire to preserve the **dignity of his neighborhood, his thoughts, his gender** accumulated by his education were also ebulliting. However, he showed no weakness, tears, or fear "*(Adıvar, 2019).

> *"And we? How are we doing? At least be honest with yourself."* (Petrov, 2020).

> "***I learned to read and write in the army**, since I did not know much before, you understand how I am a teacher"* (Aitmatov, 2020).

> *" The captain of the football team, the annual editor, is **a man who can do almost anything that has guaranteed Cambridge ''*** (Kleinbaum, 2019).

> *"The men I passed by greeted me like this. **The women went on as if they had never seen** them."* (Aydemir, 2019).

Some occupational groups have assumed the role of representatives for the acceptance and ownership of the innovations brought after the establishment of the Republic by the Anatolian people. Teaching is the most common among this professional group. Female teachers have become one of heroes who play an active role in the transformation of society. Being a part of this transformation has brought some problems for female teachers. Çalıkuşu's Feride has been a concrete example of this situation.

In the social transformation, male teachers played an active role as well as female teachers. These processes have progressed more positively for male teachers. For male teachers, gender roles did not constitute an obstacle to their environment and their initiatives in this environment.

The Crisis of the Idealist Teacher

While idealist teachers shape their ideals in a certain flow in the worlds of thought, when they come into contact with reality, they can experience the crises of retreat, giving up, and leaving. Because based on facts, things may not go as planned. When we examine our heroes, we find the depressing processes they experience between staying and going.

The sub-theme of the Crisis of the Idealist Teacher consists of the codes of *material conditions being bad (f=10), social conditions being unfavorable (f=6), not liking the place where he/she books (f=3) and not being able to cope with the facts (f=3).*

> *I had such hours in a month in the Zeynis that I was overwhelmed."* (Güntekin, 2019).

> *"If **you stand next to someone as a shepherd, you'll have better food** available to you."* (Aitmatov, 2020).

*"Rachinski could not get away from the **thoughts** he **could not get out of and could not** find a solution."* (Petrov, 2020).

"*My decision has been made. Of course, I was going to escape from this Keltepe. But for some reason, I was not in as **much** depression as last night* "(Aydemir, 2019).

*"What if he never left Istanbul and this **impenetrable disaster** did not fall.*" (Adıvar, 2019).

*"Keating was standing at the door, **defeated by his feelings**.*" (Kleinbaum, 2019).

Social Adaptation

The Social Adaptation sub-theme of the idealist teacher consists of the codes of *integration with the environment (f=20) and being alone (f=10)*.

*"Yes, I am now **a man of this village**. I am one of them, and I should have shared my fate with them.*" (Aydemir, 2019).

*"He was subjected to a lot of **pain** and serious insults.*" (Petrov, 2020).

*"This aroused **a strong hostility against him from the local women** and the civil servants."* (Adıvar, 2019).

*"We are in trouble, so **don't touch us**.*" (Aitmatov, 2020).

*"But I say we let **Keating get in trouble**.*" (Kleinbaum, 2019).

*"My neighbors **loved me all of a sudden**.*" (Güntekin, 2019).

In environments where the idealist teacher is not prejudiced by society and where the idealist has the opportunity to express himself correctly, an environment of solidarity may develop. This situation can create the spirit of a team that embraces the process of achieving the idealist's goals. Idealists may differ in some aspects. It has not been possible to achieve unity when idealist teachers are resiliently misunderstood by society or cannot be sensitive about expressing themselves. These situations have left our idealists alone.

Factors that Idealize the Teacher

The sub-theme of Factors that Idealize the Teacher consists of the codes of popular-nation love (f=5), desire for self-realization (f=3) and ideological commitment (f=2).

*"In the corner of my closet, my **diploma, which I thought would be of no use other than slowly fading and turning** yellow with its red ribbon, took on importance in my eyes. All I could hope for was this piece of paper they said was acceptable.*" (Güntekin, 2019).

*"I didn't think unemployment after retirement would be so devastating. The first depression started like this: At first, I had the feeling that I thought myself too much and unnecessary in my own house. Even in my wife's eyes, **I felt smaller**. It seemed to me that he was already looking at me with pity and sometimes with contempt.*" (Aydemir, 2019).

*"Live the day. **Make your lives extraordinary**.*" (Kleinbaum, 2019).

*"Young professor S. A. Raçinski **left the professorship** and applied to become a teacher in the village of Tatevo in Smolenska province, where his family owned the property"* (Petrov, 2020).

*"Well, the **youth branch of our party sent me here to educate our children.**"* (Aitmatov, 2020).

*"The city is not just about you; I have come to educate the children of Anatolia. If I cannot stay in this town **because of men like you who lack manners, I will go elsewhere and do my duty**."* (Adıvar, 2019).

