

INVESTIGATING THE RELATIONSHIP BETWEEN NOVICE TEACHER
COMMITMENT AND INVOLVEMENT IN PROFESSIONAL DEVELOPMENT

A THESIS SUBMITTED TO
THE GRADUATE SCHOOL OF SOCIAL SCIENCES
OF
MIDDLE EAST TECHNICAL UNIVERSITY

BY

ZEYNEP TURGUT

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR
THE DEGREE OF MASTER OF SCIENCE
IN
THE DEPARTMENT OF EDUCATIONAL SCIENCES, CURRICULUM AND
INSTRUCTION

SEPTEMBER 2023

Approval of the thesis:

**INVESTIGATING THE RELATIONSHIP BETWEEN NOVICE TEACHER
COMMITMENT AND INVOLVEMENT IN PROFESSIONAL DEVELOPMENT**

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ABSTRACT

INVESTIGATING THE RELATIONSHIP BETWEEN NOVICE TEACHER COMMITMENT AND INVOLVEMENT IN PROFESSIONAL DEVELOPMENT

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September 2023, 195 pages

The goal of this study was to examine the differences in teacher commitment across several groups of novice teachers and to investigate to what extent the different dimensions of teacher commitment can be predicted based on their level of involvement in professional development activities. The study employed a quantitative research design that incorporated causal-comparative and correlation procedures. The data were collected from a sample of 218 novice teachers, who were chosen via two-stage cluster random sampling. The process of data collecting involved the utilization of both the Teacher Commitment Scale and the Professional Development Activities Scale. According to the findings of the independent sample t-tests, there was no statistically significant gender difference. Conversely, a significant difference was found in favor of teachers who possessed graduate degree experience and those who had acquired their degrees from education faculties. The one-way analysis of variance findings did not reveal any statistically significant differences in relation to the school-level. The results of a simple linear regression analysis demonstrated that the professional development involvement of novice teachers significantly and positively predicts their commitment to work-related

activities and students. However, the analysis uncovered a significant negative relationship between commitment to profession and involvement in professional development activities.

Keywords: novice teachers, teacher commitment, teacher professional development

ÖZ

GÖREVE YENİ BAŞLAYAN ÖĞRETMENLERİN ÖĞRETMEN ADANMIŞLIKLARI İLE MESLEKİ GELİŞİME KATILIMLARI ARASINDAKİ İLİŞKİNİN İNCELENMESİ

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Yüksek Lisans, Eğitim Bilimleri, Eğitim Programları ve Öğretim Bölümü

Tez Yöneticisi: Dr. Elif ÖZTÜRK

Eylül 2023, 195 sayfa

Bu çalışmanın amacı, yeni göreve başlayan çeşitli öğretmen grupları arasındaki genel öğretmen adanmışlığındaki farklılıkları incelemek ve öğretmen adanmışlığının farklı boyutlarının, profesyonel mesleki gelişim faaliyetlerine katılım düzeylerine dayalı olarak ne ölçüde öngörülebileceğini araştırmaktır. Nicel araştırma desenlerinden olan karşılaştırma ve ilişkisel araştırma desenleri kullanılarak yürütülen çalışmada iki aşamalı küme rasgele örnekleme yoluyla seçilen 218 öğretmenden Teacher Commitment Scale ve Professional Development Activities Scale aracılığıyla veriler toplanmıştır. Bağımsız örneklem t-testlerinin bulguları, cinsiyet açısından istatistiksel olarak anlamlı bir fark olmadığını göstermiştir. Öte yandan, lisansüstü deneyime sahip öğretmenler ile eğitim fakültelerinden mezun olanlar lehine istatistiksel olarak anlamlı bir fark bulunmuştur. Tek yönlü varyans analizi sonuçları, öğretim verilen okul düzeyi açısından istatistiksel olarak anlamlı bir farka işaret etmemiştir. Basit lineer regresyon analizinin sonuçları, yeni göreve başlayan öğretmenlerin mesleki gelişime katılım düzeylerinin öğretmenlerin iş ile ilgili faaliyetlere ve öğrencilere olan adanmışlıklarını anlamlı ve olumlu bir şekilde yordadığını göstermiştir. Ancak,

analiz aynı zamanda yeni göreve başlayan öğretmenlerin mesleğe olan adanmışlıkları ve mesleki gelişime katılım düzeyleri arasında anlamlı bir negatif ilişki bulunduğunu da ortaya çıkarmıştır.

Anahtar Kelimeler: göreve yeni başlayan öğretmenler, öğretmen adanmışlığı, öğretmen mesleki gelişimi

ACKNOWLEDGMENTS

I would like to express my appreciation and my most sincere gratitude to the following people, and all of whom have assisted me in getting started on, continuing with, and completing this piece of work.

First and foremost, I would like to thank my supervisor, Assist. Prof. Dr. Elif Öztürk, for always being there for me. She provided me with continuous encouragement and support from the very beginning of this journey. In addition to her valuable feedback and guidance, her positive attitude assisted me in completing this challenging process. I will always feel grateful to have had the opportunity to work with her. I would also like to express my gratitude to my dear jury members, Assoc. Prof. Dr. Münevver İlgün-Dibek and Assoc. Prof. Dr. Nur Akkuş-Çakır, for their insightful comments and constructive feedback, which greatly enriched my study.

I would like to extend my gratitude to my parents, Sema Turgut and İsmail Turgut, my sister, Reyhan Turgut for their support and unwavering confidence in me. My deepest thanks go to my greatest luck, Emir Yalçınlı. I could not have finished my thesis without his encouragement, never-ending understanding, and trust in me, even when I doubted myself or felt lost.

I would also like to thank my colleagues, Ceydanur Karaaslan and Selin İncesu for their support through challenging times. I owe a huge thank to my study buddy, Oya Özgün, who finds the most beautiful study locations for our study dates and motivates me with her devotion. I want to extend my deepest appreciation to my classmates, Ece Koçak and Şevval Kübra Özer, for the encouragement we provided to one another during this process.

Last but not least, I would like to thank TÜBİTAK (The Scientific and Technological Research Council of Turkey) for giving me the opportunity to be their scholar and benefit from their financial support.

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LIST OF ABBREVIATIONS

CFA	Confirmatory Factor Analysis
EFA	Exploratory Factor Analysis
MoNE	Ministry of National Education
OECD	The Organization for Economic Co-operation and Development
PDA	Professional Development Activities
PISA	Programme for International Student Assessment
RMSEA	Root Mean Square of Error Approximation
SD	Standard Deviation
SPSS	Statistical Package for the Social Sciences
SRMR	Standardized Root Mean Square Residual
TALIS	Teaching and Learning International Survey
TCS	Teacher Commitment Scale
TED	Turkish Education Association
TLI	Tucker-Lewis Index
UNESCO	The United Nations Educational, Scientific and Cultural Organization
VIF	Variance Inflation Factor
YÖK	Turkish Council of Higher Education

CHAPTER 1

INTRODUCTION

This chapter introduces the study's context, outlines its objectives, presents the research questions being investigated, discusses the significance of the study, and provides definitions for the key terms.

1.1. Background to the Study

In Türkiye, many adjustments to improve student performance have come and gone over the past 20 years, including those to restructure curriculum, learning environments, teaching resources, and standardized tests. However, despite the enormous sums of money invested, there hasn't been much of an impact on student achievement. Türkiye has continued to perform below the OECD average in international exams (Bölükbaş & Gür 2020; Blanchy & Şaşmaz, 2011; Aydın et al., 2018; Aydın-Ceran, 2021). The current discourse surrounding the need for enhancing Turkey's educational system indicates a significant deficiency that persists. It should not be disregarded that as Guskey (2002) emphasized while students remain the primary focus of all improvement efforts, teachers are ultimately responsible for implementing these improvements and reforms in the classroom. According to Raman and other colleagues (2015), teachers play a crucial role in translating these efforts into action and are the motivating force behind cultivating an empowered human resource. Therefore, all the significant changes and enhancements in educational policies necessitate fundamental modifications to the curricula, instructional strategies, content, and delivery methods employed by teachers who are the change agents of the systems (Bautista & Ortega-Ruiz, 2015; Hopkins & Stern, 1996). To transform those ongoing educational improvements into successful practice, teachers must be willing to endure steep learning curves and invest their

own time and energy in the process. Thus, teacher commitment is regarded as crucial for achieving exceptional teaching, being able to adapt to change, being present in the classroom, avoiding exhaustion, remaining in the profession, supporting the organizational needs of the school, and influencing student attitudes and learning outcomes (Crosswell, 2006; Day, 2004; Watson & Hatton, 2002; Firestone & Rosenblum, 1988). Consequently, curricula must be implemented within a context of committed, impassioned teachers who inspire students with their passion for teaching and learning (Day et al., 2005). Correspondingly Limon (2022) asserted that teacher commitment is a critical antecedent of the success of educational reforms. In their study, as a significant teacher-based factor affecting quality of education Razak and others (2009), argued that without the efforts of committed teachers, no system can provide a high-quality education. Furthermore, Raman and other colleagues (2015) discussed that the teacher is the change agent in the system, and if the teacher works without commitment and enthusiasm, the results are a large zero. Likewise, according to Manning and Patterson (2005) teachers who are engaged, driven, passionate, committed, and concerned about their students' academic advancement as well as the teaching profession will provide an excellent education. In the same way, Day (2004) argued that input of high quality does not necessarily result in students' output of high quality. According to him good education has to do with the teacher's values, professional engagement, attitudes towards learning, caring, and a commitment to always do the best in all circumstances for the benefit of the student. MoNE (2018) also acknowledged that the efficacy of many reforms and improvement endeavors within the education system, such as educational policies, curriculum development, instructional materials, and technological integration, hinges upon the professional competence, perceptions, and commitment exhibited by teachers during the implementation process.

As aforementioned, the commitment of teachers holds considerable significance within the educational system, with a specific focus on its crucial function in the development and support of novice teachers who are attempting at this point in their careers to apply their mostly theoretical knowledge and ideas to meaningful and successful practice in a variety of actual teaching scenarios (Okas et al., 2014; Zhukova, 2018). Reality shock', in Veenman's (1984) definition, is when the harsh

and unforgiving realities of classroom life cause the missionary ideals acquired during teacher preparation in pre-service period to crumble (p. 143). According to Day (2004), the job of teaching is challenging and difficult because teachers must remain committed to their profession on a personal level to retain their passion and energy. While some novice teachers thrive despite the current difficulties, others are overburdened by the increased responsibilities of teaching. This latter set of novice teachers views the demands of teaching as onerous, demanding a significant personal effort, and one that has the potential to invade their personal life (Nias, 2002). As a method of survival, these teachers frequently limit their commitment. Some of these teachers decide to give up teaching entirely (Billingsley & Cross, 1992). It has been revealed that a concerning number of teachers are quitting their jobs within the first three years of completing a pre-service education (Diliberti et al., 2021; Hackman & Morath, 2018; Caspersen & Raaen, 2014). Kessels (2010) argued that for a teacher to develop and use the knowledge and skills learned during pre-service teacher education and to cultivate good attitudes about teaching as a career, the quantity and quality of their experience during their first years of teaching is essential. In a similar vein, according to Andrews and Quinn (2005), assisting novice teachers in becoming successful practitioners as soon as possible and aiding in keeping them in the profession are two benefits of providing professional development opportunities at that point in their careers.

The available study literature also indicates that engaging in pertinent and beneficial professional development activities has a favorable impact on work satisfaction, resilience, and perceptions of professional value within the teaching profession. These factors all contribute to an increased level of teacher commitment (Meagher, 2011; Potera & Mehmeti, 2019; Smet, 2021; Thahir et al., 2021; Toropova et al., 2021). Numerous studies have emphasized the relationship between positive school climates, work conditions, supportive leadership styles, self-efficacy beliefs, job satisfaction, teacher resilience and teacher commitment (Collie et al., 2011; Duyar et al., 2019; Eginli, 2021; Fransson & Frelin, 2016; Huang et al., 2020; Rots & Aeltermann, 2009). In the context of the novice teacher, literature suggested that professional development can raise the novice teachers' commitment by giving them the chance to take part in pertinent and meaningful learning experiences, develop

confidence in their teaching practices, and strengthen their belief in their capacity to meet the variety of needs of their students (Bozack, 2008; Michel, 2013).

When taken as a whole, it has been argued in the literature that novice teachers are in a survival mode dealing with the reality shock throughout their initial years of employment (Darling-Hammond, 2000; Farrell, 2009; Fuller and Brown, 1975; Katz, 1972; Veenman, 1984). In the sink-or-swim situation, a large number of those teachers unfortunately struggle to keep their heads above water (Farrell, 2009; Yuan, 2017). Indeed, numerous studies have found that these novice teachers who are facing difficulties often lose their passion for the profession and ultimately leave the profession (Allen et al., 2017; Darling-Hammond, 2003; Perryman & Calvert, 2020). These teachers, who represent the system's future, must be kept on board with the system in a committed manner if educational systems are to succeed (Day & Gu, 2010; Kushman, 1992; Nir 2002; Razak et al., 2014; Reyes, 1990; Rosenholtz & Simpson, 2009; Thang & Mahmud, 2017; Turhan et al., 2012). The literature has also shown that providing professional support or having developmental experiences at this stage of their careers has two benefits: helping novice teachers become successful practitioners as quickly as possible and helping to reduce the impact of the challenges they are experiencing (Andrews & Quinn, 2005; Burkman, 2012; Ingersoll, 2003). Consequently, although the initial impact of the job's reality shock and its demanding nature might decrease the sense of teacher commitment among novice teachers, elements that provide empowerment can offer assistance throughout this phase (Ingersoll, 2003).

