Teacher Disappointments from Teacher's Perspective

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Abstract. The psychological aspect of teachers in the context of the field of education has attracted significant scholarly attention in recent years due to its potential to enhance the academic achievements of students, teachers, and school leaders, as well as to cultivate a positive learning environment amidst modern uncertainties. Nonetheless, the disappointments experienced by teachers, who hold a crucial position within educational institutions, have been somewhat overlooked. The principal aim of this paper is to gain a comprehensive understanding of teachers' encounters with disappointment, specifically focusing on their daily experiences in school settings. By employing a qualitative research methodology, this investigation adopts a phenomenological framework. The application of thematic analysis enabled an in-depth exploration of teachers' experiences in relation to the phenomenon of disappointment. The analysis was rooted in data collected through semi-structured interviews with 28 teachers from schools in İzmir, Türkiye. The findings of the research reveal that the primary sources of teachers' disappointments include the education system, educational administrators, parents, students, the teaching profession, and colleagues. These key themes were meticulously examined in the study, and both the positive and negative impacts of disappointments on teachers were also deliberated.

Keywords. Teacher emotions, teacher disappointment, teacher frustration, teacher unhappiness.

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The rapid pace of change in our contemporary world not only astounds us but also unveils new dimensions of emotions and thoughts. As the world undergoes constant transformation, the traditional mechanical approach to human interaction is gradually being replaced by a more nuanced understanding of managing emotions in individuals. The realm of emotions emerged as a significant area of study in the late 1800s, gained substantial attention in the 1990s, and continues to be a subject of ongoing research in contemporary times. Emotions play a significant role in the realm of education, as evidenced by the surge in academic research dedicated to this topic over the past few years, indicating a growing recognition of their importance in the educational sphere (Dilekci & Manap, 2022).

According to Sutton, the significance of emotions in the context of teaching becomes relevant when there is an indication that emotions have an impact on teachers, the teaching process, and the students involved in the educational setting (Sutton, 2007). Through the process of emotion regulation, educators are able to significantly alter the dynamics of their interactions and surroundings, thereby shaping the emotional landscapes and behaviors that will unfold in the days to come (Morris & King, 2018). Emotions, when manifested in professional settings, can elicit a wide array of internal responses in individuals, including but not limited to feelings of love, disappointment, hate, pity, fear, frustration, joy, guilt, jealousy, motivation, attention, teamwork, and creativity (Grossman & Oplatka, 2020; Seçer, 2005). Empirical research and subjective narratives from teachers and learners have indicated that the emotional experiences of both educators and students have a reciprocal and interconnected relationship, where the emotions of teachers and learners continually influence and mold one another in a dynamic manner (Zembylas, 2014; Titsworth et al., 2013). Consequently, emotions constitute an indispensable component of both work environments and social interactions (Ashkanasy et al., 2002). As correctly emphasized by Pekrun and Linnenbrink-Garcia, emotions play a crucial role in the educational process, serving not only as subjective experiences but also as essential factors influencing academic success and individual development. Emotions are not merely passively felt but actively contribute to shaping students' learning outcomes and overall personal growth (Pekrun, & Linnenbrink-Garcia, 2014).

Educational institutions have also recognized the significance of emotions in their organizational dynamics. Given that schools play a pivotal role in shaping individuals and are tasked with aligning educational practices with the overarching objectives of national education systems, the emotional well-being of teachers holds paramount importance (Argon, 2015). The determination of the role of teachers is intricately connected to the methodologies employed within educational

settings. This role is not solely defined for pedagogical purposes but also encompasses emotional considerations. When considering active methodologies, the shift in the teacher's traditional role from being primarily instructional to one of guiding students involves a specific emotional context. This emotional framework plays a crucial role in shaping and being shaped by the overall dynamics within the educational environment (Martinez-Roig et al., 2023).

Teachers facing frustration from off-topic conversations are influenced by personal factors, such as their relationships with students, teaching context, and the task at hand, making it challenging to find a universal solution for emotional issues (Morris, 2019). Research investigations have provided evidence suggesting that emotions play a significant role in impacting various aspects of the learning process, including but not limited to, attentional mechanisms, levels of motivation, utilization of learning strategies, and eventual educational achievements (Pekrun, 1992). Furthermore, it is important to note that negative emotions play a partial role in mediating the impact of teacher mindfulness on work engagement, whereas positive emotions act as a complete mediator in this relationship. These findings underscore the significance of promoting teacher mindfulness through interventions that are mindfulness-based, enhancing the competence of teachers in regulating their emotions within the realm of teacher education, and fostering a conducive classroom and school environment that supports teachers in experiencing a greater influx of positive emotions from both their students and administrator (Tao, 2022). It can be posited that the happiness of teachers significantly influences the learning outcomes of students. Studies indicate that academic achievements are generally higher in schools where teachers exhibit satisfaction and contentment in their roles (Ingersoll & Smith, 2003). Furthermore, contented teachers are more likely to be motivated and serve as positive role models for their students. Nevertheless, impediments to the happiness of teachers often stem from various challenges encountered in the workplace. Issues such as unfavorable working conditions, large class sizes, difficulties in classroom management, and administrative challenges can adversely impact the job satisfaction of teachers. Consequently, educational institutions and administrators should prioritize initiatives aimed at enhancing the happiness of teachers by addressing factors that contribute to improving their working conditions. According to this perspective, it is unquestionably believed that any emotion characterized by a pleasant quality or positive emotional tone serves as a conducive environment for learning. Conversely, any negative or unpleasant emotional state is unequivocally viewed as a hindrance to the learning process (Bachler et al., 2023).

In a study on the positive and negative emotions experienced by teachers in the classroom, disappointment was identified as one of the most common negative emotions (Jiang et al., 2022). When examining the concept of disappointment, one can identify it as a negative emotional state resulting from unfulfilled expectations or desires, as described in the literature (Brady, 2010). We can best understand disappointment by placing it within the context of societal limitations and belief systems, unmet aspirations, and the impact of standards and circumstances that lead to feelings of inadequacy through unfavorable comparisons (Greenberg & Muir, 2022). The definitions of disappointment can be categorized into two main dimensions for a more comprehensive understanding. The primary dimension pertains to unmet expectations stemming from individuals or circumstances, while the secondary dimension involves disappointment triggered by emotional responses like remorse, wrath, or self-reproach (Foster, 2013; Johnson & Connelly, 2014; Lelieveld et al., 2012). By delving into these dimensions, researchers are able to explore the multifaceted nature of disappointment and its implications on human behavior and well-being in various contexts.

When examining both national and international literature, it becomes evident that there is a scarcity of studies focusing on teachers' disappointments. Unlike research on disappointments within organizations, studies conducted within the teaching profession have predominantly identified external factors that hinder teaching and learning processes, blocked teacher objectives, and disruptive student behaviors as the key sources of disappointment for teachers (Sutton, 2007; Levering, 2000). Accepting this intra and interpersonal perspective entails acknowledging the presence of a guiding sociocultural element influencing teachers' emotional episodes, which in turn necessitates a thorough examination of their experiences and handling of frustration while taking into account the various contextual factors that surround them (Morris & King, 2018). Given the limited research on teachers' disappointments, there is a crucial need to explore deeper into this area. Specifically, comprehending the impacts of teachers' disappointments on educational activities stands as a pivotal stride towards enhancing the quality of teaching.

Studies exploring disappointment within educational institutions have traditionally examine closely the external elements contributing to teachers' dissatisfaction with their jobs (Çevik, 2019; Demir, 2021; Dinham & Scott, 2000; Epstein et al., 2018; Grossman & Oplatka, 2020; Ingersoll & Smith, 2003; Jennings & Greenberg, 2009; Klassen et al., 2010, 2012; Lazarus & Folkman, 1984; Leithwood et al., 2004; Morris & King, 2018; Özgan & Bozbayındır, 2011; Skaalvik & Skaalvik, 2010; Sutton, 2007; Tang & Hu, 2022; Yıldırım & Tabak, 2019; Zeichner & Gore, 1990; Zhao et al., 2022). Nevertheless, investigations among teachers have underscored the significance of

concentrating on classroom dynamics as primary sources of their disappointment. Student misbehavior can dishearten teachers and adversely influence classroom interactions. When considering this aspect, it is crucial to acknowledge that this is reciprocal and students may encounter discouraging attitudes and ineffective teaching methods from their instructors, resulting in a sense of disappointment within them. Consequently, this disappointment can trigger a decline in motivation towards learning. Students who encounter elevated emotional reactivity when faced with stress or disappointment, coupled with a lack of validation for the intensity of their emotions, may encounter challenges in regulating their behavioral reactions within the framework of these emotions, consequently elevating their susceptibility to engaging in aggressive behaviors (Byrd et al., 2023). This observation underscores the significance of disappointment as a crucial mediating factor through which various influences exert their effects on students' levels of demotivation, offering valuable insights into the complex dynamics at play in educational setting (Tang & Hu, 2022). Consequently, a more intricate examination of classroom dynamics is imperative to devise effective strategies for alleviating teachers' disappointment.