The state of being an idealist cannot be measured or categorized in any way. Being an idealist can be dragged by the environment, time and circumstances. Idealism can necessitate change and transformation. The process of being an idealist and the books of the idealist are not an event or a phenomenon by themselves; they can be expressed as intertwined processes.

Quantitative Findings of the Research

Findings Regarding the First Sub-Purpose

The arithmetic mean and standard deviation values of the teachers' idealist teacher perception levels are given in Table 3.

Table 3
Mean and standard deviation values of the Idealist Teacher Scale

Items	M	sd	Evulation
1. I show all kinds of dedication while fulfilling the teaching profession	4.525	.602	Very high
2. I fulfill the teaching profession by feeling/experiencing	4.541	.627	Very high
3. I feel integrated with the student while fulfilling the teaching profession	4,376	.23	Very high
4. The teaching profession as a matter of humanity	4,482	.704	Very high
5. I fulfill my teaching profession with a dedicated spirit.	4,228	.722	Very high
6. I see that I change the result in the student while fulfilling the teaching profession	4,172	.735	High
7. I follow what is going on in the name of education in the world while fulfilling the teaching profession	3,970	.833	High
8. I know how to teach while fulfilling the teaching profession	4,299	.651	Very high
9. While fulfilling the teaching profession, I can train my student in my class at any level	3.916	.851	High
10. I have a democratic attitude while fulfilling the teaching profession	4,480	.658	Very high
11. I am in an attitude-free from all kinds of prejudices while fulfilling the teaching profession	4,446	.677	Very high
12. I believe that education is a universal value	4.663	.601	Very high
13. While performing the teaching profession, I convey my own culture with internalized learning.	4.225	.801	Very high
14. While fulfilling the teaching profession, I approach and teach my students not with the approach of wanting and consuming nature and the environment but with the logic of giving and contributing.	4.513	.628	Very high
15. While fulfilling my teaching profession, I do my job with love and love by adding a soul to myself.	4.441	.650	Very high
16. I think that there is consistency in my words and actions while fulfilling the teaching profession	4.475	.660	Very high
17. I exhibit entrepreneurial behaviors while fulfilling the teaching profession	4,137	.740	High
18. I think I am competent in fulfilling the teaching profession	4.366	.660	Very high
19. I strive to complete my shortcomings in merit while fulfilling my teaching profession	4,402	.637	Very high
20. I always listen to my conscience when performing the teaching profession	4,531	.635	Very high
21. I think I am compassionate towards my students while fulfilling the teaching profession	4,599	.597	Very high
22. I have a patient attitude towards everyone I interact with while performing the teaching profession	4 309	.718	Very high

23.	I pay attention to ethical and moral values while fulfilling my teaching profession.	4 670	.540	Very high
24.	While fulfilling the teaching profession, I work unexpectedly like a bee who makes honey with a thousand difficulties and offers it to someone else	4.232	.808	Very high
25.	I see myself as an artist of the soul structure while fulfilling the teaching profession	4.112	.765	High
26.	I see any deficiency in the student I train while performing the teaching profession as my own deficiency.	3.805	1,04	High
27.	I am a fan of all kinds of science/science because it is the truth	4.499	.622	Very high
28.	I act with the awareness that I have the biggest responsibility in the world while fulfilling the teaching profession	4,404	.705	Very high
29.	I have great ideals myself while fulfilling the teaching profession.	4.206	.742	Very high
30.	I consult with great importance to experience while fulfilling the teaching profession	4.417	.689	Very high
31.	I fulfill the teaching profession in an understanding that produces solutions, not complaints	4.366	.684	Very high
32.	I keep the teaching profession ahead of my own career	4,227	.759	Very high
33.	I fulfill the teaching profession by believing	4,482	.636	Very high
34.	I think that I have made a difference not only in myself but in the whole of life.	4.429	.680	Very high
35.	I attach great importance to social justice while fulfilling the teaching profession	4.548	.609	Very high
36.	While performing the teaching profession, I can keep the motivation of both myself and all the people I interact with high	4.141	.742	High
	İdealist teacher (total)	4.37	.403	Very high

N=568

When Table 3 is examined, when the mean scores of the teachers from the idealist teacher scale are ranked from the highest to the lowest, it is determined that the top 5 items are (23) I *pay attention to ethical and moral values while fulfilling the teaching profession* (M = 4.67), (12) I *believe that education is a universal value* (M = 4.66), (21) *I think that I am compassionate towards my students* while fulfilling the teaching profession (M = 4.59) , (35) I attach *great importance to social justice* while fulfilling the teaching profession (M = 4.548), (2) I *fulfill the teaching profession by feeling/experiencing* (M = 4.541). The lowest last 5 items are; (26) I *see all kinds of deficiencies in the student I raise while fulfilling the teaching profession as my own deficiency* (M = 3.80), (9) I *can train my student at any level while fulfilling* the teaching profession (M = 3.91), (7) *I follow what is happening in the world in the name of education while fulfilling* the teaching profession (M = 3.97), (25) I *see myself as an artisan of spirit structure while fulfilling* the teaching profession (M = 4.11), (17) I *exhibit entrepreneurial behaviors while fulfilling* the teaching profession (M = 4.13). Teachers' idealist teacher views were generally at the "high" level (M=4.37; Sd=.40).