1.2. Purpose of the Study

The purpose of this study is to reveal whether there are any differences between certain groups of Turkish novice teachers (gender, having a master's/doctoral degree, graduating from education faculty, teaching level) in terms of their general level of teacher commitment. These inferential findings of this purpose are likely to have implications for boosting levels of teacher commitment by emphasizing the disparities between different novice teacher groups. Hence, this study is expected to serve as a guide to MoNE and Turkish Council of Higher Education (YÖK) in its

future strategic plans by delivering a fresh report that exposes the Turkish novice teachers' degree of commitment. As mentioned earlier, while the initial impact of the reality shock and the demanding nature of the job might initially diminish the sense of teacher commitment among novice teachers, factors that empower individuals can provide support during this phase (Andrews & Quinn, 2005). Furthermore, the associations teachers make with professional development, the social interactions they have while participating in professional development activities, and the way they interpret their experiences in those activities all may related to how committed teachers are (Collie et al., 2011; Eberhard et al., 2000). Therefore, in this study, it is put forward that Turkish novice teachers' commitment may not be strengthened without their involvement in professional development activities in which they form their professional identity by interactions and interpreting the experiences (Beauchamp & Thomas, 2009; Hobson & Ashby, 2012; Marcelo, 2009; Noonan, 2019; Prytula & Weiman, 2012). Thus, the aim of the study is to investigate to what extent Turkish novice teachers' commitment to profession, work, and students is predicted by their involvement in professional development. Understanding these mechanisms can help educators and educational institutions create a climate that encourages all dimensions of teacher commitment and ultimately contributes to student outcomes.

In line with these purposes, this study seeks answers to the following questions.

- 1) Is there a statistically significant difference among novice teacher groups in terms of their overall teacher commitment level?
 - a) female / male
 - b) having bachelor's degree / having graduate degree experience
 - c) education faculty graduates / holding pedagogical formation
 - d) teaching at primary school / lower-secondary school / upper-secondary school
- 2) To what extent does the participation of novice teachers in professional development activities predict the different dimensions of their teacher commitment?
 - a) commitment to profession
 - b) commitment to work
 - c) commitment to students

1.3. Significance of the Study

This study will contribute to the Curriculum and Instruction literature for a variety of reasons. To begin with, as Darling-Hammond (2003) pointed out, the primary issue for the teaching profession is not just to generate better-qualified teachers, but also to retain them in the profession as committed teachers. In comparison to other issues, the research of teacher commitment saw a growth in the late 1990s and early 2000s but a significant fall in recent years (Sun, 2015). According to Lok and Crawford (2001), the significant extent of the commitment studies has a strong organizational focus within the context of a business. Only a few studies, according to Reyes (1990), have used commitment in an educational setting. Following this charge, Somech and Bogler (2002) claimed that the study of commitment, particularly among teachers, has been largely disregarded by educational researchers. Furthermore, Razak and colleagues (2009) emphasized that relatively little research has addressed commitment in an educational setting. It is seen that most of those teacher commitment studies in the educational context have a strong organizational focus as '*organizational commitment*' or '*commitment to organization/school*' within the Educational Administration and Planning field. Teacher commitment except the organizational dimension has not been identified as a major issue (Meyer & Espinoza, 2016; Razak et al., 2009).

Furthermore, a study published by OECD revealed that teachers in Türkiye are younger than teachers in other OECD countries (OECD, 2019). In the activity reports of the last four years published by the Ministry of National Education, it is emphasized that approximately 35.000 new teachers are appointed every year in Türkiye (MoNE, 2019; 2020; 2021; 2022). Considering those facts, the novice teacher population in Türkiye is increasing day by day (OECD, 2018). As discussed earlier, initial years of teaching for those novice teachers are critical. Due to the lack of assistance or lack of support, inexperienced teachers frequently endure stress (Stone, 2014). Consequently, novice teachers' commitment damage and they leave the teaching profession (Diliberti et al., 2021; Hackman & Morath, 2018; Caspersen & Raaen, 2014; Colb, 2001). Although Türkiye's data on novice teachers' commitment are not available, international studies show that up to one-third of

novice teachers in developed nations leave the profession within the early years of teaching (Buchanan, 2013; Helleve, 2010; Karsenti & Collin, 2013; Perda, 2013; Fantilli & McDougall, 2009). Teaching and Learning International Survey (TALIS) report (2019) emphasized that the proportion of Turkish novice teachers whose formal education or training included instruction in content, pedagogy, and classroom practice for some or all of the areas they teach is lower than the OECD average. The report also highlighted that Türkiye outperforms the OECD average in terms of teachers who did not participate in official or informal introduction activities at their current school. Also, it has been discovered that Turkish teachers visit schools less frequently than those in OECD nations and perform less peer coaching-based class inspection. In research studies in which the professional development activities of Türkiye and the countries with the top-ranking countries in international exams are compared it is stated that teachers in Türkiye participate at a significantly lower rate than teachers in those countries (Bellibas & Gumus, 2016; Yücedağ & Şevik, 2016). Furthermore, the literature indicates that, in Türkiye the great majority of the professional development activities were mandated to teachers, they have limited autonomy (Özoğlu, 2010). Thus, it's questionable to what extent teachers are willing to take part in those activities (Bümen et al.,2012). Several studies also imply that there is disagreement over the quality and the quantity of professional development activities in Türkiye (Demir & Demir, 2021; Yılmaz & Sever, 2021; Elçiçek & Yaşar, 2016). Based on these findings; it can be suggested that especially novice teachers in Türkiye most probably undergo Veenman's (1984) "reality shock" when they enter a real classroom setting from their pre-service education. Looking at the studies conducted with novice teachers in Türkiye, it can be said that the researchers mainly focused on the challenges the novice teachers faced (Gülay & Altun, 2017; Çelik & Kahraman, 2020; Akçor & Savaşçı, 2020; Kozikoğlu & Senemoğlu, 2018; Sali & Kecik, 2018; Gergin, 2010; Güvendir, 2017; Yanık et al., 2016; Sarı & Altun, 2015). Turkish literature needs recent investigations to determine the reflections of the mentioned challenges on a commitment level of a significant number of Turkish novice teachers. Discovering how committed Turkish novice teacher groups are to their profession in their early year of teaching may help policymakers and educators comprehend the significance of the novice teacher commitment component, which has remained overlooked in Türkiye and most of the

other countries and emphasizes the significance of initiatives and policies aimed at increasing novice teacher commitment (Meyer & Espinoza, 2016; Razak et al., 2009).

In addition, a study conducted by TEDMEM (2014), the think tank affiliated with the Turkish Education Association (TED), aimed to provide insights into teachers' perspectives of the teaching profession and their degree of professional commitment. Based on the notable findings of the survey, it was revealed that a significant proportion of teachers, specifically 77.1%, reported consciously and willingly selecting their career. Furthermore, a substantial majority of teachers, amounting to 85.9%, expressed a sense of satisfaction and pleasure in engaging in their professional activities. Furthermore, a significant proportion of teachers, namely 65.7%, expressed their belief in the respectability of their chosen profession, while percentage of 62.2% acknowledged the enjoyment derived from their occupation. In spite of the aforementioned factors, it was shown that a majority of 51.3% of the Turkish educators who participated in the survey expressed a disinclination to pursue the teaching profession again. Additionally, a comparable percentage of 51.2% expressed a pessimistic outlook on their long-term commitment to the profession. Despite the fact that the study called attention to a significant issue in its report released in 2014, it is clear that no serious efforts or follow-up studies were made to address the issue. With this study by looking at different teacher groups' level of commitment, it could be feasible to identify which groups are at risk of losing commitment and take proactive measures by focusing on the differences (Fresko, 1997).

Furthermore, it should not be disregarded that throughout their professional journey, teachers must adapt to evolving circumstances, which encompass alterations in educational policies, shifts in societal standards, values, and prerequisites for individuals (Fransson & Frelin, 2016). When circumstances and contexts shift, teachers' professional direction, commitment, and ability to withstand challenges could be challenged (Gu & Day, 2013). These enduring changes emphasize the significance of analyzing shifts over time and how they influence the commitment of teachers in diverse educational, cultural, and national settings, as well as among

various teacher generations (Fransson & Frelin, 2016; Stone-Johnson, 2013). Therefore, this research holds significance as it centers on novice teachers as a teacher generation, distinguishing it from most of the previous studies on commitment. It aims to uncover variations in teacher commitment among different groups of novice teachers in Turkey in 2023, thereby prompting further examination of this variable in the future conditions of Turkiye in the forthcoming years.

Additionally, it is anticipated that the results will have a significant impact on the domain of teacher education. It is important to not only contemplate the selection criteria for prospective students pursuing a career in the field of education, but also to emphasize the significance of committed educators, with the aim of enhancing the overall caliber of teacher training (Sood & Anand, 2011). The "Green Paper on Teacher Education in Europe" is research that presents studies on teacher training in the European Union. A major feature was the emphasis on committed teachers (YÖK, 2007). The goals of the education faculties were afterwards set by the teacher training policies that were made public by the Turkish Council of Higher Education included committed teachers (YÖK, 2007; 2018). Furthermore, it is desired that Turkish pre-service teachers place a high emphasis on professional values, develop a strong sense of professional commitment, and commit themselves to serving in the field (Karataş, 2020; YÖK, 2007; YÖK, 2018). Thus, gaining insight into the disparities across various teacher groups in relation to their level of teacher commitment can assist pre-service teacher education programs in enhancing their ability to effectively train and equip prospective teachers who are committed and passionate to their field of work. This knowledge possesses the potential to enhance program design and curriculum development in order to effectively equip prospective educators from various backgrounds.

Another importance and originality of this study is that it contributes to a growing body of research in Turkish literature inasmuch as the relationship between Turkish novice teachers' involvement in professional development activities and their commitment has not been extensively addressed. Hausman & Goldring (2001) contended that the connection between teacher professional development and teacher commitment has gotten little attention and remained only 'at a rhetorical level'

(p.35). This deficiency, which they highlighted in their study in 2001, is still present for Türkiye in 2023. As pointed out in the literature higher teacher commitment leads to greater effort to attain curriculum goals, making it a crucial antecedent of the success of educational reforms (Meyer & Espinoza, 2016; Selamat et al., 2013) Thus, it is crucial to understand the elements that is related to teachers' commitment. In Turkish literature, there are just a few studies on commitment that are more focused on Curriculum and Instruction field. Studies are being done to determine what influences instructors' commitment to the teaching profession (Turhan et al., 2012), the relationship between teachers' commitment to their job and their desire to stay in it (Tak et al., 2008), relationship between personality characteristics and teachers' occupational commitment (Kırdök & Doğanülkü, 2018), relationship between teachers' commitment to the teaching profession and their 21st century teaching skills (Kozikoğlu & Özcanlı, 2020). Finally, and most recently Meriç & Erdem (2020) revealed the predictor of teacher commitment as job characteristics of teaching profession. The current study aims to contribute to the growing area of research in Türkiye in which the schools that host a young army of teachers every year by exploring the relationship between Turkish novice teachers' involvement in professional development activities and their commitment to teaching profession, work, and students. The comprehension of the relationship between these variables has great importance as it allows researchers and stakeholders to have a deeper understanding of one of the mechanisms associated with the commitment of novice teachers. This comprehension is anticipated to prompt reflection on the strengths and weaknesses of professional development opportunities in Turkey, and subsequently, the implementation of practical strategies to address concerns pertaining to the commitment of novice teachers.

Last but not least, especially in recent years, important emphasis has been made on teacher professional development in Türkiye. It is clear from looking at official papers like development and strategy plans that emphasis is placed on teachers' development has been given top priority (MoD, 2014; 2019). Additionally, in the 2023 education vision published by MoNE (2018), it has been emphasized that the success of all types of reforms and improvement efforts in the education system, including educational policies, curriculum, materials, and technology, depends on the

professional competencies, perceptions, and commitment of teachers in practice. In this context, MoNE (2018) has been stated in the report that teachers' professional development will be structured. In spite of these efforts, the reflection and implementation in schools of the professional development trajectories of teachers have not been followed up. It is intended that the findings of the research will lead authorities to a more in-depth examination of the recent practices on novice teachers' involvement in professional development and its' relation to their commitment to profession, work, and students.

In conclusion, in the field of Curriculum and Instruction, the primary aim is centered on the development and implementation of curricula that effectively promote student learning and facilitate academic achievement. While the initial phase of curriculum development marks the beginning stage, the successful curriculum implementation by teachers within the educational environment holds equal significance. The findings of the literature review suggest that teachers who demonstrate high levels of commitment and enthusiasm are more likely to be receptive to curriculum enhancements, adapt their teaching methods, and commit the necessary time and effort to efficiently execute the curriculum with fidelity. Hence, the present investigation undertaken in the domain of Curriculum and Instruction carries substantial importance as it contributes to the progression of knowledge pertaining to teacher commitment. The examination of the relationship between teacher professional development and teacher commitment also holds significance and merit within the field of Curriculum and Instruction since the insights offered by this research may be utilized to enhance students' academic achievements, instructional practices of teachers, teacher professional development and educational policy, all of which are key components of the discipline.