Understanding how the various factors triggering teachers' disappointment interplay within diverse contexts, such as educational regulations, management strategies, and student conduct, is crucial. Exploring the process of teachers' learning is essential in the field of education as it provides valuable insights into the various factors that influence professional growth. It is important to illuminate the urgent requirements for acknowledging and validating the harmonious coexistence of teachers' emotions and their continuous professional development (Yin Yung, 2022). By doing so, educational leaders and policymakers can formulate more efficient approaches to enhance teachers' job contentment. Ultimately, further research on teachers' disappointments holds the promise of instigating positive transformations within the education sector. These studies can empower teachers to lead their students in a more joyful, inspired, and efficient manner, ultimately fostering success within the education system. Moreover, teachers' discontent with the current educational system, feeling undervalued, constantly changing educational methodologies, regulatory frameworks, and the absence of internal fairness have started to fuel a sense of disappointment among numerous educators (Özgan & Bozbayındır, 2011).

In the research carried out in Türkiye/Turkey by Yıldırım and Tabak (2019), it was discovered that pre-service teachers commonly experienced emotions such as compassion, love, and boredom at high intensity levels. These emotional states played a significant role in shaping the emotional landscape of pre-service teachers during their educational journey. Similarly, Çevik's (2019) study

highlighted that classroom teachers encountered a wide range of emotions, including both positive ones like happiness, love, hope, pride, and excitement, as well as negative ones such as disappointment, regret, boredom, helplessness, and anger, with a notable increase in negative emotions over time compared to their initial years in the profession. This shift in emotional balance over the years reflects the evolving emotional dynamics within the teaching profession. The research indicated that positive emotions and experiences had a constructive impact on teachers' professional lives, while negative emotions and events had a detrimental effect. Another study reached a similar conclusion. Teacher emotion labor, commonly referred to as the emotional work and effort invested by educators in managing their emotions in the classroom setting, played a pivotal role as the focal point for the adjustments and changes made to their teaching methods and approaches, thereby influencing the way in which they interacted with their students and delivered the curriculum (Zhao et al., 2022).

Seçer's (2005) study delved into the concept of emotion from sociological, psychological, and organizational theory perspectives, exploring the role of rationality in emotional labor. By examining the broader emotional landscape of teachers and assessing the level of emotion management among school administrators, Erkol (2021) aimed to investigate the influence of cultural values on emotion regulation. Furthermore, Demir (2021) focused on the emotion management strategies employed by high school students, shedding light on a different aspect of emotional dynamics within educational settings. Additionally, seminal works by Grossman and Oplatka (2020) and Sutton (2007) provide crucial insights into teachers' disappointments related to their profession, contributing significantly to the understanding of teachers' emotional experiences and their interconnectedness with their work environment.

The primary objective of this study is to uncover the disappointments that teachers encounter as employees of educational institutions, analyze these disappointments based on teachers' perspectives, and identify their underlying causes. The research problem centers on exploring teachers' viewpoints regarding the disappointments they face while fulfilling their professional duties. Understanding the nature of teachers' disappointments in school settings, concerning students, colleagues, school administration, and the broader educational system, holds paramount importance. Given the limited existing literature on teachers' disappointments from the teachers' standpoint, this study is positioned as original and poised to enrich the academic discourse by capturing the insights of teachers working in public schools under the Ministry of National Education across various educational levels primary school, secondary school, special education, and high school.

Method

In the methodology section of the research, detailed elucidations are provided regarding the theoretical framework that underpins the research model, the composition and characteristics of the study group, the methods and procedures employed for data collection, as well as the analytical techniques utilized for data analysis and interpretation.

Research Model

The research was carried out employing a phenomenological approach, which is recognized as one of the qualitative research methodologies widely used in the academic field. Phenomenology searches deeply into the subjective experiences of individuals, aiming to elucidate the underlying meanings attributed to these experiences (Bogdan & Biklen, 2007). Particularly in cases where the phenomena under investigation are beyond our full comprehension, the phenomenological research design provides a robust framework for us to interpret and navigate the complexities of the world we inhabit and the experiences we encounter (Yıldırım & Şimşek, 2005). Within the context of this particular study, the phenomenological approach served as a valuable instrument in gaining insights (Denzin & Lincoln, 2011) into the challenges and disappointments faced by teachers within their professional domains. By capturing and analyzing the narratives of teachers' experiences, the objective was to uncover a more profound understanding of the origins, catalysts, and outcomes of these disappointments. Through the lens of the phenomenological approach, the aim is to construct a nuanced and comprehensive interpretation rooted in the personal narratives of individuals' lived experiences (Lin, 2013). Ultimately, the primary goal of this research endeavor is to explore and scrutinize the various disappointments encountered by educators in the course of their professional endeavors.

Study Group

The research study comprises a group of teachers employed at various educational institutions such as BİLSEM, special education, primary school, secondary school, and high school within the geographical boundaries of the Bornova district located in the province of Izmir. The selection process followed the guidelines of the maximum variation sampling technique, a method categorized under purposive sampling. The primary objective of employing the maximum variation sampling approach is not merely to ensure diversity for the purpose of generalization, but rather to detect any common phenomena present across a range of diverse scenarios and to unveil distinct dimensions of each situation based on these variations (Yıldırım & Şimşek, 2005). The determination of the total

number of teachers included in the study group was made through a collective decision taken by the researchers once the research had reached the saturation point, indicating that ample information had been gathered on the subject under investigation leading to the commencement of repeated interviews. According to Creswell (2007), the saturation point is characterized as the juncture at which researchers come to a consensus that they have acquired adequate data pertinent to the topic being studied. In the context of this particular research, a total of 28 teachers from the official BİLSEM (Science and Art Center), primary school, secondary school, special education, and high school levels, all operating under the jurisdiction of the Ministry of National Education in the Bornova district of Izmir, were actively involved in the interview process. Detailed demographic attributes pertaining to the composition of the study group can be found in Table 1 for reference and analysis.

Table 1.

Demographic Characteristics of the Study Group

Variable	Range	n	%
Age	20-30 Years-old	7	25
	31-40 Years-old	14	50
	41-50 Years-old	7	25
Total		28	100
Gender	Male	10	64.3
	Female	18	35.7
Total		28	100
School Type	Primary School	7	25
	Secondary School	11	39.3
	High School	8	28.6
	Special Education	1	3.6
	Bilsem	1	3.6
Total		28	100
Education Status	Postgraduate	9	32.1
	Bachelor's Degree	19	67.9
Total		28	100
Years of Service	1-9 Years	10	35.7
	10-20 Years	13	46.4
	21-30 Years	5	17.9
Total		28	100

Data Collection Tools

Before the commencement of the face-to-face interviews carried out for data collection, participants were duly notified that their involvement in the research was voluntary. They were assured that they had the liberty to withdraw from the study at any point without any repercussions. Furthermore, it was emphasized that no data would be utilized without their explicit consent. Throughout the study, participants were assigned a code to ensure anonymity, and their identities

were not retained in any data collection instrument. A semi-structured interview protocol, encompassing 3 core questions along with additional probing inquiries, was employed for the face-to-face interviews. This interview form was specifically devised to gather insights from educators regarding the challenges encountered in public educational institutions ranging from preschools to high schools. Subsequently, the interview form underwent meticulous scrutiny by 3 distinguished scholars specializing in educational administration and supervision. Following the incorporation of recommendations provided by these experts, 2 preliminary interviews were conducted to refine the clarity of the questions based on the insights garnered from the pilot study.

The questions incorporated in the interview protocol are as follows:

1) What are the underlying causes of the disappointments you face in the educational setting?

2) In the context of your educational experiences, could you elaborate on instances that have led to feelings of disappointment?

3) How do these challenges impact your personal development, professional demeanor, and daily life, both positively and negatively?

The interview form underwent rigorous validation processes to ensure both face and content validity. The interviews were arranged at various time slots to accommodate the schedules of the participating teachers. Participants were verbally informed about the issues in the consent form. Then, the consent form was given to them, and time was given, to read and sign, and after it was seen that they explicitly approved to participate in the research and approved the consent form, the interview section was started. Participants were first asked demographic questions. The interviews were then conducted with the explicit consent of the participants and with full information about data confidentiality, and were audio-recorded on mobile phones for accuracy. The duration of the face-to-face interviews was at least 32 minutes and at most 41 minutes.