Findings Regarding the Second Sub-Purpose

The t-test results of the teachers' scores from the idealist teaching scale by gender are given in Table 4.

Table 4
T-Test results of idealist teacher scores according to teachers' genders

Variables	Groups	N	M	Sd	t	df	p
Idealist Teaching	Female	414	4,394	-,395	2.171	566	**,030**
	Male	154	4.311	.418			

When the findings in Table 4 are examined, it is seen that the idealist teaching level of teachers (t= -2.171; p<.05); it is seen that teachers make significant difference according to their gender. The idealist teacher perceptions of female teachers (M= 4.394; Sd=398) were compared to male teachers (M=4.311; Sd=.418) higher than that.

Findings Regarding the Third Sub-Purpose

The ANOVA test results of the scores obtained by the teachers from the Idealist Teacher Scale according to the school levels where the teachers are currently working are given in Table 4.3.

Table 5
ANOVA results of idealist teacher scores by school levels of teachers

School Type	N	M	Ss	Source of Var.	Sum Square	df	Mean Square	F	p	Difference
A-Primary School	193	4.438	,379	Between Groups	2.449	2	1,225			
B-Secondary School	159	4,272	.421	Within Groups	89,747	565	,159	7.709	,000	A>B; C>B
C-High School	216	4.385	.397	Total	92,196	567				
Total	568	4 371	.403							

When Table 5 is examined, it is seen that the scores of the Idealist Teacher Scale differ significantly according to the school levels where teachers work (F= 6.084; p<0.5). In primary schools (M=4.438; Sd=.379) and high schools (M=4.385; Sd=.397), Idealist teacher perceptions of teachers working in secondary schools (M=4.272; Sd=.421).

Findings Regarding the Fourth Sub-Purpose

The ANOVA test results of the idealist teacher scale scores according to the seniority of the teachers are given in Table 6.

Table 6
ANOVA results of idealist teacher scores according to teachers' professional seniority

Grade 12	N	M	Sd	Source of Variance	Sum Square	sd	Mean Square	F	p	Difference
5 years and less	191	4,351	,420	Between Groups	,500	4	0.125			
B-6-10	151	4,355	,393	Within Groups	91,696	563	.163			
C-11-15	75	4,358	382%	Total	92,196	567		,768	.546	---
D-16-20	77	4.413	,435							
E.21	74	4.427	.362							
Total	568	4 371	.403							

When Table 6 is examined, the scores obtained by the teachers from the idealist teacher scale did not make a significant difference according to seniority (F=.768; p>0.5).

Findings Regarding the Fifth Sub-Purpose

The results of the t-test conducted to test whether the scores of the Idealist Teacher Scale differ according to the educational status of the teachers are given in Table 7.

Table 7
T-test results of idealist teacher scores according to teachers' educational status

Variables	Groups	N	M	Sd	t	df	p
Idealist Teaching	Bachelor's degree	452	4,391	.397	2.356	566	**.019**
	Postgraduate	116	4.293	,415			

When Table 7 is examined, it is seen that the scores of the idealist teacher scale differ according to the level of education (t=2.356; p<.05). Idealist teacher perceptions of teachers with undergraduate education level (M=4.391; Sd=.397) is higher than the idealist teacher perceptions of teachers with postgraduate education level (M=4.293; Sd=415).

Discussion and Conclusion

Discussion and Conclusion on Qualitative Findings

Many philosophical movements have emerged in the historical process, and many educational philosophies have emerged with the effects of these movements. Educational philosophies are thought systems that shape and guide educational activities. Idealism, one of these philosophical currents, is a philosophical understanding that has its origins in early philosophers. This philosophical way of thinking has also shaped education and led to the development of an idealist understanding. Idealist philosophy is a philosophy that prioritizes the soul of man and glorifies wisdom and moral values instead of pleasure. He argues that happiness is not in material things but in spiritual values. It is a universal philosophy that states that wisdom increases as material values such as pleasure, comfort, and well-being are removed (Güven, 2014). While idealism cares about values and spirituality, realism, naturalism, and materialism give priority to matter. Both prioritizing spiritual values and being universal are just a few of the teachings of idealist philosophy reflected in teaching. It is very difficult to reveal the idealist teacher concept, which should be handled in a multifaceted way, with the quantitative research method alone (Kalfa, 2013). The idealist teacher concept we discussed in our study is an idealism-based teaching understanding. With this study, a general framework of idealist teacher characteristics was tried to be drawn based on the books selected from different country literature and whose protagonists show idealist teacher characteristics. However, with the themes, we determined, different dimensions of the idealist teaching concept were tried to be determined. The comparison of the idealist teacher understanding in the past and today is included by considering the teachers in the books selected from different country literature. It is aimed to address the idealist teaching concept from a different perspective by combining the

qualitative findings about the idealist teachers' characters in the books selected from different country literature written in the past with the quantitative data obtained from the teachers currently continuing their profession.