1.4. Definition of the Key Terms

Novice Teachers: In Turkish context, novice teachers are the ones who are appointed to MONE's public schools for the first time. They are also called as candidate teachers (MoNE, 2022). In this study novice teachers are the teachers who are at

their initial year of teaching in MoNE's public schools with at most three years of experience.

Teacher Commitment: Teacher commitment, for the sake of this study, relates to the mindset and activities that a teacher should have in order to promote curricular accomplishment. These mindsets and behaviors include commitment to the teaching profession, commitment to work-related activities, and commitment to students and their learning (Kozikoğlu & Senemoğlu, 2018).

Teacher Commitment to Profession: According to Mowday et al. (1982), teacher commitment to profession entails having a desire to continue in the profession, as well as having a belief in and acceptance of the profession's aims and ethical standards. In this study, commitment to teaching profession includes affective attachment to and personal identification with the profession (Yang et al., 2019), so it demonstrates that a teacher enjoys what he or she does, is proud of what he or she does, and wishes to continue doing it because he or she has a feeling of belonging (Kozikoğlu & Senemoğlu, 2018).

Teacher Commitment to Work: In this study, teachers' desire to put in more effort to deliver excellent instruction, work to improve the status of the profession and allocate more time to their development are characterized as teacher commitment to work (Kozikoğlu & Senemoğlu, 2018; Thien et al., 2014).

Teacher Commitment to Students: A teacher who is committed to his or her students, according to Rosenholtz (1989), inspires them to work harder, gives classroom activities more meaning, implements new teaching techniques, and modifies how the material is presented so that it is more relevant to and intrinsically interesting to the students. In this study, teachers who are committed to their students want to work hard to ensure that the students learn, assist them wherever they are, and take use of every opportunity for their learning (Kozikoğlu & Senemoğlu, 2018).

Teacher Professional Development: It refers to teachers' involvement in formal and informal learning activities that span their entire career (Fullan, 1995; Guskey, 2002;

Avalos, 2011). In this study it includes teachers' involvement in updating activities like following and reading the scientific literature in their subject field, involvement in sharing activities such as sharing their current teaching or educational ideas with their colleagues, involvement in collaborative activities like collaborating with their colleagues to develop teaching materials (both digital and other formats), and finally involvement in reflective activities such as evaluating their teaching performance and reviewing their students' outputs (Ramazan & Eroğlu, 2020).

CHAPTER 2

LITERATURE REVIEW

The aim of this chapter is to analyze relevant literature with the aim of illuminating the aspects of teacher commitment and teacher professional development. Its objective is to provide contextual information about the concepts discussed in the research and to present related research.

2.1. Teacher Commitment

The implementation of development and reform initiatives in the classroom falls within the realm of responsibility of teachers, who play a pivotal role in cultivating an empowered human resource (Raman et al., 2015). In the literature there are studies indicated that teachers have a significant impact on the level of academic success that their students accomplish in school (Hattie, 2003; Park, 2005). Rikard (1999) discussed that the level of knowledge and ability to teach that a teacher possesses is simply one factor that determines the quality of instruction they provide; another is the level of enthusiasm and commitment they have for their work. In accordance with existing literature, it has been said that there exists a strong correlation between teachers' commitment and their performance within the profession (Mart, 2013) and it has been found that teachers' level of commitment has a favorable impact on their overall performance (Delima, 2015). Similarly, Hussen and Teshome (2016) have shown a relationship between teachers' diminished degree of commitment and its adverse effects on both school efficacy and teacher performance. Furthermore, other researchers also demonstrated that in order for students to get a great education, their instructors need to be passionate, motivated, and committed, and they also need to care about their students' academic development and the teaching profession (Day, 2005; Day, 2008; Manning &

Patterson, 200; Razak et al., 2009). In addition, there are research that suggested that the level of commitment shown by educators is a crucial factor in determining the effectiveness of educational improvements and the reforms (Day, 2008; Limon, 2002; Raman et al., 2015).

In general, high levels of connection to anything are referred to as commitment in social endeavors (Tyree, 1996). Several other commitment definitions have been suggested by many researchers. According to the framework of management sciences, commitment is characterized by a steadfast adherence to the principles and objectives of the organization, by a willingness and intention to put money toward the goal, and by a strong desire to stay a member (Mowday et al., 1982). In support of it, Brown (1996) defines commitment as the force that maintains a person's conduct despite external factors that would have prompted a change in behavior. Nonetheless, the majority of the definitions place a considerable emphasis on organizational aspects within the framework of business and management (Lok & Crawford, 2001). According to Reyes (1990), there has been limited utilization of the concept of commitment within the realm of education research. In response to the aforementioned accusation, Somech and Bogler (2002) argued that the examination of commitment, specifically within the teaching profession, has been largely overlooked by educational scholars. Additionally, Razak et al. (2009) emphasized the scarcity of research that has specifically examined the concept of commitment among instructors within the realm of education.

Coladarci's (1992) definition of teacher commitment as the degree of psychological attachment to the teaching profession ranks as the broadest definition among the offered ones. Similarly, according to a review of the literature on teacher commitment by Firestone and Pennell (1993), committed teachers were seen to have strong psychological attachments to their schools, students, and subject areas. Crosswell (2006) proposed six themes for commitment definitions in a study on empirical research on teachers' commitment in Australia. These themes include 'commitment as a passion, investment of extra-time, well-being and achievement of students, responsibility to maintain professional knowledge, and engagement with the school community' (Crosswell, 2006, p. 109). According to Shukla (2014),

teacher commitment refers to a teacher's sense of involvement and devotion to their work related activities. According to Carbonneau et al. (2008), committed teachers are individuals who genuinely like learning new things and have a strong desire to participate in a certain activity. According to Sammons and others (2007) the definition of teacher commitment is having a persistent acceptance that teachers can improve students' learning experiences and academic achievements through what they know, who they are, and how they teach. Hoy and Sabo (1998) defined teacher commitment as the behavior of a teacher that is intended to support students' intellectual and social growth while going above and beyond to assure students' academic achievement. Fox (1964) outlined the qualities of a committed teacher as striving to be a competent teacher, not just reflecting on the past but also on current events, acknowledging the value of each student, and carrying out their professional responsibilities. Existing research suggested that committed teachers concentrate more on their profession, place a higher priority on meeting academic goals (Day, 2008). Furthermore, it was shown that teacher commitment was linked to how lessons were presented, teacher well-being or burnout, and teacher turnover (Shu, 2022).

In fact, the literature refers to the teaching profession as having different dimensions of commitment (Crowell, 2006; Danetta, 2002; Fresko et al., 1997; Meyer et al., 1993). Teachers need to experience each of these sorts of commitment, according to Firestone and Pennell (1993), in order to professionalize and meet the complicated demands posed by the changes in teaching methods while still adhering to them (Limon, 2022). For the purposes of this study, teacher commitment refers to the mentality and actions that a teacher should have in order to improve the curricular achievement. These mindsets and behaviors include commitment to the teaching profession, commitment to teaching work, and commitment to students and students' learning. Thus, this study addresses teachers' commitment to teaching profession, work, and student dimensions (Kozikoğlu & Senemoğlu, 2018).

2.1.1. Teacher Commitment as a Multidimensional Construct

In the educational context of commitment, even if there isn't a terminological agreement yet, it can be said that the term teacher commitment is employed as an all-

encompassing word that can embrace several dimensions of the educational setting such as organization or the school, teaching profession, teaching itself, and students (Firestone & Rosenblum, 1988; Crosswell & Elliott, 2001). Similarly, according to Crosswell (2006), teaching encompasses more than just what happens in the classroom so teacher commitment should be seen from a broader standpoint. Although the organizational component of teacher commitment studies in the field of education is noteworthy, a few researchers investigated commitment to the teaching profession (Powell & Meyer, 2004; Somech & Bogler, 2002; Ware & Kitsantas, 2007; Magdalena, 2009; Delima, 2015; Ibrahim & Iqbal, 2015), commitment to teaching or work (Coladarci, 1992; Chan, 2006; McKim et al., 2017; Bernhardt, 2012), and commitment to students (Danetta, 2002; Mart, 2013; Firestone & Rosenblum, 1988; Maiyani, 2017). In accordance with the literature, Brown (1996) spotted that each dimension of commitment had a distinct and well-defined collection of constituent parts. Based on Brown's conceptual system, it is posited that educators might exhibit many areas of commitment, with each area being associated with varying levels of psychological attachment. These areas of commitment may include the educational institution, the students, the teaching profession, or the specific subject matter being taught. According to Firestone and Pennell (1993), for teachers to become professionals and fulfill the challenging demands given by the changes in teaching techniques they must have each type of commitment.

In the literature '*teacher commitment to profession*' has a strong connection with teacher attribution and love of the profession itself (Kozikoğlu, 2016). In their study Meyer & Espinoza (2016) explained professional commitment by incorporating Meyer and Powell's (2004) three-component model of commitment with an emphasize of teacher commitment to profession. According to them determinants of teacher commitment to profession include individual variations and demographic factors (personal); work conditions within organizations (organizational); and professional identity and work experiences (occupational) (Meyer & Espinoza, 2016). Personal antecedents lead to well-being and fulfillment, organizational antecedents contribute to retention and productive behaviors, and occupational antecedents result in involvement and development (Meyer & Espinoza, 2016). According to three-component model of commitment, commitments may be

distinguished by various beliefs which have ramifications for how they are carried out (Meyer & Espinoza, 2016). Meyer et al. (2020) discussed that affective commitment, normative commitment, and continuity commitment are the three forms of commitment. Professional identity, involvement, and emotional attachment to the profession are all examples of affective professional commitment (Bagraim, 2003). Affective commitment to profession refers to the teacher's emotional attachment to the teaching profession, implying that the teacher chooses to continue in the teaching profession because s/he want to do so (Meyer et al., 1993). Consequently, people with a high feeling of emotional commitment to their occupation will stay current on advances in their field by subscribing to journals, attending professional meetings, and participating professional communities (Bagraim, 2003; Weng & McElroy, 2012). Continuance commitment refers to being aware of the expenses of abandoning an occupation as well as the benefits of staying in one (Meyer & Allen, 1997). Teachers are led to believe that if they leave the profession, they will lose something valuable such as money or time, thus teachers that have a high continuation commitment continue in their positions since they know they have a lot to lose if they don't (Karakus & Aslan, 2009). Bagraim (2003) argued that professionals with a high level of continuation commitment less participate in professional activities outside of those required to retain their professional identity. Normative commitment implies that teachers' sense of occupational commitment stems mostly from a sense of duty and ethics (Al-Jabari & Ghazzawi, 2019; Karakus & Aslan, 2009). According to Al-Jabari & Ghazzawi (2019) normatively committed teachers are the ones who persist in the teaching profession because they believe it is the ethically correct thing to do, regardless of the prestige or general contentment derived from being in the profession.

'Commitment to work' has been defined as having a passion for teaching and learning, and those teachers take pleasure in the act of teaching itself, leading to their satisfaction, and they always aspire to provide the best instruction. They care about their teaching performance, thus being willing to reflect on it, and they make an effort to teach according to high standards (Somech & Bogler, 2002; Warr et al., 1979). According to Fox (1964), the aspiration to carry out one's work proficiently was identified as the chief attribute among the qualities of a committed teacher.

According to Fox (1964) merely possessing affective commitment or a yearning for the profession is insufficient; it serves as a motivating factor for teachers to enhance their skills, rectify their deficiencies, and execute their responsibilities capably. Committed teachers, as described by Fried (2001), proactively pursue opportunities to improve their teaching effectiveness, and they also exhibit a willingness to collaborate with colleagues to enhance their skills, acquire new knowledge, and apply these improvements to optimize the educational process's efficiency. According to Coladarci (1992), commitment to work is a psychological indicator of a teacher's level of commitment to their teaching itself in the classroom. According to Nias (1981), this aspect of commitment may be utilized to identify instructors who take their jobs seriously and aspire to do it effectively. Hussen and other colleagues (2016) argued that teachers who demonstrate a strong commitment to their teaching responsibilities are anticipated to incorporate creative techniques and resources into their instructional methods in order to discover optimal ways of effectively educating their students. Correspondingly, Altun (2017) highlighted that since their sense of commitment motivates them to improve their teaching abilities, committed teachers look for a range of instructional tactics that will help students learn more successfully. In line with the literature on commitment to teaching work in this study defined it as teachers' desire to work harder to provide great education and devote more time to their own development to optimize their teaching (Kozikoğlu & Senemoğlu, 2018; Thien et al., 2014). Shukla (2014) additionally asserted that work commitment involves educators who consistently strive for self-improvement within their profession, as committed teachers prioritize both personal development and exert substantial effort toward enhancing student progress. Consequently, it can be concluded that this aspect is connected to a commitment to students, as teachers' intention to assist students in learning is intertwined with their aspiration to facilitate students' educational progress through proficient teaching methods.