Data Analysis

The examination of the interviews was conducted through the application of the thematic content analysis technique commonly utilized in qualitative research methodologies as discussed by Creswell (2007). This method involves the systematic process of deconstructing the gathered data into relevant concepts and themes by employing various codes, subsequently presenting them in a coherent manner for the comprehension of the audience (Yıldırım & Şimşek, 2005). In order to ensure the integrity and consistency of the research findings, the interviews were meticulously recorded with

the aid of electronic recording devices. Subsequently, these recordings were transcribed into written texts and provided to the researchers for further scrutiny and analysis. The researchers meticulously reviewed the texts in conjunction with the audio recordings, engaging in a comprehensive cross-verification process. Furthermore, three additional participants who were accessible from the study cohort were invited to review their respective transcripts, with the accuracy of their accounts being duly validated. Following the confirmation of text accuracy, the transcripts were disseminated among three researchers to initiate the coding process.

The researchers diligently examined and coded the transcripts repetitively over the course of a week, culminating in a subsequent meeting convened to discuss the codes that had been generated. Within this meeting, attended by all researchers, a comprehensive code table was devised, outlining detailed explanations of the agreed-upon codes. Subsequently, the researchers were tasked with conducting a secondary round of coding utilizing this newly established code table. Upon completion of this coding process, wherein the researchers cross-referenced the codes with the transcripts over another week-long period, a second meeting was convened. During this meeting, the researchers first addressed the codes for which a consensus had been reached before proceeding to develop overarching themes. In addition, the researchers took the necessary step of providing the code table, coding results, and emerging themes to two selected participants to establish the trustworthiness and dependability of the research findings. These two chosen participants were each allocated their individual sets of scripts and the predetermined codes derived from these scripts, and were then tasked with the validation process. This meticulous approach aimed to ensure the accuracy and consistency of the coding process and subsequent analysis, thereby enhancing the overall credibility and robustness of the study, in alignment with the principles outlined by Maxwell (2009). Additionally, to bolster the credibility of the research, substantial emphasis was placed on presenting the participants' own words prominently throughout the study, while limiting the extent of explanations provided. Finally, a third meeting was conducted to deliberate on the various phases of the research, with each step subjected to rigorous self-assessment to mitigate potential biases. These methodical processes were implemented with the overarching goal of enhancing the validity and reliability of the research findings (Creswell, 2007).

Results

In this particular section of the research, a comprehensive elucidation is provided regarding the outcomes derived from the study, including detailed discussions, conclusive remarks, and insightful recommendations. Through a meticulous examination of the findings, the identities of the teachers

whose viewpoints were solicited were systematically encoded and represented as "T1, T2, T3, ..., T26, T27, T28".

Findings for the First Question

The inquiry posed to the individuals comprising the study cohort pertained to their reflections on the origins of the various instances of disappointments encountered within the educational setting, specifically focusing on the query "What are the underlying causes of the disappointments you face in the educational setting?" This line of questioning was further reinforced through the incorporation of supplementary probing inquiries designed to delve into the underlying elements that precipitate instances of disappointments among educators operating within educational institutions. A comprehensive tabulation detailing the responses garnered from these inquiries is delineated in the subsequent sections for elucidation and analysis.

Table 2.

Teachers' Views on the Source of the Disappointments They Experienced at School

THEMES	CODES		f	Teachers (%)
Education System	Constant System Change		4	14
	Assignment		2	7
	Educational Philosophy and Policy		2	7
	Political Activities		1	4
	Inability to Act Autonomously		1	4
	Forcing Professional Development		1	4
	Bureaucratic Obstacles		1	4
Education Administrators	Administrator Approaches		11	39
	Unqualified Administrators		5	18
	Conflict with Administrators		3	11
	Negligence of Administrators		2	7
Parents	Intervention in Education		6	21
	Disturbing Behaviors		4	14
	Lack of Support		2	7
Students	Indifference		7	25
	Failure		5	18
	Transformation of Student Profile		2	7
	Cultural Differences		1	4
Teaching Profession	Inadequacy of University Education		6	21
	Physical	Financial Dissatisfaction	15	50
		Inadequacy of Learning Environment	10	36
		Social Life	7	18
	Psychological	Loss of Respect for the Profession	14	39
		Professional Expectations	13	32
		Lack of Professional Satisfaction	2	7

Teachers expressed their opinions about the code "Assignment" (*f*=2) as follows: "When we look at it, many teachers are caught up in the status quo and lead a static life after their assignment. This situation has a lot to do with the psychology of the teacher; the reactive behavior of each actor towards the event affects the personality and mood of the teacher over time. Unfortunately, it is impossible to reduce disappointment to a single point. The disappointments I have experienced do not mean that disappointments will be disappointing for everyone, and I have faced many situations what I consider normal, someone else considers extraordinary disappointing. This cannot be distinguished with sharp lines" (T12). "There can be many reasons. I can say reasons such as not being able to apply the knowledge gained in theory in practice, communication problems or misunderstandings with both teachers and administrators, disagreements, not being appointed after studying for years, not being paid the wage that is economically deserved, not valuing teachers, students not respecting teachers enough" (T20).

Regarding the code "Political Activities"; "I can say that success is not appreciated; favoritism, insufficient salary and using education for political activities is common. I can't speak too openly, but I think everyone is aware of what is it is. Political thoughts can find a place in the school environment. I think people with these thoughts should be purified from the education system" (T23). Also, when the "Educational Philosophy and Policy" code was examined in detail; "The policy carried out by the state is more than enough to upset you; complaint platforms such as CIMER etc. have destroyed the identity of the teacher and made him/her anonymous" (T26). "First of all, the decrease in purchasing power indexed to the economic picture of the country and the wrong policies followed in education negatively affect the expectations of the teachers" (T22). Moreover, when the "Constant System Change" code is analyzed; "The disappointment of teachers with the national education system is related to the constant change of the system. Especially teachers with exam group students may experience difficulties due to this situation" (T10).

Regarding the "Inability to Act Autonomously" code; "Teachers may experience disappointment especially because teachers cannot act autonomously, and their expertise is not respected. Teachers may feel under pressure. They cannot do what they want for children in their classrooms" (T10). Likewise, when the code "Forcing Professional Development" is examined; "Another one is that the teacher in the system is in such a big cycle that everything he/she thinks of developing himself/herself both personally and professionally starts to feel like a burden" (T19). Also, in the "Bureaucratic Barriers" code; "Bureaucratic barriers cause disappointments when they are forced to see a lot of paperwork and many people while getting a job done. This paperwork density and waiting in line robs teachers' time and prevents us from focusing on other tasks" (T15).

In addition, when the theme of "Educational Administrators" (*f*=21) was analyzed, teachers expressed their opinions about the code "Administrator Approaches" (*f*=11) as follows: "I was

disappointed not to receive appreciation from anyone at the end of something I had worked hard for. For example, I worked for days for an important duty and at the end of the day, I was very disappointed that no one even said "Teacher, Thank you for everything." I was very disappointed that no one even said such sentences" (S28). "In other words, there is a managerial mentality that says "come on, you are a teacher, you are a hard worker, you are good, you are this and that" but does not recognize the teacher when the first complaint is made. Enough is enough, teaching is a professional profession. It is not a profession of benevolence and charity. Why don't the state elders and the administrators in charge understand this? Can you say the same to the soldier, let's say you are unselfish, you are good, you are the king, don't give them their salary or cut their opportunities, let's see what happens. Isn't the soldier also a state employee, and this creates great disappointment in me" (T26).

Regarding the code "Unqualified Administrators" (*f*=5); "Our profession is not valued. Non-merit administrators alienate us from the profession. The fact that instead of merit, buddy-buddy-sergeant relations and political will play a role for promotion" (T13). "My biggest disappointment was the attitudes of administrators without merit. In particular, I encountered administrators who did not see, support and try to hinder our efforts. When we got a degree in the TÜBİTAK regional exhibition, the branch manager called us to his room and then took us out of his room without listening to us, saying why did you come here? Again, they gave certificates of achievement to their acquaintances, but those who really deserved it were not appreciated even verbally. Although these caused disappointments, we continue to work with love because our main duty is to serve our homeland by educating our children" (T6). Moreover, regarding the code "Negligence of Administrators" (*f*=2); "I think that the basis of the disappointments is due to the institution and living conditions. I do not think that the ministry and our country give the necessary importance and value to our profession. We encounter an approach outside of our professional definition" (T19); "Teachers, one of the most important elements of education, are ignored by governments and ministries" (T13). Besides, in the code "Conflict with Administrator" (*f*=3); "There may be many reasons. Not being able to apply the knowledge gained in theory in practice, communication problems with both teachers and administrators, or misunderstandings, disagreements and arguments are disappointing for me. It is very painful and insulting when administrators make a big deal out of small situations and then they hold a grudge and plan to victimize you by bringing it up in your first trouble" (T20).