Man is a being who seeks purpose or ideal for himself to connect. The same can be said for societies. At this point, idealized goals and realities for people and societies can be found. Especially in troubled times, people and nations can overcome these crises thanks to idealists who are attached to an ideal instead of surrendering to the facts (Kök, 2014). We can say that the types that should guide and set an example for society in literary books appear with idealized characters. In the books we have discussed, the idealist teachers who emerged especially during the crisis periods can be mentioned. For example, in the novel Vurun Kahpeye, idealist teacher figures emerged during the crisis periods of the National Struggle period, the first years of the Republic in Çalıkuşu, the Kyrgyz people after the Bolshevik Revolution in The First Teacher, the deplorable situation of Russia in that period in the Idealist Teacher, and Ekmeksizköy, who struggled with poverty in the novel If the Earth Awakens.

Considering the characteristics of idealist teachers, we can see that they are self-sacrificing, ethical and moral, hardworking, positive, dedicated, able to cope with difficulties, patient, innovative, modern, the transmitter of spiritual values, guide-guide, self-developed, worthy, conscientious, have no material expectations, and have great ideals. Although not similar to our study, Kızıltepe (2002) says that a good and effective teacher should be a person who is open to change and development, enthusiastic, friendly, caring, humane, thinking, and able to express his/her thoughts. Goe (2008), on the other hand, defined the effective teacher as a planned teacher who prioritizes academic success, acts in cooperation with the student, class, and school, and has great ideals. According to Can et al. (2019), idealist teachers who care about social justice, want change in themselves and society, make a difference, have high motivation and can be original. Goff et al. (2019) stated that idealist teachers passionately change the individual and society. Yıldırım (2018) emphasized that teachers who are flexible, democratic, love themselves and their surroundings, have aesthetic feelings, and are devoted and dedicated are idealist teachers. In his study with Karakelle (2005), he states that effective teachers mainly focus on academic achievement. He stated that effective teachers are perceived as effective teachers who can develop strong relationships, are committed to the profession and open to development, give importance to appearance, plan academically and prioritize academic achievement, and are successful in classroom management and presentation skills. A common opinion can be reached about effective and idealist teachers: An effective teacher is a teacher who acts within the framework of the plan and program, is successful in classroom management, is effective in educational activities, and advances academic success. In other words, it can draw an effective profile in the current classroom and school. On the other hand, the idealist teacher acts with the responsibility and awareness of handling both the educational environment and the environment and the students' learning experiences holistically. We can say that the characteristics of the teachers in the other studies mentioned above are like the characteristics of the idealist teacher characters in the books.

When the personality traits of idealist teachers in our books are examined, Feride, the teacher character of Çalıkuşu, is a teacher who loves people and is committed to her job with love. He has a friendly attitude towards his students. He has a virtuous personality that values people.

According to Aydın (2016), Feride is a relentless idealist who struggles with the status quo. The teacher of Ekmeksizköy, the idealist teacher character of If Soil Awakens, devoted his years to the teaching profession. He is virtuous, has a strong communication language, is intertwined with nature, has a patient, devoted, and servant personality. In this work, the teacher is an idealist teacher, which is a concrete example of the thought of a change of character (Ogur, 2018). He is an idealist teacher who motivates and inspires his students and those around him. Another of the books we examined is Raçinski, the protagonist of the book titled Idealist Teacher. This idealist teacher prefers teaching at the expense of leaving behind a successful professorship career (Duymaz, 2009). Rachinski, a respected professor, returned to the village for an idealist purpose, lost his mind around him, and was called an extraordinary person. This attitude of Rachinski, who acted with altruism and self-sacrifice, shows that he was an idealist teacher. Having an ideal and acting with a sense of commitment are idealist teacher characteristics that we can detect. The teacher character of Vurun Kahpeye, Aliye, lost her family at a young age and started to look for an ideal to hold on to. He is an idealist teacher who puts his sense of duty above everything else (Sevinç, 2012). He found this ideal he was looking for in teaching and went to Anatolia to work with an idealist belief. Making the decision to go to work in Anatolia from Istanbul for the period of the work is a very difficult decision and requires being an idealist. Aitmatov stated that teaching cannot be done only with academic knowledge and that a dedicated spirit and ideal are needed. For this reason, Duyşen is considered an idealist teacher (Kalfa, 2013). The protagonist of The First Teacher, Duyşen has a difficult life. Despite growing up in poverty, he is hardworking and devoted. He struggled with an idealist attitude and a spirit dedicated to education in his village but lacked basic teacher qualifications (Kalfa, 2013). Keating, the protagonist of the cult work called Dead Poets Society, is another teacher figure with idealist characteristics (Farr, 1997). It has developed a teaching style that is living in the moment, full of excitement, flexible and innovative. With a democratic attitude and flexible teaching methods, it draws a positive teacher image with a dedicated spirit. Considering the personality traits of the teachers, it was concluded that qualities such as dedication, altruism and selflessness, having great ideals, living by feeling, the belief that education is a universal value, having a conscience, respecting moral norms, and being up-to-date and fair came to the fore. Based on these findings, it can be concluded that the characteristics of idealist teachers in our study are in parallel with the characteristics of idealist teachers in the literature.