Many teachers have a tremendous '*commitment to students*' and go above and beyond to assist them. Some quit their jobs because they are too burdened by the demands of the students (Frelin & Fransson, 2016). According to Louis (1998), this type of commitment encouraged teachers to assist students going through personal crises or to be more attentive and conscious of student learning and growth as well as

their accomplishment. In addition to demonstrating personal concern for students, a commitment to students' academic success and social integration in the classroom, valuing student feedback, and a willingness to exert a significant amount of effort on their behalf are included in the concept of commitment to students. (Firestone & Rosenblum, 1988; Nir, 2002). According to Kushman (1992), the notions of high teacher effectiveness, high standards, and teacher readiness to put out effort on behalf of both low- and high-achieving students were the foundation for teacher commitment to student and student learning. Teachers who are committed hold a persistent belief that they can influence students' learning experiences and academic achievements (Day, 2008). Teachers with a high level of commitment are more likely to collaborate with students on extracurricular projects that strengthened students' links to the school and the curriculum (Razak et al., 2009). According to Shu (2022), the desire of educators to support students and assume responsibility for their education is embraced by the concept of teacher commitment to learners. According to Rosenholtz (1989), a teachers' commitment to their students motivates them to work harder, makes classroom activities more meaningful, introduces new teaching strategies, and changes how the materials are presented so that they are more pertinent to and intrinsically interesting to the students. Furthermore, Tyree (1996) revealed that teachers who care about their students are more likely to participate in professional organizations and attend conferences and seminars.

2.2. Novice Teacher Commitment

In the literature the definitions in terms of the number of the service year of novice teachers in the profession vary. Some researchers defined it using only the first year of the profession (Curry et al., 2016; Farrell, 2016; Tait, 2008), some researchers defined it with less than three years of teaching experience (Barrett et al., 2002; Caspersen & Raaen, 2014; Veenman, 1984) or the first five years of the profession (Kim & Roth, 2011; Lavigne, 2014; Viteckova et al., 2016). Even if the definitions in terms of years vary, they all agree that the transitional phase for novice teachers is delicate, and the attrition rates of new teachers are crucial on a worldwide scale since they are seen to be the basis for a successful teaching career and education system (Caspersen & Raaen, 2014; Loughran et al., 2001). The majority of novice teachers,

or ‘spark-plug go-getters’ as Kaufmann and Ring (2011, p. 52) refer to them, arrive to their new school ecstatic, eager, and full of energy. They have great hopes as they start to realize their long-awaited ambition of being a teacher (Farrell, 2016). It is a common misconception among teacher educators, teachers, students, administrators, and even novice teachers themselves that after graduating from their programs, new teachers can immediately put what they have learned to use in the classroom (Farrell, 2009). According to Corcoran (1981), the majority of those beginning teachers experience a time of transition shock. Because of their expectations and dashed hopes, novice teachers find the transition time to be difficult and stressful (Jarvis & Algozzine, 2006). Some teachers give up on their careers in education due to sickness, despair, or exhaustion (Tait, 2008). Farrell (2016) discussed that this may be because, even though teacher education programs appear to sufficiently educate aspiring teachers for the teaching profession, the real classroom setting may differ from the internship experiences of novice teachers. The time period in question is characterized as one of uncertainty. During this phase of transition, new teachers become aware that they are expected to perform and accomplish as much as experienced educators, despite the fact that they have not yet mastered the teaching techniques necessary to do so successfully (Corcoran, 1981). Additionally, Veenman (1984) asserts that inexperienced instructors have a hard time adjusting to their new schools and are frequently assigned the most challenging classes to teach. Some studies in the literature indicate that novice teachers frequently have more demanding topic combinations and students to manage (Veenman, 1984; Kosnik & Beck, 2005; McIntyre, 2003). Furthermore, although novice teachers are routinely given difficult classrooms, official support and supervision are infrequently offered. As a result, in their first year, novice teachers frequently have difficulties, and some opt to give up teaching as a career due to depression or exhaustion (Tait, 2008). According to McIntyre (2003), new teachers at danger of quitting the field indicate considerable unhappiness with their teaching assignments as well as displeasure with the politics of their profession, a lack of sufficient resources, and insufficient mentorship assistance. Recent reports indicate that within the first three years after graduating from their pre-service programs, teachers start to feel estranged from their job and quit (Fantilli & McDougall, 2009).

To sum up novice teachers may lose their passion and love for the profession as a result of the difficult first year they spent dealing with transition shock. It's significant to highlight that transition shock is a typical period. With time, experience, and support, many teachers are able to get beyond these initial difficulties and go on to have successful careers (Caspersen, 2014). Examining research on the challenges faced by inexperienced educators during their initial years is crucial for reaching a comprehensive understanding of the elements that impact the level of commitment exhibited by novice teachers. Numerous research has been carried out to better comprehend the worries of novice teachers. Literature studies examining the challenges encountered by beginner instructors often uncover the key factors that significantly influence their level of commitment. Given that increased teacher commitment is associated with better focus to achieving the vision and goals of a school, it is essential to examine the many elements that may impact the commitment levels of novice teachers.

Meister and Melnick (2003) studied the experiences of 273 teachers who are at their initial and second year of teaching in USA by utilizing survey research methodology in order to better comprehend those challenges. The quantitative study sought to discover the problems that beginner teachers find most challenging to overcome in their first two years of teaching. Classroom management, dealing with difficult students, addressing diverse needs of the students, making the most use of their time, finding the most appealing teaching strategies, and keeping a healthy balance between their professional and personal lives were the key concerns of novice teachers. The study also demonstrated that novice teachers struggled to communicate with various stakeholders. As a result, inexperienced teachers required the assistance of their more experienced colleagues, productive meetings with school administration more regularly. In order to assure their continued employment and commitment in the field, the research underlined that beginning teachers must effectively navigate the transition shock, particularly in their first year of professional life. Within this, it suggests a mentorship program and target-oriented professional development activities.

In a similar vein, Fantilli and McDougall (2009) performed a mixed-method research based on observations, interviews and a survey to provide light on the challenges 54 novice teachers encountered at this crucial time via their experiences in the first year of their professional lives in the USA. According to the study, inexperienced instructors had the most trouble with classroom management, meeting the needs of various students, creating successful lesson plans, and differentiating instruction in a way that accommodates individual variances. The novice teachers also listed chances for professional development, collaboration with peers, mentorship practices, and administrative unit assistance among the things that were beneficial to them. The study recommended an introduction program built around collaborative activities for teachers in their first year of teaching in order to promote their smooth transition and sustain their commitment.

Hobson and Ashby (2012) sought to comprehend the challenges faced by novice teachers and to find solutions to prevent the reality shock that frequently happens at this crucial period of their careers through their hermeneutic-phenomenological study. The research employed a questionnaire and in-person interviews to collect data. The results showed that there was a mismatch between novice teachers' ambitions and their daily experiences, and they encountered a number of difficulties relating to workload, classroom management, and professional identity. The study stressed the significance of giving differentiated and ongoing assistance to novice teachers to help them get over this shock. According to researchers, the professional development of beginning teachers may be supported through mentorship programs, cooperative learning groups, and reflective thinking.

As another qualitative study, Dickson and other colleagues (2014) conducted research in the United Arab Emirates to provide light on the challenges experienced by six Emirati novice teachers during their first year of teaching. According to the study's findings, the challenges faced included managing the classroom, having trouble adapting the uniform curriculum to all students, feeling overburdened by administrative demands, having difficulty communicating with coworkers and parents, and ultimately failing to strike a healthy balance between personal and professional obligations. Another problem that novice teacher lament was their

inability to implement educational strategies that take a modern and progressive stance in the face of cultural norms and conventional expectations. Finally, the novice teachers stressed how little help and guidance they could obtain from more experienced colleagues and school officials about professional development activities, and they indicated a desire for opportunities.

In their study using the exploratory qualitative research method, Gaikhorst and other colleagues (2017) conducted semi-structured interviews with 15 novice teachers in the context of the Netherlands in order to uncover the difficulties they encountered and stress the importance of professional development to overcome those challenges and make the novice teachers committed in the profession. According to the content analysis of the interviews, inexperienced instructors reported having the most trouble managing disruptive student conduct, upholding their authority in the classroom, and keeping their classrooms' daily routines. The novice teachers also mentioned that they felt worn out and overwhelmed by the workload. Finally, novice teachers stressed the lack of collaboration by griping about the assistance from their institution that did not fully meet their demands throughout these formative years of the profession.

The aim of the qualitative study by Hayes and Chang (2017), which used interviews, was to comprehend the experiences, challenges, and support networks created to deal with the novice English teacher in South Korean context. The study's findings indicated that novice teachers condemned their pre-service training as a mechanical system built on stereotyped material unrelated to real-world issues. Furthermore, novice teachers reported that they struggled with classroom management and adjusting to working in a setting that was distinct from their own cultural background. Finally, in order to increase novice teachers' commitment to teaching, the study underlines the significance of offering focused professional development activities that would incorporate especially cultural orientation.

In their qualitative study conducted through semi-structured interviews with 14 novice teachers, Gülay & Altun (2017) aimed to explore the problems of Turkish novice teachers face in their professional lives. Classroom management, adjusting to

the diversity of students and the socio-cultural setting, communication skills with colleagues, school administrators, and parents, as well as time management, were the primary problems that Turkish novice teachers encountered. The findings underlined the value of goal-oriented assistance and professional development programs.

As another study conducted in the context of Türkiye, Kozikoğlu and Senemoğlu (2018) with a qualitative case study aimed to identify the difficulties faced by 33 novice teachers in the first year of their professional life, selected by maximum variation sampling, and generate ideas on how to cope with them. According to the data gathered through semi-structured interviews, Turkish novice teachers struggled with time management, differentiating their instruction, getting effective assistance from mentor colleagues, and parent communication. In addition to all of these challenges, novice Turkish teachers emphasized that they struggled to uphold their authority in the classroom, foster a positive learning environment for all students, and motivate students to participate in the lesson. Turkish novice teachers also emphasized that they were unprepared for difficulties like differentiating instruction or addressing various learning styles. They claimed that they felt insufficient pedagogically and did not trust their teaching abilities. Lastly, Turkish beginning teachers reported having significant issues connecting on a professional level with other experienced teachers who were employed at the same school, school officials, and parents. For Turkish novice teachers, researchers recommended goal-oriented professional development that covers issues including classroom management, pedagogical knowledge, effective communication, and mentorship.

In order to examine the experiences of 7 beginning English teachers in Türkiye chosen by convenience sampling, Sali & Kecik (2018) performed a qualitative in-depth case study. Semi-structured interviews, diary entries, and videotaped classroom observations were used to gather information about the difficulties the novice EFL teachers in the study faced. The challenges included low student proficiency, inadequate textbooks and educational materials, and difficulties instilling and upholding discipline in the classroom. Inadequate professional assistance and direction, feelings of alienation and isolation were also among issues they encountered.

In their study Whalen and other colleagues (2019) utilizing a qualitative phenomenological research methodology through data obtained from interviews and focus groups, examined the difficulties experienced by six beginning teachers and tried to promote their commitment to continue their teaching career in Canadian context. The research emphasized the challenges faced in managing the workload, accommodating the various demands of students, and striking a balance between personal life and professional duties. In order to keep the novice teachers in the profession as committed teachers and overcome their initial challenges, the importance of targeted professional development activities was stressed in the study. It was also noted how crucial it was for the administrators to create a supportive school climate.

Güngör and other colleagues (2021) conducted an exploratory qualitative study. By using purposive sampling, they chose 11 novice teachers from Poland and 23 beginning teachers from Türkiye to examine the challenges they experienced over the first three years of their professional lives. Data gathered through semi-structured interviews showed that Polish and Turkish novice teachers had the worst issues with managing the classroom and choosing and creating resources that are appropriate for the student profile. Turkish novice teachers, in contrast to beginning Polish teachers, emphasized that they have trouble adjusting to students' varied cultural backgrounds and mother tongues.

2.3. Related Studies on Teacher Commitment

In the literature, a number of predictors have been shown to be linked with teacher commitment, and there are some studies that explore the factors that influence teacher commitment. The following predictors and factors, which indicate teacher commitment to at least one of its dimensions except organizational dimension, were scrutinized. Researchers and practitioners may contribute to strengthening teacher commitment and, ultimately, educational results by addressing the information gaps identified in this analysis.

2.3.1. International Studies on Teacher Commitment

Coladarci (1992) sought to investigate the relationship between teachers' commitment to teaching and their sense of efficacy. 364 primary school teachers in Maine, USA, who were chosen at random were asked to complete the self-efficacy and professional commitment scales. The correlational analysis of the study showed a strong correlation between the teachers' commitment to teaching and their feeling of self-efficacy. Additionally, regression analysis showed that, personal efficacy was the best predictor of commitment to teaching. In conclusion, this study showed that instructors were more likely to commit to teaching if they feel competent, have high self-efficacy, and are self-confident. The study emphasized that by encouraging their professional development and appreciating their accomplishments, teachers may raise their feeling of self-efficacy and become more committed to teaching. The study of Coladarci is crucial for this particular investigation because suggestions for professional development aimed at boosting teachers' self-efficacy were made after the relationship between commitment and self-efficacy was established.