When the theme of "Parents" (*f*=12) was examined, "Lack of Support" (*f*=2); "As a village teacher, I can say this: I am working in a region where parental support is almost non-existent. This was a big disappointment for me in my first year of office and still is..." (T18). Furthermore, upon scrutinizing the code "Intervention in Education" (*f*=6); "Of course, this is not only the fault of the children but also the parents, they think they are more knowledgeable than the teacher and they want to interfere in everything" (T16); "Instead of understanding and respecting the work done by teachers, parents can easily interfere in

education and even give advice" (T10); " Parents' expectations are different, they try to interfere with our profession, for example, some of them say, "You give too little homework", the other one says, "Teacher, you give too much homework, give less"…" (T7); "Sometimes parents try to give us advice about our profession as if they have a command of the teaching profession and always think that their children are right" (T4). Also, in the code of "Disturbing Behaviors" (*f*=4); "Parents' accusatory attitudes towards teachers under all circumstances and spoiled generation are among the reasons why teachers experience disappointments. In addition, the fact that teachers who work for years in the east cannot be stationed places they want for a long time and that they cannot get the wages they deserve also lead to disappointments" (T6).

Besides, when the theme of "Students" (*f*=15) was analyzed; "Failure" (*f*=5); "We want to observe that all the efforts we make are successful, but we observe that this success is not always seen. I think that the teacher's effort alone is often insufficient. Sometimes so much effort is given to a student, but the child does not study and fails. The student's failure and the grades they get drag me into a great disappointment" (T1); "Teaching is a multidimensional profession and disappointments can occur differently. Maybe it is mobbing by the school principal, maybe it is not being able to get the return for the efforts of the students. When students do not study and take responsibility, in short, when they fail at school, it creates disappointment in me" (T17). Also, upon examination of the code "Lack of interest" (*f*=7); "The biggest disappointment for me was the students who did not want to learn, I keep struggling to teach something to people who never want to learn a single word, this is a very tiring thing for me, and the colleagues who do not understand me are another issue, as well as the administrators who stand in my way when I want to do something" (T24); "Inadequate teacher salaries, irresponsible students and administrators, having to teach in the classical way within the framework of the impossibilities of most schools, and overcrowded classrooms are inevitable to cause disappointment in teachers over time" (T14). Furthermore, considering the code "Cultural Differences" (*f*=1); "Many factors such as the problems of foreign students getting used to the culture cause disappointment in teachers. We experience disappointment especially when Syrian students try to integrate into our education system. Language problems and cultural problems; I think it is also very difficult for the student to get used to us. When all these situations are taken into consideration, it is impossible not to experience disappointment" (T14). In addition, upon scrutiny, the script titled "Transformation of Student Profile " (*f*=2) is analyzed; "Although I define myself as a new generation teacher … Not being able to keep up with the new generation, not being able to adapt to them, their aimlessness leads me to a great concern about the future" (T25); "I think the constantly changing student profile is a great disappointment. The fact that students are a completely changing generation with social media tools such as tiktok etc. upsets us, the teachers. Failure to see the behaviors expected from students is one of the most important reasons for this. Even the way the students dress has changed now, long hair, earrings, dyed hair, it is hard to call a student a student" (T18).

Upon scrutiny, the theme titled "Teaching Profession" (*f*=67); "Inadequacy of University Education" (*f*=6); "Based on all these, it is very difficult to express this issue in such a short way. The biggest disappointment is the mismatch between expectation and reality. This is the biggest reason for the disappointment of a teacher who has just graduated from university and has never seen a classroom. It is very difficult for him/her ….. to shape them at a level that the student can understand. Anyway, the biggest excitement or disappointment happens at first. Then we accept the situation and as this peak situation decreases over time, comfort becomes inevitable. As long as there are no unexpected or unforeseen new situations, we enjoy our comfort zone" (T12); "The education received at the university and the practical training in schools in certain periods are not sufficient to prepare them for the situations they face when they are assigned. The theoretical education received according to idealized conditions and the internships they experience in public schools in the provinces where they receive university education cannot prepare prospective teachers well enough to produce solutions to the problems they may encounter in reality. For this reason, teachers who cannot find what they expect in the schools they are assigned with different expectations may experience disappointment" (T10).

As a sub-code of the main code "Physical"; "Financial Dissatisfaction" (*f*=15) is examined; "I think of the disappointments in the profession by dividing them into two as material and spiritual. The material financial difficulties and trying to keep up with the expensive living conditions wear people out and this situation continues throughout our professional life. Of course, although savings or expenditures are personalized, it would not be wrong to say that the income provided to teachers as a country is behind compared to other developed countries. Although this fact is not felt much in the first years of the profession, I think it turns into disappointment in the following years" (T17). Also, when the sub-code "Social Life" (*f*=7) is analyzed; "At the same time, the province/district/regional conditions where the school is located constitute one of the major obstacles for the teacher to hold on to the profession and be successful. It would not be wrong to add economic conditions to the inadequacy of regional conditions; in fact, great economic deprivation lies under the inadequacy of regional conditions. Unfortunately, I cannot go without mentioning the socio-economic inequality, the negativities in this society's view of the profession, it is impossible to change them, why teachers are not liked; why teachers are lying down, this situation should be investigated" (T15). Likewise, when the sub-code "Inadequacy of Learning Environment" (*f*=10) is examined; "I think that learning by doing and experiencing should be provided in the same way in all schools. Similar environments should be provided to all students" (T1); "It is inevitable that reasons such as insufficient teacher salaries, irresponsible students and administrators, having to teach the lesson in the classical way within the framework of the impossibilities of most schools, and overcrowded classrooms will cause disappointment in the teacher over time" (T14).

As a sub-code of the main code "Psychological"; " Lack of Professional Satisfaction" (*f*=2) is examined; "I can say that teachers are not appreciated for their achievements, that part of their educational life is not teacher-based, that there is no teacher satisfaction and that they are not emotionally satisfied" (T27). Additionally, when the sub-code "Professional Expectations" (*f*=13) is analyzed; "One of the biggest factors of disappointment is to enter into expectations that are disconnected from reality, or it means that we fall into a situation where the conditions are no longer enough to produce the results we desire. This also has to do with taking ourselves seriously and vice versa. It's about not seeing ourselves as we are, because we avoid facing reality. If we are on a path to get somewhere and there is an obstacle in the way and avoiding that obstacle prevents us from going further, we should not avoid that obstacle. The best thing to do is to be willingly and voluntarily exposed to things that we are afraid of or that affect us emotionally and be prepared for what it will transform us into, whereas the biggest disappointment here is not having that mental mindset and being emotionally weak and constantly running away from what we must face. It's very difficult to schematize it before we experience that what we're facing is different from what we think it is. We have templates in our head, and we perceive the world in these templates. For example, there are three different terms, and they are very unrelated to each other, but it is very difficult to talk or explain something to a second person who is not familiar with the professional jargon or the literature, because the second person has only two templates in his/her head. Let's say we have three templates (A, B and C). In this case the person we are talking to has two templates in his/her mind, A and B, but we are talking about C. In this case, the person accepts the C template as it should be by including it in B or A, which he finds closest to him" (T12); "The teacher who starts his/her career with great excitement and energy is often disappointed with the school where he/she is assigned, the administration, student and parent profile. He/she wants to see highly respectful students who are hungry for knowledge and always want to learn new things. They want to see smiling parents who have raised their children like flowers. He would like to see an administrator who is like a speedy rescue in every difficulty and fatigue. Unfortunately, most of the time they do not get the situations they want to see and live in. This creates disappointment for the teacher. When considering about the situation we are in, I envy our old teachers, because we were very respectful students. If we saw our teachers on the road, let alone complaining, we would change our way, we respected them so much that we couldn't bear to see them upset. Nowadays, students have gone so far astray that they almost pull down the teacher's pants. This is a great disappointment for me" (T16). What is more, upon examination of the code "Loss of Respect for the Profession" (*f*=14); "In addition to this, the teaching profession is becoming a profession that is increasingly discredited. Teachers are not given the value and prestige they deserve both in the eyes of students and parents and in the public opinion. Teachers may experience disappointment especially because teachers cannot act autonomously, and their expertise is not respected" (T10).

Findings for the Second Question

The participants who were part of the study group were prompted with the following inquiry: "In the context of your educational experiences, could you elaborate on instances that have led to feelings of disappointment?" This question was supplemented with a series of probing inquiries aimed at unearthing the specific instances of disappointments encountered by teachers within the school environment. The subsequent sections showcase the tabulated responses provided by the participants in relation to the aforementioned queries.