Another result is that the book teacher characters generally conflict with the established order, society or students. We can say that the theme that dominates the books, in general, is the idealist teacher-society conflict. Idealist teachers have experienced conflicts with their innovative attitudes, entrepreneurial moods, and people in their environment due to their universal education understanding and traditional school environments. In the book Dead Poets Society, Mr. Keating, due to his innovative attitude, contradicted the school management with the traditional management and education understanding and was suspended from the school. Duyşen, the hero of the first teacher, could not be understood by the villagers and faced the harsh resistance of the villagers. Racinski, the protagonist of the idealist teacher, had a conflict with the people of the village where he worked and had negative reactions from the moment he went to the village. Feride, the teacher figure of the Çalıkuşu novel, is an idealist teacher who has a conflict with society, the value judgments of society, and the established order. In the

village where he went to work, he had an intense struggle with the school environment and had to change schools. When looking at the work of Shoot the Bitch, a similar inference can be made. The teacher Aliye character had to struggle with a closed and conservative audience in the village where he went with an idealist attitude. In addition to all these, when we look at the novel If Soil Awakens, we encounter a situation opposite to these results. Since Ekmeksizköy's teacher was in a decisive position with his professional experience, maturity, and avoidance of conflict, he did not experience conflict. He fulfilled his duty as an idealist teacher in harmony with society and school (Aslan and Bilir, 2014; Engin, 2015). Based on these findings, it can be concluded that idealist teachers generally experience conflicts with society, value judgments, traditional education understandings, and the difficulty of education.

It can be said that traditional education is sometimes opposed to innovative, up-to-date, literate, idealist, and idealist teachers with many characteristics. In particular, it can be said that idealist teachers are against traditional education and rooted in problematic education understandings with many features, such as wanting to change the procedures and methods of traditional education, opposing the understanding of punishment in education, opposing unfair situations such as student favoritism, and rejecting rote learning. In the novel Dead Poets Society, Mr. Keating is exactly the opposite of traditional education (Rumaria, 2015). Feride Teacher is a good example in this regard in terms of encouraging progressive and modern education (Sevinç, 2012). In the book If Soil Awakens, the teacher did not make a traditional beginning because he thought the first day of the child's schooling would affect his whole life (Ogur, 2018).

Another conclusion we have reached based on the books we have examined is that teachers sometimes have an idealist character with a transcendent spirit and intrinsic motivation. Sometimes they assume an idealist identity because of processes and experiences. In If Soil Awakens the teacher lived an inefficient teaching life. Although he retired due to these mental concerns and crises, he returned to the teaching profession and gained an idealist identity. The author of If the Earth Awakens created the idealist teacher character due to the spiritual crises he went through in search of society in the Aydemir ideal (Aslan and Bilir, 2014). As a result of some problems, Feride Teacher, the hero of the work called Çalıkuşu, has progressed on the path of idealist teaching. Feride felt the need to turn her teaching profession to Anatolia not with idealist ideas, but with the aim of warding off her individual sadness and finding shelter. In this environment, he confronted the social issues that await solutions. Due to his profession, he dedicated his life to solving these problems (Karagülle, 2016). Based on these findings, we can say that teachers can gain idealist characteristics later. Idealist teacher figures in other books show idealist characteristics with intrinsic motivation and high sensitivity.

It is stated that the teacher is important for the educational environment and its social status and position in society (Erzen and Epçaçan, 2018). While discussing the characters with idealist teaching characteristics in the books we examined, we also tried to examine the ways in which society perceives teachers. Novels offer important clues about that society by reflecting the lives and cultures of societies. Society may have expectations, doubts and prejudices about education. In the books as mentioned earlier, findings that can determine the perception of teachers of society were reached. In Petrov's Idealist Teacher, the residents of the village of Tatevo and the surrounding villages have become suspicious of every newcomer and, thus, of Teacher Rachinski due to the exploitation and deception of their labor for years. In particular,