In order to identify the factors influencing the degree of teacher commitment, Mohan & Srivastava (1994) performed quantitative research with 454 teachers who were randomly chosen from 28 senior secondary schools in India. They employed a scale in their study that had sections for work satisfaction, intrinsic motivation, and commitment to the teaching profession. 18 chosen psychosocial variables were subjected to factor analysis in order to identify the key determinants of teacher commitment. Based on the elements and characteristics that affect instructors' commitment to the teaching profession, the study also employed discriminant analysis to identify more and less committed teachers. The study's findings revealed that the 18 psychosocial variables used in the factor analysis that produced the five factors—work-related personality, work-related values, work-related support, work-related rewards, and the desire to acquire new skills—were all found to be significant predictors of commitment to the teaching profession. The study also discovered that teachers who were more committed to the profession differed from others in terms of work-related personality, work-related values, and desire to improve skills.

Singh and Billingsley (1998) conducted a quantitative study with the goal of determining the elements that influence teachers' commitment. They specifically looked at the associations between principal leadership and peer support and teachers' commitment. Additionally, the study sought to pinpoint demographic details and background elements that can influence teachers' commitment. According to the study, the idea of teacher commitment encompassed elements like psychological commitment, a desire to continue teaching, and a desire to become a teacher once more. The survey, which was distributed to 9,040 public school teachers in the USA, was analyzed using structural equation modeling, and the findings showed that support from fellow teachers had the greatest direct influence on teachers' professional commitment, followed by principal leadership and support. As a result, it was found that teachers' commitment is significantly influenced by both colleague support and principal leadership and support. Additionally, it was shown in the study that factors like gender and experience had a big impact on a teachers' occupational commitment. It was shown that female instructors had greater commitment than male teachers, and that commitment had a negative relationship with experience. It was noted that compared to novice teachers, more experienced teachers demonstrated a somewhat lower level of professional commitment.

In order to ascertain the factors influencing the tendency of novice teachers to be committed to teaching profession during the first three years of their professional lives, Eberhard and other colleagues (2000) conducted a cross-sectional survey with 228 teachers selected by purposive sampling from the K-12 level in Texas. The results of the chi-square analysis performed on the survey responses showed that strong in-school support systems, such as encouragement from coworkers and administrators, adequate training for the demands of teaching, favorable working conditions, high pay, the chance to observe excellent teachers, efficient mentors, and being decisive on becoming a teacher in high school or earlier, were all significant factors for retaining new instructors in the field. The study also discovered that novice teachers are more likely to stay in the profession if they get more encouragement from their colleagues and administrators. The research suggested strategies to retain novice teachers committed to the field, such as enhancing pre-

service preparation, increasing new teachers' access to support services, and enhancing pay and working conditions.

In order to understand teachers' experiences with and views of teacher commitment, to emphasize crucial elements that promote it, and to offer insights, Crosswell (2006) performed qualitative phenomenological research. The study was carried out in a primary school in Australia using semi-structured interviews with teachers who had different demographic characteristics. Teachers initially talked about their commitment to their students in terms of caring for them and addressing their needs, but then they started to describe it in terms of their own personal beliefs and educational philosophies. Four sorts of teacher commitment views consequently formed. The first theme holds that a teacher's commitment was defined as their emotional investment in and passion of particular facets of the teaching profession. The second theme contended that a teacher's commitment to their students was demonstrated by their constant presence in their lives. The third element asserted that teachers appreciate their students and prioritize the professional development in order to satisfy students' needs. The fourth and final theme was that committed teachers advance their professional knowledge by keeping it up to date.

Day (2008) conducted a three-year mixed-methods study with a sample of 300 teachers from lower-secondary and upper-secondary levels from 100 different schools to look at the factors that affect teachers' effectiveness and commitment as well as the relationships between these traits and the work environments, personal lives, and careers of teachers. Face-to-face interviews with each teacher were conducted twice a year to gather the important criteria for perceived effectiveness and commitment. The time it took for the patterns to develop, and if they did, within a 3-year period, was used to generate comprehensive, in-depth profiles of their professional and personal lives. Overload, demoralizing policies, demanding student conduct, unsupportive parents, inconsistent leadership, and health concerns as personal variables were found to be detrimental elements that impact teacher commitment. On the other side, it was shown that variables such as good relationships with students, support from the administrative team, a sense of

belonging, being in good health, and confidence in one's ability to make a difference positively influence teacher commitment.

In Singapore, Chan and colleagues (2008) used cross-sectional survey research to study organizational and individual variables of teacher commitment, concentrating on the mediation roles of teacher competency and school identity. The study included 1,970 teachers in total, chosen using a stratified random sampling. A structural equation model was used to examine the survey data. According to the findings, teacher commitment was positively correlated with organizational policy, reflective conversation, and teaching experience. These connections were also somewhat moderated by teacher competence and school identity. The researchers came to the conclusion that efforts to improve teacher competence and identification with the school may also be successful in raising teacher commitment and emphasized the significance of promoting reflective dialogue in schools and reducing perceived organizational policies to do so.

Rots and Aelterman (2009) carried out a quantitative investigation in the Dutch setting to create and test a model that may aid in understanding the variables influencing the admission of teacher education graduates into the teaching profession. The stratified random sample method was used to choose 301 recently graduated instructors from teacher education programs. The type of teacher preparation (primary and secondary education), faculty support, mentor support, readiness for teaching, professional orientation, and teacher commitment are some of the most significant variables in this study. The study made use of a survey and scales developed by other researchers. The results were determined through path analysis and stepwise logistic regression. Primary school graduates were more likely than secondary school graduates to pursue teaching career. Additionally, graduates who felt more prepared for the teaching profession were more likely to do so. Graduates with a stronger professional orientation towards teaching were also more likely to pursue teaching career. Graduates who believe they received adequate support from the faculty during their teacher education program were also more likely to pursue their careers as teachers. The findings also demonstrated that teacher commitment was a powerful indicator of entry into teaching. It was shown that

teacher competency and professional orientation were favorably and directly correlated with commitment to teaching. Finally, it was stressed that the kind of education, specifically the difference between the teaching programs for elementary and secondary schools, had a substantial indirect impact on teacher commitment.

The aim of the mixed-method study by Choi and Tang (2009) was to investigate the degrees of commitment and influencing elements of 23 Hong Kong teachers who were chosen by purposive sampling and began teaching between 1997 and 2007. The study's objectives were to bring new knowledge to the widespread concern about the commitment dilemma and to provide light on teacher retention tactics. Using a scale, commitment level was determined. In-depth documentation analysis and life history interviews were also employed. According to the findings, teachers' levels of commitment varied between 1997 and 2007 depending on when they first entered the field. The mid-career cohort had the highest percentage of teachers with greater levels of commitment, whereas the early-career group had the vast majority of teachers with low commitment ratings. The proportion of teachers in the later career cohort who had higher and lower levels of commitment was equal. In addition, the study's findings were examined under three themes, including personal variables, workplace conditions, and conditions related to the school system. According to results, life events encountered by teachers, such as birth, death, sickness, and divorce, reduced teacher commitment. It was also discovered that characteristics related to the workplace, such as autonomy, cooperation, feedback, learning opportunities, and participation in decision-making processes promoted teacher commitment. Lastly, politicians' initiatives and societal expectations were two aspects of the educational system that had an impact on how committed instructors are.

Collie and other coworkers (2011) conducted a correlational research study in Canada to examine the relationship between school climate, social-emotional learning and teacher commitment. 664 public school teachers who taught students in kindergarten through 12th grade were the participants of the study. School climate was measured using the Revised School Level Environment Questionnaire, teacher commitment was measured using the large-scale Schools and Staffing Survey, and

social-emotional learning was measured using the Beliefs in Social-emotional Learning Teacher Scale, and the Social-emotional Learning Integration Scale. In the study, it was discovered that major predictors of teacher professional commitment included things like administrative support, collaboration with coworkers, role playing throughout the decision-making process, and student relations of school atmosphere. The study also discovered that teachers' professional commitment is predicted by their strong views in social-emotional learning and their integration. In other words, through promoting a social-emotional learning culture throughout the school and in the classroom, the significance of striving to increase the commitment of teachers was underlined.

To determine the variables influencing teachers' commitment to their jobs, Mohammadtaheri (2011) performed a quantitative study with 340 randomly selected Iranian teachers. The researcher developed a questionnaire to assess a number of elements, such as economic variables, interpersonal relationships, teacher knowledge, in-school elements, school ethos, and teacher personality traits, that affect teachers' commitment in high schools. The results of the study found significant correlations between those factors and teacher commitment. The study made recommendations for school administrators and policy makers to promote supportive work environments, taking into consideration these elements that impact teachers' commitment.

10 novice teachers working in the USA were participants of Michel's (2013) mixed-method study, which sought to examine novice teachers' beliefs, experiences, and commitment to the teaching profession throughout their first five years of employment. As techniques for gathering data, interviews, a participant questionnaire, a self-efficacy scale, and information from school records were selected. The results of the study showed that novice teacher commitment is a complicated and nuanced concept that is impacted by a variety of elements, including individual beliefs, experiences, and emotions of efficacy, as well as the contexts of the school and community. According to the study's findings, novice teachers struggled with issues like classroom management and workload balance in their first

five years of teaching, but those who receive more encouragement from their colleagues and administrators were more likely to be committed.

Arjunan and Balamurugan (2013) conducted a quantitative study in which the levels of commitment to the profession of 121 randomly chosen teachers were evaluated in terms of their commitment to students, commitment to society, commitment to profession, commitment to achieving excellence, and commitment to human values. According to the study's findings, the majority of instructors exhibited medium or low levels of commitment. The commitment to students with the highest averages is one of the sub-dimensions, followed by the commitment to human values, the pursuit of excellence, and lastly the profession.

Shukla (2014) administered three scales to 100 primary school teachers who were chosen using convenience sampling for her correlational study in the setting of India to ascertain the relationship between teaching competency, professional commitment, and job satisfaction. The study's professional commitment scale was a five-dimensional scale that measures commitment to the learner, the society, the profession, achieving excellence in professional acts, and the basic values. The study's findings on the teacher commitment variable showed a significant correlation between work satisfaction and total mean score of all dimensions. Regarding the dimensions, there was a significant correlation between commitment to achieving excellence in professional acts, commitment to the basic values and job satisfaction. The remaining sub-dimensions namely commitment to students, commitment to society, commitment to continue the profession were not significantly correlated with job satisfaction.

The purpose of the study by Othman and Kasuma (2016) was to look at the relationship between Malaysian primary school teachers' commitment and four different aspects of the school climate. Two distinct questionnaires were given to the 131 individuals who were chosen using convenience sampling. Institutional fragility, peer leadership, and professional teacher behavior were three factors of school atmosphere that did not significantly affect teachers' commitment. On the other hand, the Achievement Press component significantly boosted teachers' commitment.

In their qualitative study using semi-structured interviews with 8 teachers, Fransson and Frelin (2016) sought to understand the nature of teacher commitment and the elements that influence teachers' long-term retention. According to the study's findings, teachers were better able to uphold their commitment when their everyday lives were pleasant rather than challenging. It was discovered that committed teachers were more self-assured and felt more valued by their peers, administrators, and parents. The study's four themes—personal context, school context, system context, and professional development—were used to group the elements influencing teacher commitment. By paying attention to personal, school, system, and professional development issues, the study offers significant insights for the sustainability of teacher commitment.

Duyar et al. (2019) conducted a quantitative survey design study with 277 teachers with the goal of finding the factors that influence teacher commitment and retention in order to find solutions to help instructors establish a better sense of professional identity. According to the study's findings, perceived organizational support had an impact on teachers' professional identities, teachers' organizational and professional commitment as well as retention. Additionally, it was shown that teachers' professional identities and commitment to their job were most strongly influenced by perceived organizational support.

To investigate the multidimensional viewpoint of teacher self-efficacy and its implications on job satisfaction and professional commitment in the Chinese context, Huang and colleagues (2020) carried out a cross-sectional survey with 1,208 teachers who were chosen by convenience sampling. The sub-scale used to assess teacher commitment was derived from the scale created by Meyer et al. (1993), while four other measures were utilized to measure teacher self-efficacy and professional satisfaction. According to a Pearson analysis, teachers' job satisfaction and commitment to their profession were significantly impacted by the multidimensional view of teacher self-efficacy. The results of a path analysis that was conducted separately for the two dependent variables (job satisfaction and occupational commitment) revealed that teacher self-efficacy in classroom management, instructional tactics, student engagement, and school-community interactions was

found to be positively related to job satisfaction and occupational commitment. Furthermore, it was discovered that teacher self-efficacy in decision-making processes at school and relationships with students had a considerable beneficial impact on professional commitment.

In a correlational study conducted by Eğinli (2021), the relations between principal support, teacher efficacy, and collective efficacy were used to identify the characteristics that contribute to teachers' commitment to teaching. 260 in-service teachers enrolled in a graduate program at one of Washington's universities were asked to complete a survey. The teachers who were chosen by convenience sampling responded to a survey that had four scales for four variables. The study demonstrated that teacher efficacy mediated the association between the principal's leadership and the teacher's commitment to the profession. Positive significant connections were observed between the variables. School principals were urged to develop strategies and policies for the sustainability of teacher commitment and to enhance teacher competency in the study by highlighting the significance of principals' leadership roles and conviction in teachers' efficacy.