Tablo 3.

Main Themes Related to the Incidents leads to Disappointments Experienced by Teachers at School

Main Themes	*f*	%
Parents	53	21
Education System	52	21
Students	50	20
Colleagues	49	20
Education Administrators	43	18

When Table 3 is examined, a total of five main themes related to the second question were formed, namely "Parents (*f*=53)", "Education System (*f*=52)", "Students (*f*=50)", " Colleagues (*f*=49)" and " Education Administrators (*f*=43)". Sub-themes, codes and sub-codes of the main themes above are shown in Tables 3.1, 3.2, 3.3, 3.4, and 3.5 respectively.

Table 4.

Codes Related to the "Parents" Theme of the Disappointments Experienced by Teachers at School

Theme	Codes	*F*	Teachers (%)
	Indifference	13	43
	Having Different Expectations	5	18
	Considering Child Right in Every Situation	5	18
	Not Respecting Work Hours	5	14
	Not Respecting Expertise	5	18
	Making Official Complaints	4	14
	Not Accepting the Child's Situation	3	11
Parents	Helicopter Parent	2	7
	Expecting Privilege	2	7
	Being Open to the Student's Manipulation	2	7
	Condemn the Teacher	2	7
	Negative Behaviors towards the Teacher	2	7
	Gender Discrimination	1	4
	Seeing the Child as an Income Generator	1	4
	Seeing the Teacher as a Babysitter	1	4

Upon analyzing the code "Indifference" (*f*=13); "All school types I worked in were vocational and technical Anatolian high schools. Since they were disadvantaged regional schools, I was able to see the parents of most of my students almost one or two times for 4 years. When I asked them why they did not come to school when they came, even though it was rare, the answer of most of my parents was that "I could not find time to work for these children". Indifference and broken families are my biggest disappointment about parents" (T9); "A student whose parents are concerned usually does not cause problems. Indifferent and irresponsible parents cause disappointment. I told an illiterate 6th grade student that we should study an hour before school started, but neither the child nor her parents came. His mother didn't care. She had an older sister who went to high school. When I asked the boy if she would not help you, he said that his sister was also indifferent. A child left to his fate, no matter how eager and intelligent he is, is lost among such families" (T14). Moreover, regarding the code "Negative Behaviors towards the Teacher" (*f*=2); "There are negativities in the parents' point of view towards the teacher, there is a constant aim to look down on the teacher. Not to mention the fact that they belittle the teacher at every opportunity, I think parents have a complex. I really wonder what lies underneath this, why parents have such a negative view of teachers" (T15). Also, upon scrutinizing the code "Seeing the Child as an Income Generator" (*f*=1); "Unfortunately, parents are not educated enough themselves, so their children are not enthusiastic about reading, reading requires a certain cost, and if the student is not very successful, the parent is not in favor of studying, he wants his child to work as soon as possible and get into life and earn money, last year I met with a parent, he came to ask about the situation of the male student, he complained that his child did not study, he said that he had nearly 1000 small cattle and that the child preferred to take care of them" (T24). Likewise, upon examination of the code "Helicopter Parent" (*f*=2); "Parents make and are ready to make all kinds of sacrifices for their children. Parents are incredibly concerned about the future of their children and shaping their future is one of the biggest life goals for them. For a living creature to sacrifice itself for its own offspring is the greatest source of pleasure for it, this is an instinct that exists in living things. If we apply this to humans, a parent always wants the best for their child or children and is overprotective. This protective behavior makes it very difficult for children to become self-confident individuals. For a long time, the child cannot act as an individual and cannot make decisions. Making decisions means taking responsibility, and the greatest power is to take decisions on the side and to believe that this decision is right and to put it into practice, and leaders are strong because they do exactly this. I have seen such parents who come to the classroom, pick up the books under the desk, tie their shoes and feed them. The student who cannot take even this much responsibility, who cannot organize himself/herself and therefore cannot individualize, reflects this very clearly in his/her attitude in the lesson. Subconsciously, they develop a belief that why do I have to work for these things, my family is already taking care of me. Unfortunately, they do not develop the need and belief in the profession they will do when they are on their own in the future and the knowledge required for this profession. Families should contribute to the preparation of their children for transition rituals and should be supported" (T12).

Table 5.

Codes Related to the "Students" Theme of the Disappointments Experienced by Teachers at School

Themes	Codes		*f*	Teachers (%)
	Wasted Efforts		10	36
	Lack of Purpose		8	29
	Readiness Level		2	7
	Language Culture Problems		1	4
Students	Negative Behaviors	Disrespectful Behaviors	8	29
		Indifference	6	21
		Excessive Use of Social Media	3	11
		Ignoring Rules	3	11
		Breaking Promises	2	7
		Manipulating Parents	1	4
		Unnecessary Complaints	1	4
		Threatening	1	4

Upon scrutiny, the script titled "Wasted Efforts" (*f*=10) is analyzed; "One of the main disappointments that teachers experience with students is that the teacher thinks that the students understand him/herself and/or his/her lesson when he/she explains it. Teachers who do not receive feedback about the subjects or activities taught in the lesson may experience disappointment. For example, if the teacher does not get the results, he/she expected after the assessment and evaluation, the teacher feels disappointed and starts to question the education method. He/she thinks why success was not achieved" (T10). Similarly, upon scrutiny, the script titled "Lack of Purpose" (*f*=8); "They never want to learn anything, they are kept in the classroom by force, as if they were forced to go to school by their families. I want to show them that knowledge is not something terrible. I want to show them that learning has fun sides, but it is very difficult to make a person who does not want to cooperate, and it is very exhausting, and I am constantly compromising myself. Sometimes I don't recognize myself and the other day I found myself trying to persuade a student to give his pencil to another student. I have students who don't bring pencils even though they know they are going to take an exam and there are not only a few of them" (T24). Besides, upon scrutiny of the code "Disrespectful Behaviors" (*f*=8); "I think the biggest disappointment about the students may be the reasons such as disrespect, insulting, not listening to the teacher. For example, when I hear students using foul language in class or swearing when talking among themselves about another teacher, it bothers me. Sometimes I say that in our time there was respect for the teacher, and we were shy, but the new generation is not like that. This attitude of the students creates disappointment in me" (T20).

Table 6.

Codes Related to the "Education Administrators" Theme of the Disappointments Experienced by Teachers at School

Themes	Codes	*f*	Teachers (%)
Education Administrators	Not Acting Justly	9	29
	Mobbing	6	18
	Failure to Meet Expectations	5	18
	Not Supporting the Teacher During Hard Times	4	14
	Not Appreciating	4	14
	Communication Skills	3	11
	Not Complying with Legislation and Rules	3	11
	To Act Biased According to the Union	3	11
	Not Being Solution Oriented	2	7
	Being Inexperienced	1	4
	Having Excessive Expectations	1	4
	Paper Based Management	1	4
	Long and Boring Meetings	1	4

Regarding the code "Failure to Meet Expectations" (*f*=5); "Inadequate administrators who do not have leadership qualities... When you look at most school principals, we cannot see that they have not even picked up a book, have not read a book, have no desire to educate and develop themselves scientifically, academically or in terms of field, and they prevent teachers who want to improve themselves. Most of them are selected through methods such as unions etc. This has a negative effect on teachers' willingness" (T23). Similarly, upon examination of the code "Lack of Appreciation" (*f*=4); "A form of education carried out in cooperation with the school administrator leads both teachers to enjoy their working environment and to increase success, which is one of the most important outcomes of the education process. Teachers who have problems with the school administration may be reluctant to do their jobs and their commitment to the institution they work for decreases. For example, a teacher whose work is not appreciated or constantly criticized by the school principal will experience disappointment" (T5).

Table 7.