Rachinski's idealist attitude, which was unrequited and did not expect material benefits, surprised the villagers. Because society does not believe that a teacher can be self-sacrificing. Raçinski, on the other hand, is a teacher who does not have financial expectations as a requirement of idealist teaching (Duymaz, 2009). In the work called The First Teacher, society society's value judgments about the teacher and education stand out. Especially the perception of teaching as a chore, the idea that even working in any ordinary job in the village will bring a more prosperous life than teaching, is one of the findings we have reached about the opinion of society about the teacher in this work. In the book, the value given by society to the teacher is quite low. In his novel If Soil Awakens it is seen that society puts the teacher and education behind the scenes. The conditions and difficulties of society are an obstacle to understanding the teacher. For this reason, in this work, the villagers think that the teacher's efforts are in vain. Aslan and Bilir (2014) also stated that economic conditions determine society 's view of teachers and education. In the books titled Çalıkuşu and Vurun Kahpeye, the perception of the teacher of society is not positive. Feride and Aliye characters have been the characters perceived by society other than the teaching figure with their modern and non-traditional appearances. Despite their idealist attitudes, society perceived these figures as enemies. In Dead Poets Society, Mr. Keating is perceived negatively by society. Considering the idealist teacher characteristics in all books, it was concluded that they were perceived negatively by society. Even the idealist teacher's altruism and altruism has been misinterpreted.

We can say that the idealist teacher cannot be understood that they usually grew up without a family, that they were isolated from society or left alone. Teacher Aliye, who lost her parents, had an orphaned childhood. This loneliness continued in Darulmüallimat. With its modern and urban appearance, Ali was excluded by society, even lynched by the villagers, and there was no one to claim his body (Kul, 2013). In some books, even after negative processes, findings have been reached showing that the teacher and society understand each other and that the idealist teacher is integrated with his/her environment. Aliye Teacher has been with the peasants in many activities and has gained the compassion of the peasants even though there is a certain crowd where there is a conflict (Sevinç, 2012). In the work called If Soil Awakens the Teacher acted with the idea of unity and influenced the whole village and integrated with them (Engin, 2015). Feride Teacher also moved from Istanbul to Anatolia and became a teacher who integrated with the public here (Sevinç, 2012).

Another of the main themes of idealism determined in the books is that idealist teachers are the transmitters of spiritual values. While performing this function, they apply modern and different methods. The teacher is in an important position in transferring spiritual values to future generations (Duymaz, 2009). It can be said that Çalıkuşu was born from the ideology of the Republican regime, and its school and teacher emerged as the transmitter of national values (Karagülle, 2016). In his work The Idealist Teacher, Rachinski identified the problem of society and tried to solve it. If the Earth Awakens has an idealized understanding of society and culture. The hero of this work, the Teacher, is the transmitter of these spiritual values (Aslan and Bilir, 2014). In addition to spiritual values, they also served as transmitters of state ideology. The statesman of the affected period experienced great sadness over the death of Lenin and reflected this ideological thought to the classroom environment (Aydın, 2019). Aliye, who supported the

National Struggle, made an effort to instill national and spiritual values in her students (Kul, 2013).

The limited physical facilities of the villages and schools they teach emerge as another conflict area of the idealist teacher. A dedicated mood and dedicated idealist teachers are needed to educate at the heart of these absences and challenges. When the books are examined, it is seen that educational environments other than the Dead Poets Society are very primitive, and idealist teachers try to make these opportunities more convenient. Aliye, the idealist teacher of the novel Vurun Kahpeye, had a conflict with the town's elders and their children (Sevinç, 2012). Aliye, who came to a school with poorly maintained and broken windows, saw the reflections of the country's economic difficulties and tried to change this face (Kul, 2013). In the book called If Soil Awakens, the deprivation of the village from the school affected the Teacher. He worked for the existence of a school representing the state (Ogur, 2018). The fact that Duyşen transformed a horse stable into a school because it was not an ideal educational environment shows that she is an idealist teacher who struggles with impossibilities (Aydın, 2019). The inadequacy of facilities and the difficulty of living conditions have sometimes led idealist teachers to a dilemma. There is a similar situation in Çalıkuşu. When Feride saw the impossibilities in the village where she would work, she realized that this was not the place she had imagined. The school's deterioration from the barn and its request for renovation required it to combat the impossibilities of the educational environment (Uludağ, 2008; Sevinç, 2012). Working in backward areas where conditions were difficult, especially leaving behind large cities and more prosperous life, enabled idealist teachers to be patient. In these books, we see that Idealist teachers have the idea of leaving their places of work from time to time. Despite all the negativities, they could cope with these difficulties thanks to their struggle, patience and dedication.

When the positive characteristics of the idealist teacher are examined, it is seen that Aliye, who is an orphan character in the novel Vurun Kahpeye, is an idealist teacher who is patriotic, principled, determined, truthful and chaste. Throughout the novel, he drew a positive profile and did not have a negative movement (Kul, 2013). It has created an educational slot for the students who are affected. It is out of the desire of Duyşen to carry his own people forward that he chooses the place of the school on a hill. The fact that he believes in ascension is one of the positive features of Duyşen. This situation aroused positive emotions in students (Aydın, 2019). In the book titled Dead Poets Society, the idealist teacher Mr. Keating frequently appreciates and compliments his students, tries to encourage them, and tells them that they should live in the moment and helps them gain self-confidence and tries to create a positive education perception in students (Rumaria, 2015).