2.3.2. Studies on Teacher Commitment in Turkiye

The objective of the study conducted by Tak and Çiftçioğlu (2008) was to investigate the presence of a causal association between professional commitment and the inclination to remain employed within a school. The research sample comprises 305 instructors employed in elementary and secondary schools located in the city of Bursa. The research employed a measuring model consisting of five variables and 29 phrases, which were hypothesized to elucidate the underlying ideas. The following constructs were assessed in this study: professional commitment, intention to remain in the organization, work satisfaction, job satisfaction, and adopting organizational principles. The conclusions of the study were characterized by two notable observations. Initially, it was observed that there was no statistically significant direct correlation between professional commitment and the desire to depart from the school. One further point to consider was that the influence of work satisfaction and professional commitment on the desire to remain with the school was mediated.

Therefore, the research revealed that if the job satisfaction of the teachers who are committed to the profession is high, their intention to stay in the school will be strengthened.

A descriptive survey approach was used in a study by Turhan et al. (2012) to identify the elements that influence classroom teachers' commitment to their jobs. The factors affecting the professional commitment level of teachers were found to be "loving the profession", "making an effort", "appreciating", "social status", and "difficulty in the profession". Despite the conclusion that they find it difficult to execute their job and do not feel their social standing is sufficient, it was found that the classroom teachers loved and valued their jobs and worked hard to succeed. It was concluded that classroom teachers had a high level of professional commitment. Only the attribute of "difficulty" showed a significant difference in the analyses of the instructors' educational backgrounds. It was determined that undergraduate graduates have less difficulties performing the classroom teaching profession than graduate teachers.

The self-efficacy perceptions and professional commitment levels of 349 elementary, secondary, and high school teachers who were chosen using the stratified sample technique were determined as part of a correlational descriptive study by Kozikoğlu (2016) to investigate the link between these two factors. The analysis' findings revealed that teachers' judgments of their own self-efficacy and degree of professional commitment were both strong, and that there was no statistically significant gender or branch difference in these two variables. Additionally, there was shown to be a moderately positive relationship between professional commitment and teachers' perceptions of their own efficacy.

The objective of the research conducted by Kırdök and Doğanülkü (2018) was to investigate the potential predictive relationship between the five-factor personality characteristics and professional commitment. The research's study group comprised 259 instructors employed in public schools located in the city center of Niğde, representing various branches and school levels. The study utilized two scales: the 7-point Likert-type Professional Commitment Scale, originally developed by Blau in

1985 and translated into Turkish by researchers, and the 5-point Likert-type Five Factor Personality Scale with 10 items, developed and translated into Turkish by Rammstedt and John in 2007. The study was conducted utilizing the relational screening methodology. The study investigated the relationship between the five variables of personality (responsibility, emotional instability, extraversion, agreeableness, and openness to experience) and professional commitment. The data analysis involved the utilization of multiple linear regression analysis to investigate the influence of personality traits on professional commitment. Additionally, Pearson product-moment correlation analyses were employed to assess the associations between variables. Furthermore, a t-test was conducted to explore potential disparities in occupational commitment based on gender. The findings of the analyses indicated that personality qualities such as emotional instability, responsibility, and openness to experience were significant predictors of teachers' commitment. The results indicated that there was no significant predictive relationship between extraversion and agreeableness personality characteristics and teachers' commitment. Furthermore, there was no significant difference in commitment levels among teachers based on their gender.

In order to ascertain the predicted degree of commitment to the profession by teaching job characteristics, Meriç and Erdem (2020) included 327 instructors in their research based on the relational survey model they conducted. These teachers were selected using the cluster sampling approach. The "Teaching Profession Job Characteristics Scale" and the "Teacher Commitment Scale". The study's findings showed that teachers had very high perceptions of their jobs' requirements and levels of commitment to the field. The multiple linear regression analysis revealed a low-level positive relationship between self-sacrificing work and teachers' perceptions of their jobs, commitment to their professions, and commitment to their students. On the other hand, it was discovered that there was a medium-level positive relationship between these variables. The study also showed that work characteristics accounted for 34% of job commitment and that three sub-dimensions of job characteristics—teacher skills, teacher performance feedback, and teacher autonomy—were important predictors of job commitment. While teachers' perceptions of job characteristics and general levels of commitment to the profession were unaffected by gender, field of

study, or educational attainment, it was found that single teachers and teachers with 1 to 10 years of experience had higher general levels of commitment to the profession than teachers with more experience.

To determine if there was a significant difference in the degrees of the relationship depending on various variables, Kozikoğlu and Özcanlı (2020) performed study using the relational survey model to evaluate the link between teachers' commitment to their career and their 21st century teaching skills. The "21st Century Teacher Skills Scale" and the "Teaching Profession Dedication Scale" were utilized in the study, which involved 370 teachers from several branches. The data were analyzed using descriptive statistics, difference analysis, Pearson Product Moments Correlation Coefficient, and stepwise regression analysis. It was determined that teachers had high levels of commitment and 21st century teaching abilities. The study found that male teachers were less committed to their jobs than female teachers were, but that teachers' commitment to their jobs was unaffected by their desire to pursue postgraduate education, their school's level, or their branch. It was shown that instructors who wish to work in elementary schools while pursuing graduate degrees had better 21st century teaching skills. Additionally, it was shown that there were moderately strong, meaningful links between teachers' commitment to their careers and their ability to teach in the twenty-first century.

In their study, Yavuz et al. (2022) sought to determine whether there was a statistically significant difference between the professional commitment and professional competencies of 100 teachers working in public and private schools affiliated with the Ministry of National Education in Zonguldak province. Based on the descriptive survey approach, the study employed the "Teaching Profession Engagement Scale" and the "Teaching Profession Competence Scale." In the comparisons based on the gender variable, independent groups t-test was employed, and one-way analysis of variance was used in the comparisons based on the professional seniority, age, and variables. The research's findings led to the conclusion that there was no significant difference between general teaching abilities and professional commitment. The results showed that both professional commitment and general competence were at high levels.

Turk and Korkmaz (2022) used the relational screening model to conduct their study with the goal of examining the link between the devotion, commitment, and attitudes of 477 primary, middle school and high school teachers who were selected through the convenience sampling. ANOVA, Pearson Correlation, and regression analysis were used to examine data gathered from instructors using the "Teacher Commitment Scale," "Teaching Profession Dedication Scale," and "Teaching Profession Attitude Scale" instruments. The analysis's findings demonstrated that the teachers had high degrees of dedication, commitment, and attitude. It was shown that female teachers had much greater levels of professional commitment and dedication than male instructors. Additionally, it was shown that instructors with 6 to 10 years of seniority had much lower levels of commitment to their job than teachers with more than 21 years of seniority. Finally, it was shown that teachers' degrees of attitude, commitment, and dedication to their profession were all independent predictors of one another.

In his study based on the descriptive survey model, Ertürk (2023) asked 318 primary school teachers in Bolu's city center to complete the "Teacher Autonomy Scale" and the "Teacher Commitment Scale," in order to determine the impact of teacher autonomy on teachers' perceived level of commitment to their profession. The perceptions of the teachers' commitment to their profession are found to be at a high level overall, in the dimensions of commitment to the profession, commitment to students, and work. The relationship between teacher autonomy and commitment to the teaching profession was shown to be both positive and significant. It was shown that teachers' opinions on their level of autonomy was related to their commitment.

In the study of Ünsal et al. (2023), the views of English teachers on their professional commitment were examined. In a study conducted in the phenomenology design, which is a qualitative research type, data from 12 English teachers working in Kahramanmaraş were collected in the form of semi-structured interview form and analyzed by content analysis technique. When the research's findings were analyzed, it became clear that English teachers saw their job as one that required patience and self-sacrifice, had an impact on people's lives by instilling social values, and was performed in the capacity of a parent. Despite their temperament, love of children,

and particularly favorable working conditions for women, it was shown that teachers made sacrifices for their job by spending their free time to their students and neglecting their families. While it was found that the teachers' commitment to the profession was increased by the students' success in the future and their loyalty to their teachers, it was also found that the teachers' commitment to the profession was decreased by the students' negative attitudes and behaviors, their failures, systemic issues, a decline in the prestige of the profession, and factors like low pay.

2.4. Teacher Professional Development

The teaching profession demands continuing in-service development from practitioners throughout their careers in addition to pre-service basic training and supervision. It is believed that professional-level mastery of the intricate information and abilities needed for a certain profession is the result of a protracted and ongoing learning process (Ingersoll et al., 1997). In their book Richards and Farrell (2005) argue that within the context of in-service teacher education, two major types of goals are frequently identified and frequently mixed: training and development. Training refers to activities that are directly related to a teacher's current responsibilities and are often geared toward short-term and immediate aims. It is sometimes viewed as preparation for induction into a first teaching post or for taking on a new teaching assignment or responsibility. Understanding basic concepts and principles as a requirement for applying them to teaching, as well as the capacity to show principles and practices in the classroom, are all part of training (Richards & Farrell, 2005). They state that the content of training is usually determined by experts and is often available in standard training formats or through prescriptions in methodology books. The following are examples of goals from a training perspective:

- Learning how to begin a class using successful tactics
- Tailoring the textbook to the class
- Understanding how to include group activities into a class
- Making use of efficient questioning tactics
- Making use of classroom tools and resources

- Techniques for providing performance feedback to students (Richards & Farrell, 2005).

On the other hand, development refers to overall growth that is not centered on a single job. It has a longer-term purpose of facilitating teachers' knowledge of teaching and of themselves as instructors. It frequently entails assessing several characteristics of a teacher's practice as a foundation for reflective review (Richards & Farrell, 2005). Documenting various types of teaching practices; reflective examination of teaching practices; analyzing beliefs, values, and principles; dialogue with peers on fundamental themes; and collaboration with peers on classroom issues are common strategies for teacher development (Richards & Farrell, 2005). Similarly, according to Freeman (1982) and Villegas-Reimers (2003) there are distinctions between the notions of in-service training and professional development. While describing professional development as a life-long learning process in which a person willingly participates in order to adapt to changing and developing global conditions, they refer to in-service training as a method of receiving knowledge in case of necessity in a certain subject.

In their research study Sancar et al. (2021) contended that while current data shows an increased need for teacher professional development, many studies organized their research processes without using a professional development definition or framework (Gallagher et al, 2011; Holdway & Hitchcock, 2018; Lopes & Cunha, 2017; Zhang et al., 2011, as cited in Sancar et al., 2021). However, before dealing with the professional development process, it is necessary to define what professional development is, explain its distinguishing characteristics, and explain how it influences teacher and student outcomes (Guskey, 2000; Kang et al., 2013).

Professional development is referred to by a variety of phrases in the literature. 'Continuing education, professional learning, continuous development, career-related continuous learning, professional advancement, personnel development' (Yılmaz & Sever, 2021, p. 89) are some common terms of the definitions. According to Glatthorn (1995), teacher professional development is the professional progress that a teacher gets as a result of obtaining more experience and systemically analyzing his

or her teaching. Professional development, according to Stone (2014), is defined as planned and unplanned, formal and informal attempts to be productive that allow for development via teacher's own efforts. Similarly, UNESCO (2016) stated that teacher professional development refers to the education that teachers receive throughout their professional lives in order to improve their knowledge, skills and attitudes in many fields and it includes formal and informal professional learning activities. Teacher Professional development, according to Day (2004), is a notion that comprises intentional and planned activities as well as all natural learning experiences that will help to improve the quality of education in the classroom and will benefit organizations, schools, or people directly or indirectly. According to Ganser (2000), teacher professional development includes both formal experiences (e.g., attending workshops, mentoring, etc.) and informal experiences (e.g., reading professional journals, seeing films on teaching and learning in an academic subject, etc.). Professional development of teachers is generally used to express the process of improving teachers' professional knowledge and skills and it is a notion that encompasses all sorts of learning, from in-service trainings to literature readings about their field (Craft, 2002). According to Fullan (1995), teacher professional development is concerned with the teacher's personal and professional growth and includes any and all activity or process aimed at improving the teacher's knowledge, attitudes, beliefs, dispositions, understanding, and actions in their current or future role. Bubb and Early (2007) stated that teacher professional development is used to stress a process that begins with pre-service teacher training and involves ongoing education opportunities throughout their professional life, culminating with retirement. According to Morais and Medeiros (2007), the teacher's professional development process is dynamic, incomplete, and dependent on the individual. Terzi (2014) defines teacher professional development as a concept that includes pre-service training, novice teacher training, in-service training, educational innovations (school improvement), and educational research. According to Richit and Tomkelski (2020), teacher professional development should be viewed as a continuous and dynamic phenomenon in which the teacher grows personally and professionally, transcending the individual to the collective level. Marcelo (2009) noted that teacher professional development may also be understood in terms of the search for professional identity, as defined by teachers and others, in which identities constitute

a complicated tangle of stories, knowledge, procedures, and rituals. According to Gameda and Tynjälä (2015), teacher professional development is a process in which teachers improve their knowledge and abilities, broaden their current competencies, influence in-class practices, and boost student achievement.