Codes Related to the "Education System" Theme of the Disappointments Experienced by Teachers at School

Themes	Codes		*f*	Teachers (%)
Education System	Education	Curriculum	6	18
		Constant Changes in the Education System	4	14
		Constant Changes in the Evaluation System	2	7
		Inadequacy of the Scope of Auxiliary Educational Resources	2	7
		Not Failing the Class	1	4
		Lack of Adequate Supervision	1	4
	Education Management	Educational Policies	5	18
		Reducing Teacher Authority	2	7
		One-sided View (from the Student's Perspective)	2	7
		Appointing Unqualified Administrators	2	7
		Inadequacy of Central Administration	2	7
		Political Relations	2	7
		Bureaucratic Obstacles	2	7
		Force to Make Unqualified Projects	2	7
		Not Taking Expectations into Consideration	1	4
		Assigning Drudgery	1	4
	Personnel Procedures	Not Being Able to Relocate (Transfer)	5	14
		Not Supporting Staff	2	7
		Not Giving Opportunities for Self-development	2	7
		Not Being Able to Allocate Time for Self-development	1	4
		Being Supernumerary	1	4
		Long Duration of Personnel Procedures	1	4

Upon analyzing the code "Curriculum" (*f*=6); "I felt like saying that it should be completely changed. There is a curriculum that tries to robotize the students and dulls their creativity and questioning skills for almost all courses, I do not find this right, we have become robots in this system, according to the annual plan, teach the subject by competing with minutes, then make an exam, then why students do not like school, why they run away from school, the reasons are obvious. This system destroys children's energies, lights, thinking skills and imagination" (T7); "One of the biggest problems teachers face in the national education system is the curriculum. The curriculum, which has a very dense content, is not suitable for every class or every school, and it may be more appropriate to flex the lesson plans on the basis of school and class. Most of the teachers are worried about the curriculum and they cannot get the desired success from the students." (T5). Moreover, upon examination, the code " Educational Policies " (f=5) was scrutinized; "The education system is based on keeping students in the system, but not every student should stay in the system, some have very different needs, there is no point in forcibly keeping them in school. Even though the student harms other students and we have suspended him/her many times, the student continues to come to

school, he/she never gives up, the school is like his/her kingdom, we can neither stop him/her from absenteeism nor expel him/her for disciplinary offenses, unless he/she leaves the school voluntarily, that student is with us and he/she continues to harm other students, teachers and everyone around him/her, he/she uses substances, he/she has behavioral disorders, this student should be treated as an inpatient." (T24); "We have adopted constructivism as an educational philosophy, but in practice we continue with essentialism. The classes are very crowded. Therefore, there is no opportunity to deal with each one individually. I think this is the biggest disappointment. Class size should be reduced, school facilities should be increased and children's learning by doing and experiencing should be supported in every sense" (T14). And, upon examination of the code "Not being able to relocate" ($f=5$); "It needs to be updated according to the needs of the age. These disappoint me. For example, it is difficult to relocate newly appointed teachers…" (T28).

Table 8.

Codes Related to the "Colleagues" Theme of the Disappointments Experienced by Teachers at School

Themes	Codes		*f*	Teachers (%)
Colleagues	Human Relationships	Jealousy	8	18
		Schism	7	25
		Gossiping	6	18
		Put Pressure On	3	11
		Not Respecting Opinions	2	7
		Complaining	2	7
		Gotcha	1	4
		Discourtesy	1	4
		Self-seeking	1	4
	Teaching Profession	Refusing to Cooperate	8	29
		Failure to Develop Professionally	4	14
		Losing Enthusiasm	3	11
		Not Taking Responsibility	1	4
		Rubber-stamp	1	4
		Being Technologically Backward	1	4

Upon analyzing the code "Jealousy" ($f=8$); "The disappointments that teachers experience with each other can be seen as teachers seeing each other as rivals and sometimes exhibiting attitudes that do not suit an educator. For example, hiding course materials from each other, gossiping with other teachers, forming cliques and excluding each other. Although these situations are more common in private schools, they can also occur in public schools." (T10). What is more, upon scrutinizing the code "Refusing to Cooperate" ($f=8$); "From time to time, there may be problems with cooperation. As long as each teacher respects each other's field and branch, I don't think these problems will occur. However, the biggest problems arise from disrespect and lack of cooperation" (T19). Also, upon examination of the code "Schism" ($f=7$); "The efforts of some teachers to turn the school into the golden days those housewives attended, the intense gossip they spread about the school staff, the unnecessary student races of those from the same group, union clans, the intolerance of

some teachers who are about to retire to the chirpy children's voices." (T16). Similarly, upon scrutiny, the script titled "Gossiping" (*f=6*) is analyzed; "I think the biggest problem with our teacher friends is gossip. They talk about everything except education in the teachers' room and the most painful thing is that they cannot unite when a teacher is in trouble, and they always think about their interests" (T26).

Findings for the Third Question

The inquiry posed to the individuals within the research cohort pertained to the impacts, both favorable and unfavorable, of the disappointments encountered during their educational tenure on their personal attributes, occupational demeanor, and daily routines spanning from their initial employment to retirement. This inquiry was complemented by supplementary prompts aimed at elucidating the constructive and adverse repercussions of disappointments faced by educators in educational institutions. The responses to these inquiries have been delineated in the ensuing Table 9.

Table 9.

Teachers' Views on the Positive and Negative Effects of the Disappointments They Experienced at School

Themes	Codes	*f*	Teachers (%)
Positive Effects	Gain Experience	8	29
	Becoming Patient	3	11
	Learning to be Happy in Every Situation	2	7
	Becoming Attached to the Profession	2	7
	Acting According to the Legislation	2	7
	Learning to Stay Unresponsive	2	7
	Becoming Idealistic	1	4
Negative Effects	Disengagement from the Profession	9	32
	Burnout	6	18
	Unrest in Family Life	4	14
	Decline in Motivation	4	14
	Becoming Aggressive	3	11
	Learning to Role Play	2	7
	Unhappiness	2	7
	Fear of Social Exclusion	2	7
	Lose Confidence	2	7

Upon scrutiny, the script titled " Disengagement from the Profession" (*f=9*) is examined; "These disappointments we experience make me hopeless, I feel that no matter how hard I try, I cannot achieve a result and I think I will give up trying. Disappointments affect me negatively in this aspect in daily life" (T28). Moreover, upon scrutiny of the code " Gain Experience" (*f=8*); "There have been and are situations that affect me in both senses. I think in this process, I will learn something from every class I enter and every student I communicate with. Some things will settle over time, every disappointment or a good memory we

experience has a great impact on my teaching, my personality, whatever makes me who I am. While a negative moment reminds me to be careful in another event, a good memory makes me say that I am glad I am a teacher" (T18). In addition, upon examination of the code "Burnout" (f=6); "I don't think it has a positive effect. The negative effect is burnout syndrome and loss of idealism. I can say that I start to stay completely away from education and the feeling of loneliness" (T13). Furthermore, upon analyzing the code "Becoming Patient" (f=3); "Positive reflections: Not losing self-belief and self-esteem, learning to be patient, being able to empathize, using correct communication, being self-confident as a result of increasing professional experience over the years in the profession, being able to fight against difficulties" (T20).

Discussion and Conclusion

As a consequence of the data uncovered in the findings section, the outcomes pertaining to the disappointments encountered aligning with the viewpoints of the teachers were initially examined in terms of the origins of the disappointment, subsequently in relation to the causes, and lastly in consideration of the favorable and unfavorable impacts on their careers.

The research was initially planned with the goal of exploring teachers' perspectives and insights on disappointment, starting from a broad perspective and moving towards more specific aspects. The first question in the semi-structured interview format used for this purpose is focused on identifying the root causes of disappointments encountered in educational settings. This particular question aims to assess whether teachers possess a systematic and analytical understanding of the reasons behind their disappointments in general. It was chosen to be the first question due to its alignment with the deductive approach of the study and the expectation for teachers to approach their disappointments in a professional manner. The objective is to analyze the concept of disappointment as perceived by teachers by encouraging them to reflect on their experiences from a broader perspective, and to investigate whether they have a structured approach towards understanding the underlying reasons for the negative situations they encounter.

After inquiring whether the teacher possesses a professional perspective on the concept of disappointment, the subsequent query "In the context of your educational experiences, could you elaborate on instances that have led to feelings of disappointment?" delves into more routine, personal, and small-scale occurrences. Furthermore, an investigation is conducted concerning the distinctive incidents encountered by the teacher in their daily professional life, aiming to unveil circumstances that may have escaped their notice. The complementary nature of the first and second inquiries in terms of their objective becomes apparent. The researchers initially hypothesized that diverse themes and codes would emerge during the design phase of the study for the first and second

questions. However, it was observed that both questions yielded comparable results upon completion of the research. This finding indicates that educators demonstrate a heightened level of consciousness regarding the challenges they face in their daily professional routines, exhibit a capacity for systematic reflection, and are adept at identifying the root causes of adversities as a crucial initial step towards resolution.

When comparing the outcomes of the first and second inquiries, a consensus emerges regarding the education system, educational leaders, parents, and students. This indicates a convergence of nearly 80%, leading researchers to infer that disappointment is a prominent issue among teachers that warrants consideration. The first question necessitates a more in-depth and theoretical explanation concerning the systemic factors contributing to disappointment. Consequently, teachers scrutinized the adverse circumstances and recounted personal anecdotes, recognizing that the challenges impacting their daily routine were a byproduct of a larger system. Given the overlapping results of these two questions, it was deemed that they served a distinct purpose, contributing uniquely to the qualitative study. Therefore, it was determined that presenting the initial and subsequent inquiries separately in the research findings was appropriate.