Idealist teachers also assume important responsibilities in terms of being a guide for society. In the Dead Poets Society, Mr. Keating tries to guide his students throughout the work (Rumaria, 2015). In the work called Vurun Kahpeye, Aliye desires to be a guide for society. The leader has been a guide to society with his personality, courage, determined structure, gaining the trust of the people, and giving importance to justice (Sevinç, 2012; Kul, 2013). In If Soil Awakens, the Teacher guided the villagers and clergy and provides change and transformation (Ogur, 2018). Feride Teacher, on the other hand, tried to guide society with an idealist spirit by not surrendering to reality (Sevinç, 2012). Duyşen Teacher has been the guide of well-trained

Kyrgyz women in Aitmatov's ideal (Kalfa, 2013). In these aspects, idealist teachers assume the responsibility of guiding society, not only in school and in the classroom.

An example of the depression experienced by the teacher in the face of reality is the hero of the work If Soil Awakens the Teacher. When the teacher comes to the village, he confronts the realities of the village and thinks about leaving the village. The teacher, who is depressed by the reality of the village, starts to be affected by the village during his/her time here and stops going (Ogur, 2018). Again, Feride, the idealist hero of the Çalıkuşu work, explained his disappointment when he first saw the village, he was appointed to by likening this village to a ruin. Feride was quite afraid of the first image of Anatolia, which is called a place of exile, and understood that Anatolia was not like in her pink dreams (Sevinç, 2012). Aliye Teacher welcomed him with similar tables and the deplorable situation of the town and school he was appointed to affected him (Sevinç, 2012). In the books, idealist teachers reveal the negative conditions of the first image they encounter in the places they go.

Considering the idealist teachers, it can be said that the gender of the teacher is also important. In particular, gender roles in the traditional and cultural sense affect the educational activities of idealist teachers. In Çalıkuşu and Vurun Kahpeye novels, we can say that our idealist teacher characters are more emphasized on women's identities rather than being perceived as teachers (Kul, 2013). In addition, we can state that male idealist teachers do not suffer from gender discrimination but experience less conflict or difficulty because they are men. In fact, it can be said that male idealist teachers are advantageous due to the patriarchal structure of society. For example, the protagonist of the novel The First Teacher, Duyşen, went to the military and studied there. In the book If Soil Awakens, the Teacher character can contact many segments of society without any problems because he is a man. In the books, we can say that female teachers are seen as people to be married or perceived as a threat to traditional society. This situation, which is even reflected in the name of the work called Vurun Kahpeye, shows that female idealist teachers struggle with many other problems due to their female identities besides their purely idealist characteristics. Aliye, the heroine of Vurun Kahpeye, rejected the marriage proposals and thus gained the love of the village's women (Sevinç, 2012). However, Aliye, who strives to contribute to the National Struggle, has gathered the reactions of the sexist villagers and students from the village square with her modern appearance (Kul, 2013). Feride Teacher, on the other hand, had to change places constantly due to many rumors.

When the qualitative results of the research are examined, it is concluded that the teachers in the books have idealist personality traits. These teachers' characteristics of guiding society in books, being transmitters of spiritual values, struggling with the impossibilities of the educational environment, experiencing depression from time to time in the face of reality, being left alone by society and then integrating with society, female idealist teachers experiencing role conflicts related to sexism in addition to the difficulties of teaching, idealization of conditions and processes in addition to teachers who have adopted idealism as a spirit were the other results achieved.

Discussion and Conclusion on Quantitative Findings

In the present study, today's teachers' perception of idealist teachers is at a high level. Taş (2020) reached the same conclusion in his study. From this point of view, we can say that teachers think that their level of idealist perception is high and that their understanding of teaching has idealist teaching characteristics. The absence of any other study in this field makes it difficult to make comparisons. In a study conducted in Finland, the idealism levels of teacher candidates were found to be very high (Maaranen et al., 2016). In this study, where teachers with virtues such as unconditional love, kindness, fairness, ability to direct, patience, humility, hope, honesty, and respect are called good teachers, it was stated that idealist teachers are teachers with good teaching qualities and high moral and educational values (Maaranen et al., 2016). From this point of view, we can say that the concept of idealist teaching is a universal value and that teachers have a high level of idealism in researches conducted in other countries. However, it can be concluded that teachers from different countries have a high level of idealism in the books examined in the qualitative findings of the research. According to these results, the quantitative and qualitative findings of the study support each other.