In their research study, Sancar and other colleagues (2021) evaluated current literature to provide a functional framework for optimum professional development. According to their conceptual framework, professional development was a process that began with a teacher education program and continued throughout a teacher's career. It was influenced by the qualities of the instructor, the content of what they taught, and the teaching strategies of how they taught. Particularly, they discovered that the evidence implied that the professional development process had a direct impact on student outcomes and that relevant reforms, school environments, curriculum, partnerships, and formal/informal supporting activities were all important components of the professional development process (Sancar et al., 2021). In their study, Joyce and Calhoun (2010) uncovered that professional development initiatives serve multiple purposes. These include: a) enhancing the school environment to create a conducive learning atmosphere, b) improving the overall functioning of the school as an organization, thereby benefiting both students and teachers in terms of quality of life, c) offering teachers a range of professional learning opportunities that encompass foundational knowledge and skills, innovative approaches to curriculum and instruction, and strategies for investigating student learning, d) fostering a collaborative culture within the school and reducing isolation among teachers, thereby facilitating collaborative efforts to support students in achieving significant growth.

Guskey (2000) argued in his study that many teachers and school administrators view professional development as a one-time event that occurs just three or four times during the school year. They have a tendency to propagate the view of professional development as a series of disconnected, short-term seminars and presentations with no follow-up or practical assistance (Guskey, 2000; 2002; Borko, 2004). On the contrary, professional development is described as trainings and activities designed to help students learn better by improving teachers' professional

knowledge, abilities, behaviors, and attitudes (Darling-Hammond et al., 2017). Since every current idea to improve education includes high-quality professional development, effective professional development also entails knowing how to reform and improve educational institutions (Guskey & Huberman, 1995). According to Guskey (2000) in order to fully understand what is meant by professional development, three further distinguishing characteristics must be considered. First of all effective teacher professional development begins with a clear definition of aims and goals, assures that the goals are valuable, and establishes how the goals may be evaluated, so it is *intentional* and meaningful to teachers when they recognize a link to their everyday tasks (Flores, 2005; Quick et al., 2009). For the '*ongoing*' characteristic of the professional development, it was emphasized that education is a rapidly changing professional field with an ever-expanding knowledge base and our understanding of practically every subject and academic field is growing (Guskey, 2000). To stay informed of new information and understanding, educators at all levels must be continuous learners throughout their professional careers (Soine & Lumpe, 2014). As a methodical feature of professional development according to Guskey (2000), unpleasant experiences from the past have taught educators that fragmented, piecemeal methods to professional development do not work. One-time seminars based on the latest educational craze are also ineffective. One reason for their failure is that they generally provide little direction on how the new ideas mesh with those promoted in previous years. Even when the individual parts of professional development are done correctly, organizational factors might impede the effectiveness of improvement initiatives if a systematic strategy is not used (Guskey, 2000). Thus, the effective teacher professional development is '*systematic*'. Combining individual requirements with school goals, as well as addressing teachers' personal learning needs promotes teacher commitment to professional development and enthusiasm to learn (Porter et al., 2003; Senge et al., 2000).

In their research study, Desimone and others (2002) identified six essential components of professional development, categorized into three structural aspects and three core features, through their empirical investigation. A correlation was found between these factors and the enhancement of instructors' knowledge and skills, along with modifications in their instructional methodologies. In comparison

to traditional workshops, courses, or conferences, the structural characteristics encompassed the manner in which the activity was organized, such as being designed as a reform-oriented entity, such as a study group, teacher network, or teacher research center. The temporal extent of the activity, encompassing the aggregate number of hours during which participants were engaged, and the extent to which the activity emphasized the collaborative involvement of cohorts of educators, were considered. According to them, the last three fundamental characteristics pertained to the extent to which it facilitated opportunities for active learning. Additionally, the evaluation encompassed the level of coherence in teachers' professional development through the incorporation of experiences that aligned with teachers' objectives. Furthermore, it assessed the extent to which the activity promoted ongoing professional discussion among instructors. The final crucial fundamental component pertained to the topic focus, which involved placing emphasis on the development and augmentation of teachers' content expertise (Desimone et al., 2002).

2.4.1. Professional Development Models

Examining professional development models in the existing literature reveals that models and activities are inextricably linked, with no distinct hierarchy (Eroğlu, 2019). What is mentioned as a professional development model in one source could be a professional development activity in another. It is obvious that the models offered in the current literature are based on Guskey's professional development models proposed in 2000. According to Guskey (2000) a single model is unlikely to be useful for all people in all situations. The suitability of a specific model depends on the objectives, context, and application setting.

In the *Individually Guided* professional development model, teachers build their own professional learning objectives and choose the activities that will help them attain those objectives (Mathew & Peechattu, 2017). The model is founded on the idea that teachers are 'capable of self-direction and self-initiated learning' and can best determine their own learning requirements (Guskey, 2000, p.27; Mathew & Peechattu, 2017; Zulfikar, T., & Mujiburrahman, 2018). The model also implies that if teachers have the chance to initiate and design their own learning experiences, they

are more driven to learn. The steps for the individually guided professional development model starts with an identification of needs or interest and having a plan to meet those needs or interests. Then, teachers experience the professional development activities. Finally, they assess whether the learning outcomes from the professional development activities meet the pre-identified needs or interest (Sparks & Loucks-Horsley, 1989). The strategies of this model include video/audio self-assessment, reflective journal writing, and professional portfolios (Göker, 2016; Çetin & Bayrakçı, 2019).

The *Observation and Assessment* model is based on the feedback the teacher receives from other instructors' observations (Richards & Lockhart, 1991; Dudney, 2002; Gray, 2012). Teachers' observations may concentrate on lesson design, instructional strategies, or classroom management (Guskey, 2000; Montgomery, 2013). It has significant advantages for both the observer and the one being observed (Sparks & Loucks-Horsley, 1989). By monitoring a coworker and giving feedback, the observer expands professional knowledge. The teacher who is being observed advantages by hearing the perspective of another, obtains fresh ideas, and receives useful comments (Gray, 2012). Colleagues working together on common improvement goals helps to break through the isolation of teaching and school management (Guskey, 2000).

In an *Improvement Process* model teachers are frequently called together to build or evaluate a curriculum, establish a new program, plan instructional improvement initiatives, or address a specific problem. It promotes the capacity of instructors to collaborate and engage in decision-making processes (Guskey, 2000). *Training* is the most prevalent type of professional development and the one with the greatest experience among teachers. 'Workshops, seminars, colloquia, demonstrations, role-playing, simulations, and micro-teaching, large group presentations and discussions' are some of the most known examples of this model (Guskey, 2000, p. 23). According to Guskey (2000), successful training comprises 'theoretical exploration, skill demonstrations or modeling, simulated practice, performance evaluation, and workplace coaching' (p. 23). The finest training sessions are planned with specific goals in mind. 'Awareness, knowledge, and skill development' are common aims

(Guskey, 2000, p.23). To offer the feedback and coaching required for the effective application of new concepts, training sessions must be prolonged, correctly spaced, and complemented with extra follow-up activities.

Inquiry or Action Research model is founded on the premise that if teachers are given the chance to ask and answer questions based on data collected in their classroom, they will generate new ideas and ways for teaching (Gilles et al., 2010; Guskey, 2000, Henning et al., 2009). Instructors have to pick an issue or query of collective interest, accumulate, arrange, and consider information related to the problem, investigate essential academic literature and study findings, identify potential solutions that are likely to accomplish frequently desired objectives, execute the action and keep track of results (Chou, 2011; Craig, 2009; Guskey, 2000; Henning et al., 2009; Mertler, 2009).

Critical Friends Group or Study Group is a professional organization dedicated to promoting student learning via cooperation. Members concentrate on issues influencing student accomplishment, such as curriculum and student work (Cetin & Bayrakçı, 2019). It is made up of peers with no 'hierarchy of knowledge,' and it must foster a democratic, reflective, and collaborative learning community (McKenzie & Carr-Reardon, 2003, as cited in Vo & Nguyen, 2010, p.206). The theoretical basis for CFG is that through participating in professional development activities, instructors in a group develop a sense of teamwork. This involvement leads to more reflection on teaching practices, which in turn promotes a shift in practice targeted at boosting student accomplishment. As a result, student performance improves (Franzak, 2002). According to research, instructors who have participated in critical friends group have relatively positive perceptions of it. They thought they can have an impact on the outcomes of students (McKenzie & Carr-Reardon, 2003, as cited in Vo & Nguyen, 2010).

Mentoring model pairs an experienced and highly effective teacher with an inexperienced one (Hudson, 2013). Mentoring relationships function best when both the supervisor and the person being mentored share akin professional responsibilities and are prepared to set aside enough time to collaborate (Appalachia Educational

Laboratory, 1988, as cited in Guskey, 2000). According to Guskey (2000) the most effective mentors have high reputation among their peers and are known for their abilities to promote curricular and school reform. Mentors have several responsibilities, including sharing knowledge, obtaining materials, demonstrating best practices, guidance, supervision, promoting introspection, counseling on career decisions, and helping especially novice teachers (Ali 2008; Hudson, 2013; Villegas-Reimers, 2003). Mentors also benefit from the model since the mentoring gives opportunities to mentors for professional reconsideration (Walters et al., 2020).

2.5. Teacher Professional Development in Turkiye

Ministry of National Education in Turkiye (2022) states that within the scope of the lifelong learning principles that are gaining traction today, in-service training activities are critical to ensuring the professional and personal development of Ministry personnel, adapting them to changes, increasing productivity, and preparing them for higher positions. When the published National Education sources on teacher development are studied, it is clear that the professional development model, training, has a strong hold. In reality, in-service teacher training is a form of professional growth in and of itself. Moreover, in-service teacher training takes place as a professional development itself. However, as discussed earlier, training is only a model of a professional development.

The Professional Development Support Group Presidency, which was established under the General Directorate of Teacher Training and Development as part of the restructuring, was allowed to carry out services for the training of MoNE's teachers. Within the framework of the Civil Servants Law No. 657, the Basic Law of National Education No. 1739, and the Decree-Law on the Organization and Duties of the Ministry of National Education No. 652, the Group Presidency conducts in-service training activities for all teachers working in the central and provincial organizations (MoNE, 2022a). These services of the General Directorate are the cooperation and cooperation of the central and provincial organizations of the Ministry, YÖK, TED, Turkish Academy of Sciences (TÜBA), The Scientific and Technological Research Council (TÜBİTAK), The Disaster and Emergency Management Presidency

(AFAD), Green Crescent (YEŞİLAY), Teachers Academy Foundation (ÖRAV), the United Nations International Children's Emergency Fund (UNICEF) and other official and private institutions and organizations, non-governmental organizations and foreign cultural centers (MoNE, 2022).

Developmental activities are strategically designed and implemented based on comprehensive needs evaluations conducted on teachers, action plans, collaborative protocols established with national or international institutions or organizations, and policies set out by the Ministry and Institution (MoNE, 2022). The training programs encompass various components, such as candidate teacher training for newly appointed teachers, preparatory trainings for advanced tasks, expert trainer trainings, trainings for personal and professional growth, adaptation trainings for teachers transitioning to new careers, trainings for informational conferences, panels, forums, and symposiums, and lastly, teacher trainings conducted in partnership with higher education institutions.

Annual professional development programs are conducted in the months of June and September with the aim of enhancing teachers' expertise and proficiency in the domains of general knowledge, specialized field education, and pedagogical training. These programs serve to acquire novel skills, address educational challenges, and develop comprehensive plans and curricula that cater to the specific needs of students and their surrounding milieu (MoNE, 2022). Due to the substantial population of educators, it is impractical to provide in-service training to all teachers in a timely and location-specific manner through traditional face-to-face methods. Consequently, the implementation of distance education initiatives has been introduced (MoNE, 2022).

In March 2022, the Ministry of National Education made an announcement on the implementation of several initiatives aimed at enhancing the professional development of teachers and school administrators. These initiatives include the establishment of professional development communities, the introduction of teacher-administrative unit mobility programs, and the organization of school-based professional development activities. The primary objective of these endeavors is to

foster the continuous growth and improvement of educators in their respective roles. The provision specifies that in-service training activities shall be arranged in the form of courses or seminars. Courses and seminars can be delivered through either face-to-face instruction, distant education methods, or a combination of both modalities (MoNE, 2022). School-based professional development programs are designed to address the unique professional development requirements of individual schools. The professional development community will provide opportunities for teachers to engage in practice-based in-service training, fostering a collaborative environment for mutual learning and growth. The Teacher Information Network (BA) serves as a platform for facilitating communication and sharing of professional development materials among members of the educational community (MoNE, 2022). The teacher mobility program aims to facilitate the exchange of information and expertise among schools that have demonstrated exceptional performance, implemented effective methods, initiated innovative initiatives, or fostered diverse learning environments. Additionally, the program seeks to enable educators and administrators from other schools to visit these exemplary institutions.