This study provides a nuanced understanding of the multifaceted nature of teacher disappointment within the Turkish educational context. The findings illuminate the various sources of disappointment that teachers encounter, encompassing the education system, educational administrators, parents, students, the teaching profession itself, and their colleagues. These disappointments, as revealed in the teachers' narratives, can exert both positive and negative influences on their personal and professional lives. While they may lead to disengagement, burnout, and diminished motivation, they can also foster resilience, patience, and a profound commitment to the teaching profession (Grossman & Oplatka, 2020). The study's findings underscore the urgent need for systemic changes to address the root causes of teacher disappointment. The implementation of policies and practices that cultivate a more supportive and empowering environment for teachers is imperative. To achieve this, it is essential to allocate sufficient resources, encourage continuous professional growth for educators, and nurture collaborative partnerships between teachers and school leaders. The creation of a thriving and effective learning environment hinges upon fostering transparent communication, mutual respect, and a shared sense of responsibility among all stakeholders, including teachers, parents, and students. The study's emphasis on the Turkish educational landscape provides invaluable insights into the unique obstacles encountered by educators within this specific context. However, the findings also resonate with broader themes in the

literature on teacher disappointment, suggesting that these challenges are not unique to Türkiye. This underscores the global nature of teacher frustration and the need for international collaboration to address these issues. The study's limitations, including the relatively small sample size and its confinement to one district in Türkiye, warrant consideration. The scope of future investigations could be broadened by encompassing a larger and more geographically diverse sample of teachers, enabling a deeper exploration of their experiences across various educational settings. Furthermore, longitudinal research designs could shed light on the enduring effects of teacher disappointment on their overall well-being and career paths. This study, despite its limitations, offers a substantial contribution to the existing body of knowledge on teacher disappointment. By providing a nuanced comprehension of the origins and ramifications of disappointment from the perspective of educators themselves, this research has the potential to inform initiatives aimed at enhancing teacher well-being and, consequently, elevating the overall quality of education. The insights garnered from this study can serve as a valuable resource for teachers, empowering them to navigate the intricacies of their profession with heightened resilience and effectiveness, thereby cultivating a more favorable and gratifying educational milieu for all stakeholders involved.

The research indicates that the actions and decisions of those in leadership positions within schools play a substantial role in the discontent experienced by teachers. Reasons for teacher disappointment stemming from educational leaders include the inability to establish fairness, lack of support from superiors, ineffective communication management, and deficiencies in leadership abilities. These issues highlight communication challenges and misunderstandings between teachers and school leaders. Such occurrences are unexpected in our education system, where administrators are typically former teachers. To address teachers' discontent with administrators, efforts should focus on enhancing teacher-administrator collaboration and implementing a mutually beneficial approach. By offering leadership development training to administrators, it is believed that teacher morale can be improved (Özgan & Bozbayındır, 2011). The current study aligns with previous research indicating that teachers often experience disappointment due to administrators' perceived lack of merit, conflicts with administrators, and their negligence (Çevik, 2019). The significant impact that school administrators have on the well-being and job satisfaction of teachers is a well-established concept in the field of education. The existing research consistently emphasizes the crucial role of supportive leadership, clear communication, and the acknowledgment of teachers' professional skills in creating a positive and fulfilling work environment (Dinham & Scott, 2000; Leithwood et al., 2004). In line with this, Sutton (2007) emphasizes the critical role of school leadership in shaping the

overall school climate and teacher experiences. The research highlights that when school leaders fall short of fulfilling teachers' expectations, exhibit unjust behavior, or engage in harmful practices like mobbing, it can result in a profound sense of disappointment among teachers, significantly affecting their overall well-being.

Considering the duration of time that educators and students spend in an educational environment, it would not be deemed highly effective from an efficiency standpoint to confine two key participants who are unable to showcase a willingness to collaborate harmoniously while also lacking mutual comprehension within the confines of a physical structure such as school walls. Therefore, research endeavors aimed at uncovering the expectations that students harbor towards their teachers are poised to yield substantial benefits, particularly with regards to enabling educators to establish more profound connections with the evolving student populace. Furthermore, the study also highlights the potential existence of problematic areas within the teacher cohort, underscoring the importance of investigations that shed light on the impacts of interpersonal teacher dynamics and occupational conditions on their ability to effectively collaborate while discharging their professional duties. The establishment of agreement, reconciliation, and effective teamwork amongst teachers is poised to permeate throughout the entire educational institution, consequently exerting a positive influence on the overall quality of education imparted within the organization. Previous research supports the notion that student indifference, failure, and changing student profiles can be significant sources of teacher disappointment (Grossman & Oplatka, 2020). Moreover, the current study echoes findings from other research that points to the negative impact of colleagues' jealousy, gossip, and lack of cooperation on teacher morale (Demir, 2021). The literature extensively covers the difficulties that arise from student behavior and interactions with peers, with research underscoring the necessity for effective classroom management techniques, conflict resolution abilities, and a nurturing school atmosphere (Jennings & Greenberg, 2009; Klassen et al., 2010). The adverse impact of student apathy and lack of motivation on teachers' emotional well-being, resulting in feelings of disappointment and frustration, is further emphasized by Tang and Hu (2022). The current investigation contributes to this existing knowledge base by pinpointing specific student behaviors, such as disrespect, excessive social media usage, and a perceived lack of purpose, that contribute to teacher disappointment. These results highlight the critical importance of addressing student engagement and motivation to enhance teacher well-being and job satisfaction. Furthermore, the study reveals that cultural disparities can also play a role in teacher disappointment, particularly in educational settings characterized by diverse student populations.

The current research also sheds light on the significant role of parents in shaping teachers' experiences. Parental indifference, unrealistic expectations, and interference in educational matters can lead to frustration and disappointment among teachers. The results of the current research resonate with prior investigations that have recognized parental involvement as a potential contributor to teacher stress and burnout (Epstein et al., 2018; Skaalvik & Skaalvik, 2010). This study contributes to this understanding by highlighting specific instances of parental behavior that contribute to teacher disappointment, such as making complaints, not respecting teachers' expertise, and expecting privileges for their children. The results of this study emphasize the critical need for establishing open and effective communication channels, as well as fostering a collaborative relationship between teachers and parents. The aim is to create a nurturing and supportive learning environment that benefits the students. The narratives shared by the teachers shed light on the difficulties they encounter when navigating the intricate dynamics of parent-teacher relationships, particularly in situations where parental expectations and involvement might not align with the practical realities of the classroom setting.

Furthermore, the study reveals that teachers' disappointment can also stem from systemic factors, such as the education system itself and the teaching profession. Constant changes in the education system, inadequate university education, and financial dissatisfaction were identified as significant contributors to teacher disappointment. These findings resonate with existing literature that highlights the challenges associated with educational reforms, teacher preparation programs, and the perceived lack of respect and recognition for the teaching profession (Ingersoll & Smith, 2003; Zeichner & Gore, 1990). The current study adds to this discourse by providing specific examples of how these systemic factors manifest in the Turkish context and contribute to teacher disappointment. The teachers' accounts express a sense of discontentment with the continuous policy changes and reforms, which they view as disruptive and detrimental to their professional autonomy. The perceived shortcomings in their university education and the limited opportunities for professional development further exacerbate their feelings of disappointment and disillusionment.

The current investigation's examination of the diverse ways in which teacher disappointment affects their personal and professional lives provides a deeper understanding of the intricate relationship between the emotional experiences of educators and their overall well-being. The findings reveal that teacher disappointment can have both detrimental and constructive consequences, highlighting the dynamic nature of this emotional state. The study reveals that teacher disappointment can have several detrimental consequences, including a growing sense of detachment from their work,

emotional exhaustion, disruptions in their personal lives, decreased motivation, and heightened levels of irritability or anger. These observations are consistent with prior research that has established a link between teacher stress and frustration and adverse effects on their mental health, job satisfaction, and overall well-being (Klassen et al., 2010; Skaalvik & Skaalvik, 2010). The accounts shared by the teachers in this study offer tangible illustrations of how disappointment can permeate their lives, resulting in emotions such as despair, fatigue, and a sense of disconnection from their professional responsibilities.

On the other hand, the study also uncovers positive impacts of teacher disappointment, such as gaining experience, becoming more patient, learning to be happy in every situation, and developing a stronger attachment to the profession. These findings offer a unique perspective that challenges the prevailing narrative of teacher disappointment as solely detrimental. The teachers' narratives reveal that disappointment can also serve as a catalyst for growth and development, fostering resilience, adaptability, and a deeper sense of purpose. The notion that negative emotions, when handled adeptly, can yield positive outcomes such as heightened self-awareness, improved coping mechanisms, and enhanced problem-solving skills, finds support in existing research (Grossman & Oplatka, 2020; Lazarus & Folkman, 1984). The current investigation further enriches this understanding by shedding light on the specific avenues through which educators can transmute their encounters with disappointment into opportunities for both personal and professional development.