Another result of the study is whether the levels of idealist teaching vary according to gender. As a result of the analyses, female teachers' idealist teaching perception levels were higher than male teachers. In a study on idealist teaching (Taş, 2020), idealist teaching levels do not differ according to gender. Considering the reasons why the idealist teacher perception is high in favor of women in our study, the fact that the universe and sample are different, the level of professional commitment is high in female teachers, and the fact that the teaching profession is seen as a female profession by women may have caused this difference (Altunay, 2017; Kozikoğlu and Özcanlı, 2020).

The study found a significant difference between the school levels where teachers work in terms of idealist teaching levels. The idealist teaching levels of teachers working in primary and high schools were higher than secondary school teachers. Taş (2020), on the other hand, concluded that teachers working at the primary school level had higher idealist Teaching levels than teachers working at the secondary school and high school levels. Although these results are similar to our study, the reason for the differentiation at the high school level may be because the universe and sample are different.

The study concluded that the idealist teaching levels of teachers did not differ according to their seniority. The findings of Taş (2020) also point to the same result. The fact that the level of idealism does not change according to the seniority of teachers shows that idealism can continue throughout the professional life of teachers. However, there are also studies in the literature indicating that teachers who have just started the teaching profession have high levels of idealism (Friedman, 2000; Günbayı, 2007).

According to the findings of our study, the idealist teaching levels of teachers differ significantly according to their educational status. Teachers with undergraduate degrees were found to be more idealist than teachers with postgraduate education. Taş (2020) reached the same conclusion in his study. When the reasons for the differentiation according to the undergraduate and graduate education level are examined, it may have been effective for undergraduate teachers to focus more on the school and the student, for graduate teachers to

spend more time on academia and scientific studies, for their views on education to change as a result of the increase in the scientific awareness of graduate teachers, for undergraduate teachers to be trained according to an idealist view during undergraduate education, and for them to have a teaching understanding according to the education they received. The fact that teachers who receive postgraduate education gain different perspectives (Alabaş et al., 2012; Kaysi and Gürol, 2016) may have affected this situation.

Discussion and Conclusion of Qualitative and Quantitative Findings Together

Our study's qualitative and quantitative results can be summarized in this way. When qualitative and quantitative findings are evaluated together, it can be said that the idealist teaching phenomenon is multi-faceted. Idealist teaching requires a dedicated mood. When the quantitative findings are evaluated, teachers think they are doing their jobs with a dedicated spirit. When the qualitative findings are examined, it can be said that the teachers in the books discussed they teach with a dedicated spirit.

According to idealist teaching, education is a universal issue of humanity. According to quantitative findings, teachers consider education as a human case. When the qualitative findings are examined, it is seen that teachers' education, which is discussed in the books, is not addressed according to a person, a group, a region, or an ideology but as an issue that appeals to all humanity.

The idealist teacher is a selfless, altruistic, and patient teacher without waiting for a response. At this point, quantitative findings and qualitative findings support each other. According to the results obtained regarding the teacher figures in the books discussed and the results obtained from the quantitative findings, idealist teachers are self-sacrificing, altruistic, patient, unexpected, and hardworking teachers.

Idealist teachers have a responsible and entrepreneurial spirit. As we have already mentioned, the idealist teacher characters in the books we examined took responsibility for where they went and tried to change many things. When the quantitative results of the study are examined, it can be said that the teachers participating in the study consider themselves responsible for education and entrepreneurship according to the high scores they get from the scale.

The idealist teacher characteristics we put forward based on the books we examined in our study and the scale items we applied in the quantitative part are similar. The idealist teacher characteristics we have identified in the qualitative part and the answers given by the teachers to the idealist teacher scale in the quantitative part are parallel to each other.

The selection of the main characters as idealist teachers in fiction texts written in different periods and in the literature of different countries reveals the perspective of societies on education and the perception of teachers. From this point of view, in the light of quantitative and qualitative findings, it can be interpreted that idealist teaching understanding and perception are similar to their historical processes and forms in different societies.

The phenomenon of idealist teacher is universal, and it can be said that it does not vary according to societies and periods. In the quantitative results of the study, it was seen that teachers considered education as a universal value. When the qualitative results are examined,

it can be said that the idealist teachers in the books discussed also consider education as a universal human duty. Another result that stands out in the quantitative part of the research is that teachers think they have very high ethical and moral values. It can be concluded that the teacher characters we discussed in the qualitative section also have high moral qualities and act according to ethical values.

As we mentioned in the qualitative results of the research, it is clear that teachers are compassionate and fair personalities in the books. In the quantitative research results, teachers think they are fair and approach the student with compassion. Considering the results, we have put forward regarding idealist teaching, it can be said that spiritual values are at the forefront in general. This is a result directly related to the essence of the philosophy of idealism. It can be said that values such as mercy, justice, ethics, and morality are at the forefront. In our study, the idealist teachers' levels of teachers differed significantly according to their gender, school level, and education levels. The reasons for this can be investigated.

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