The research findings indicate that teacher disappointment is not a fixed or one-dimensional issue, but rather a fluid and intricate emotional experience with the potential for both positive and negative outcomes. The teachers' personal accounts shed light on the multifaceted nature of disappointment, emphasizing the interconnectedness of individual, interpersonal, and systemic factors in influencing their emotional reactions. The study's findings underscore the importance of recognizing and addressing the diverse impacts of teacher disappointment to promote teacher well-being and create a more supportive and fulfilling educational environment.

This research inquiries into the psychological aspect of teachers, a pivotal component in the realm of education, with a specific focus on the disappointments that teachers encounter within the context of their professional careers. The significance of this study in shedding light on such matters cannot be overstated; however, a more thorough examination of the emerging themes is warranted, necessitating additional research endeavors. Exploring distinct research avenues stemming from the

findings of this study will facilitate a comprehensive analysis of the various disappointments that teachers face during their tenure.

The qualitative approach employed in this research allows for a profound understanding of the subject matter, but the limited number of participants restricts the generalizability of the findings to a wider population. Consequently, conducting field surveys utilizing scales developed based on this research will pave the way for more inclusive studies with larger sample sizes that can be generalized with greater confidence. The primary factors contributing to teacher disappointment can be traced back to the interactions and relationships they have with various stakeholders in the educational environment, including parents, students, school administrators, and fellow colleagues. Upon closer inspection of the stakeholders in education, it is evident that these factors, often perceived as sources of disappointment, actually form the foundation of the system and are essential components. Therefore, the study highlights an issue that arises among stakeholders, emphasizing the need for a more detailed analysis of this problem and an exploration into the underlying reasons for the challenges encountered between each stakeholder group and teachers. In the contemporary landscape where the characteristics of parents and students are evolving, conducting research in this area offers an opportunity to foster collaboration by redefining the expectations and responsibilities of stakeholders towards one another. Consequently, investigating the dynamics between teachers and parents holds considerable significance. Research focusing on the efficacy of communication methods between teachers and parents within the educational context will facilitate discussions on modern communication tools like WhatsApp vs., shedding light on the necessity for establishing effective channels of communication. This exploration into the realm of communication between stakeholders has the potential to enhance the overall educational experience and foster stronger partnerships between all involved parties.

The subject matter of this study is intricately linked with cultural influences. The exploration of teacher disappointment across different cultures can illuminate the common challenges faced by educators globally, while also revealing the subtle cultural influences that shape their emotional experiences and coping strategies (Klassen et al., 2012). The research conducted by Yıldırım and Tabak (2019) with pre-service teachers in Türkiye, which identified the prevalence of intense emotions like compassion, love, and boredom, suggests that cultural factors may indeed play a significant role in shaping the emotional landscape of teachers. The current study's findings on the sources and impacts of teacher disappointment in Türkiye can serve as a valuable point of comparison for future research conducted in different cultural contexts.

In summary, this research has illuminated the intricate nature of teacher disappointment, revealing the interconnectedness of personal, interpersonal, and systemic factors that contribute to this phenomenon. The study's results underscore the necessity of adopting a multifaceted strategy to tackle teacher disappointment, encompassing policy adjustments, leadership enhancement initiatives, improved communication channels, and a dedicated focus on cultivating positive relationships among all stakeholders within the educational sphere. By proactively addressing the underlying causes of teacher disappointment, we can create a more nurturing and fulfilling professional environment for educators, ultimately leading to enhanced student outcomes and a more dynamic and thriving educational landscape.

Recommendations

When examining the factors that lead to teacher dissatisfaction, they can be identified as the constant changes in the educational system, negative attitudes from administrators, parental interventions in the education process, students' lack of interest and direction, and discontent with the financial aspects of the profession. The sources of disappointment reveal that teachers are significantly impacted by both the physical and psychological aspects of the school environment. In essence, teachers are subjected to a wide range of influences during the educational process. Therefore, the active involvement of teachers, who are key stakeholders in education, in decision-making processes can help alleviate disappointment and promote teacher well-being in schools. By allowing teachers to voice their needs and preferences, they can cultivate a more positive work environment for themselves.

Parents contribute to teachers' disappointment by failing to engage in the education process, making demands beyond the school's objectives, disregarding the teacher's personal life after hours, and neglecting to support the professional expertise of the teacher. In the realm of education, while the teacher and student can achieve success independently, parental involvement is crucial for this progress. Parents should be integrated into the school environment akin to students, facilitating their active participation and support. Even though a student cannot navigate the educational journey without parental guidance, the teacher, student, and parent collaborate in this endeavor. Developing a curriculum for parents to follow alongside students in educational institutions, incorporating it into lifelong learning and distance education, will elevate the school's role in society to a more significant and crucial position, thereby transforming parental disappointments into unity and collaboration.

The study's findings suggest that educational administrators, who play leadership roles in schools, significantly contribute to the dissatisfaction felt by teachers. Reasons for teacher disappointment stemming from educational leaders include the inability to establish fairness, lack of support from superiors, ineffective communication management, and deficiencies in leadership abilities. These issues highlight communication challenges and misunderstandings between teachers and school leaders. Such occurrences are unexpected in our education system, where administrators are typically former teachers. To address teachers' discontent with administrators, efforts should focus on enhancing teacher-administrator collaboration and implementing a mutually beneficial approach. By offering leadership development training to administrators, it is believed that teacher morale can be improved.

This research inquiries into the psychological aspect of teachers, a pivotal component in the realm of education, with a specific focus on the disappointments that teachers encounter within the context of their professional careers. The significance of this study in shedding light on such matters cannot be overstated; however, a more thorough examination of the emerging themes is warranted, necessitating additional research endeavors. Exploring distinct research avenues stemming from the findings of this study will facilitate a comprehensive analysis of the various disappointments that teachers face during their tenure.

While the qualitative methodology employed in this study enhances the depth of comprehension regarding the subject matter, the constrained participant pool hinders the extrapolation of findings to a broader context. Consequently, conducting field surveys utilizing scales developed based on this research will pave the way for more inclusive studies with larger sample sizes that can be generalized with greater confidence. When examining the primary causes of the disappointments that teachers face, it becomes apparent that parents, students, educational administrators, and colleagues play significant roles. Upon closer inspection of the stakeholders in education, it is evident that these factors, often perceived as sources of disappointment, actually form the foundation of the system and are essential components. Therefore, the study highlights an issue that arises among stakeholders, emphasizing the need for a more detailed analysis of this problem and an exploration into the underlying reasons for the challenges encountered between each stakeholder group and teachers. In the contemporary landscape where the characteristics of parents and students are evolving, conducting research in this area offers an opportunity to foster collaboration by redefining the expectations and responsibilities of stakeholders towards one another. Consequently, investigating the dynamics between teachers and parents holds considerable

significance. Research focusing on the efficacy of communication methods between teachers and parents within the educational context will facilitate discussions on modern communication tools like WhatsApp vs., shedding light on the necessity for establishing effective channels of communication. This exploration into the realm of communication between stakeholders has the potential to enhance the overall educational experience and foster stronger partnerships between all involved parties.

Considering the duration of time that educators and students spend in an educational environment, it would not be deemed highly effective from an efficiency standpoint to confine two key participants who are unable to showcase a willingness to collaborate harmoniously while also lacking mutual comprehension within the confines of a physical structure such as school walls. Therefore, research endeavors aimed at uncovering the expectations that students harbor towards their teachers are poised to yield substantial benefits, particularly with regards to enabling educators to establish more profound connections with the evolving student populace. Furthermore, the study also highlights the potential existence of problematic areas within the teacher cohort, underscoring the importance of investigations that shed light on the impacts of interpersonal teacher dynamics and occupational conditions on their ability to effectively collaborate while discharging their professional duties. The establishment of agreement, reconciliation, and effective teamwork amongst teachers is poised to permeate throughout the entire educational institution, consequently exerting a positive influence on the overall quality of education imparted within the organization.

Given that the subject matter of this study is intricately linked with cultural influences, it is posited that conducting similar studies across diverse nations could provide a basis for comparative analysis. Through such endeavors, the psycho-social dynamics within educational institutions can be accentuated, offering a more nuanced understanding of the processes at play within schools.

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Conflict of Interest

It has been reported by the authors that there is no conflict of interest.

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Ethical Standards

We have carried out the research within the framework of the Helsinki Declaration; the participants are volunteers and know that they can give up if they do not want to participate the research. The research does not include any harmful implementation, or the researchers do not obtain any special or sensitive information from participants.

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