Bubb (2007) stated that ‘the first year is the most formative period in a teacher’s career and support is crucial if they are to develop the competencies, confidence and attitudes that will keep them happy and successful in the job’ (p.1). He argued the importance of especially the first two years of teaching for optimal teacher growth. On-site assistance and coaching are critical, particularly in the early years of teaching because starting teachers are more likely to stay in schools that invest in their education (Smith & Ingersoll, 2004; Langdon, 2007). Thus, it’s critical to provide on-site professional development to new teachers and ensuring that new instructors have easy access to assistance (Kardos, 2003; Kessels, 2010; Wildman et al., 1989). According to Article 47 of the Civil Servants Law No. 657, candidate teachers are freshly appointed teachers to the teaching staff of the Ministry of National Education (MoNE, 2022). According to the latest updated candidate teacher guide published by the Ministry of National Education in 2022, under the supervision of educational institution directors and mentor teachers, candidate teachers are exposed to training and practice assignments. The candidacy process is designed to prepare novice teachers for their profession, civil service, the institution they will serve in, and the

social environment they are part of, in the best possible way. Candidate teachers, in accordance with the Pre-Service Teacher Training Program determined by the Education Board, undergo education and practical tasks under the responsibility of school principals and mentor teachers. According to the Pre-Service Teacher Training Program, the candidacy process of prospective teachers begins with orientation training and concludes with the preparation of the Pre-Service Teacher File (MoNE, 2022). Candidate novice instructors undergo an orientation training program within the initial two weeks of starting their teaching responsibilities. This training should encompass the inclusion of the features, regulations, procedures, as well as the obligations and accountabilities of the instructor inside the educational institution to which they will be assigned. The introduction of the building and parts of the educational institution is necessary. During the orientation training, it is essential to communicate the fundamental characteristics of the neighborhood in which the educational institution is situated, as well as the socio-cultural context and the basic aspects of parents and student profiles. Candidacy training pertains to the comprehensive 210-hour educational program designed for newcomer teacher candidates, which will be delivered through distant learning modalities. Out of the total training hours, 180 hours are allocated to compulsory courses that are required for all aspiring teachers, while the remaining 30 hours are dedicated to optional subjects chosen from a predetermined pool of topics, depending on the individual interests of the instructors. In addition, the educational institution administration, advisory teacher, and candidate novice teacher collaborate to develop a study schedule that focuses on practical activities, drawing from the Candidate Teacher Training schedule. The primary objective of observation activities is to augment the practical experiences of aspiring novice teachers, so equipping them with the necessary skills and knowledge to excel in the teaching profession. This is achieved through the valuable insights and expertise shared by experienced instructors. The execution of observation activities necessitates the utilization of a semi-structured format. Additionally, where appropriate, engaging in conversations with experienced educators regarding the detected instances is recommended to enhance comprehension of the subject matter. In conclusion, the mentor teacher closely observes and evaluates the classroom teaching methods employed by candidate teachers during their candidacy term, utilizing a semi-structured assessment tool. The

new educator is allocated additional teaching tasks based on the evaluation findings in order to further their professional development.

In their mixed-design study, Mahmoudi & Özkan (2015) sought to understand the perspectives of 32 experienced and 28 novice Turkish teachers on professional development activities. The teachers were chosen by convenience sampling. Focus group interviews and the TALIS professional development questionnaire were put into practice. The findings of the theme analysis and t-test performed showed that experienced teachers had more positive perceptions of professional development activities than novice teachers. According to experienced teachers, professional development was crucial for to keep current with new research and instructional methods. Additionally, experienced teachers felt that some activities, such as peer observation and cooperation, were more advantageous than others as compared to novices. On the other hand, novice teachers stressed the desire for more hands-on, applied professional development experiences and value the mentoring and advice of more experienced teachers. The study came to the conclusion that differentiated professional development programs should be created to address the requirements of both experienced instructors and novice teachers, with a special emphasis on activities that promote teamwork and reflective thought.

In their mixed-design study, Ceylan and Özdemir (2016) sought to investigate teachers' perspectives on the idea of professional development and their involvement in professional development activities in Türkiye and England. One of the purposive selection techniques, maximum variety, was used to choose the research group, which comprises of 54 teachers, 31 of whom work in schools in Türkiye and 23 in England. The OECD's worldwide TALIS questionnaire and a structured interview form were used to gather the data. Teachers in England claimed that professional development in their nation is getting richer day by day in terms of resources and content, and there are different activity options according to different teacher needs, while teachers in Türkiye complained about issues like not giving enough importance to professional development and inadequate activities. The survey also highlighted the fact that, in comparison to teachers in Türkiye, teachers in England usually engaged in more collaborative professional development activities. Furthermore, the

study's findings demonstrated that English teachers had a wider perspective on the idea of professional development than do their Turkish counterparts. In addition, English teachers had more opportunities than their Turkish counterparts to put the knowledge, skills, and experiences they have acquired in their participation in activities to use.

Eroğlu (2019) conducted a study based on the relational and causal comparison model with the goal of examining how Turkish teachers' engagement in professional development, attitudes, willingness for self-learning, and supportive school features related to one another. Data were gathered using scales that measured each variable, with the research group consisting of 542 Turkish instructors. The following techniques were utilized to analyze the data: descriptive statistics, independent samples t-test, ANOVA, multiple linear regression analysis, and mediation analysis. The study's findings indicated that teachers participated in professional development to a partially high degree. However, there was little involvement in collaborative activities. A portion of teachers had positive views about professional development, the readiness of teachers for self-learning was found to be high, and low levels of supportive school characteristics were perceived by teachers. The attitudes toward professional development, preparedness for self-learning, and perceptual factors related to supportive school features strongly predicted teachers' engagement in professional development activities. The willingness for self-learning accounted for the majority of the variance, whereas the attitude toward professional development accounts for the least. A mediator in the relationship between professional development involvement and supportive school features was identified as being ready for self-learning. The findings indicated that factors influencing teachers' engagement in professional development included self-learning preparedness, supportive school features, and attitudes toward professional development. These findings led to recommendations for improving teachers' readiness for self-learning, transforming schools into professional learning environments that support teachers' professional development, and raising the quantity and caliber of in-service training and other forms of professional development.

2.6. Effects of Professional Development on Teachers

Enhancing the quality of teaching, student outcomes, and the education system as a whole is contingent upon the imperative nature of professional development for educators. A multitude of studies and analyses have been undertaken by researchers in order to comprehend the effects of different forms of professional development on the knowledge, abilities, and instructional practices of teachers. The present study presents a compilation of significant discoveries and avenues of inquiry within this particular domain.

In order to examine the connection between professional development, efficacy beliefs, and classroom practices of novice teachers, Bozack (2008) carried out a mixed-method study in which data was gathered through observations and interviews with 81 novice teachers in Arizona. Correlation analysis and theme analysis were performed on the data gathered by the teacher efficacy scale, teacher preparation program interview, mentoring interview, and professional development interview. The results demonstrated a positive relationship between successful classroom practices and professional development opportunities for novice teachers and their beliefs about their own efficacy. It was shown that novice teachers who took part in the professional development program believed more highly of their own abilities and were more inclined to use successful teaching strategies. The study also discovered that mentored novice teachers believed in their own efficacy more and were more likely to use successful teaching strategies. As a result, it was determined that professional development opportunities and mentorship assistance are crucial for assisting novice teachers in developing successful teaching strategies and their self-efficacy beliefs.

To investigate the connection between teacher professional development involvement, working conditions, and teacher satisfaction, Meagher (2011) performed quantitative research with 64 teachers in Chicago. The data collection process utilized an inventory of assessments to gauge the perceived existence of elements related to professional growth, alongside assessments to evaluate teachers' working conditions and job satisfaction. According to correlation and multiple

regression analysis there was no significant relationship between teachers' general level of professional development involvement and job satisfaction. On the other hand, it was discovered that key determinants of teacher job satisfaction were the physical qualities of the school where the teacher works, daily work schedules, school leadership traits, and the professional development opportunities provided only by the school level. It was stressed as a result that while teachers' professional development did not directly impact job happiness, bettering working conditions may cause teachers' job satisfaction to rise. The study also found that teachers' perceptions of working circumstances improved along with their tendency for professional development. In other words, it was determined that the design of possibilities for professional development might result in improved working conditions for teachers as well.

The goal of the experimental research carried out by Yoo (2016) was to investigate the impact of the professional development program on teacher perceptions of their own efficacy and their capacity to improve their teaching methods. The professional development program had a favorable impact on teachers' effectiveness beliefs and boosted participants' confidence in their abilities to favorably affect students' learning, according to data from 148 instructors chosen through convenience sampling. It also emphasized how crucial it is for teachers to engage in reflective thinking exercises in order to comprehend changes in their own competence. Teachers who reflected on their teaching approaches and evaluated them critically had a more favorable judgement of their skills.

In order to perform a cross-sectional study on the factors influencing teachers' attitudes toward professional development, Torff & Sessions (2008) had 214 New York-based teachers complete a professional development attitude scale. The association between teachers' attitudes toward professional development and other demographic and occupational characteristics, such as age, years of teaching experience, gender, grade level, and educational level, was examined using regression analysis. The analysis's findings showed that the length of professional experience was the best indicator of a teacher's attitude toward their professional development. Age, gender, grade level, and education level were the other factors

that were not shown to be significant predictors of attitudes toward professional development. The study's findings showed that novice teachers were more likely than other experienced teachers to benefit from professional development. There is a decline from the second to the ninth year in the profession. This declining tendency is stationary for instructors with ten years or more of experience, instead progressing in a more steady manner.

Prytula & Weiman (2012) performed a case study with 8 teachers who were selected using a maximum variation sample in order to examine the effect of collaborative professional development on teacher identity. Data analysis techniques, horizontal and vertical analysis were applied to the interviews and reflections. The findings demonstrated that four fundamental identity conceptions were positively impacted by collaborative professional development activities. In other words, collaborative professional development had been successful in enhancing teachers' skill set, teachers' abilities to choose the best course of action from a variety of possibilities, evidence-based approaches, and critical manner.

In order to determine the relationship between the job satisfaction of 170 randomly selected teachers from Kosovo and their participation in professional development, Potera & Mehmeti (2019) carried out a quantitative study. The data gathered from the questionnaire was analyzed using multiple regression and correlation analysis. The analysis's findings indicated a connection between teachers' engagement in professional development and their degree of work satisfaction. The researchers identified the primary drivers of teacher motivation for professional development based on the findings. These include the need to progress in the role, the need to help students succeed even more, the administrator's expectations, and the support of colleagues.

In England, Noonan (2019) carried out a qualitative study in which he conducted semi-structured interviews with 25 teachers to investigate the significance of comprehending unique teacher identities and experiences in building successful professional development programs. The results showed that teachers' past experiences, guiding beliefs, and learning preferences all played a significant role in

forming their professional identities. As a result, the study highlighted that professional development programs that ignore those aspects would result in teachers having identity conflicts. The study highlights how crucial it is to give teachers' viewpoints and experiences top priority when evaluating and developing professional development initiatives.

In order to better understand how mentorship, self-efficacy, and professional development barriers affect novice teachers in the United States, Renbarger and Davis (2019) carried out a study. From 2013 Teaching and Learning International Survey (TALIS) data, 226 novice teachers were chosen at random. Demographic information, a self-efficacy scale, and a work satisfaction scale were among the self-report tools used to gather the data for this study. According to regression analysis, a greater level of self-efficacy beliefs and mentorship from a more seasoned teacher were shown to be positively linked with work satisfaction in novice teachers. Furthermore, findings showed a negative correlation between perceived professional development hurdles and novice teachers' professional satisfaction. It was underlined in the study that giving novice teachers with professional development opportunities and mentorship that will support their self-efficacy beliefs will help them stay in the profession.

In a qualitative study, Nitalinawati (2020) used semi-structured in-depth interviews to gather data regarding how Indonesian novice and experienced language teachers perceived the effects of professional development initiatives. After the interviews were transcribed, the data were coded according to categories linked to the study topics, and it became clear from the data that novice and experienced teachers in professional development programs had distinct requirements and preferences. Experienced teachers had emphasized the need for additional activities, particularly integrating cutting-edge teaching strategies, in order to improve their teaching and address changing society's expectations for students. While novice teachers needed guidance that helps them adapt their theoretical and non-practical knowledge to the real classroom situation and enhances their teaching competence.

Thahir and other colleagues (2021) used correlation analysis in quantitative research with 300 randomly chosen teachers to examine the connection between teachers' professional development, job satisfaction, and teaching effectiveness. The findings of the survey revealed that teachers' professional development and work satisfaction had a considerable influence on their teaching performance. It was found that teachers who had involved in professional development and who were more satisfied with their jobs were more likely to do better in their teaching positions. Additionally, it was argued that offering effective professional development programs and support can enhance both teachers' job satisfaction and teaching performance, highlighting the fact that when teachers feel valued and supported in their positions, they are more likely to be satisfied with their work and perform better.

In order to better understand the connection between teachers' requirements for professional development and their work satisfaction, Smet (2021) performed a quantitative cross-sectional survey research. The OECD's TALIS 2018, a multinational survey, served as the source of the data. 260,000 teachers from 15 different countries who are enrolled in TALIS were chosen as participants using a two-stage stratified sampling. Using a multilayer model prediction, data were analyzed. The findings showed a correlation between teachers' perceived needs for professional development and their level of job satisfaction that was positive, and that the degree to which teachers engage in professional development activities also influenced how satisfied they were with their jobs. In other words, it was shown in the study that teachers who engaged in activities for professional development that are in line with their needs had more work satisfaction than those who engaged in activities for professional development that are unrelated to their requirements.

Toropova and other researchers (2021) from Sweden studied 200 math teachers to determine the connection between the working circumstances at schools, teacher self-efficacy, and job satisfaction. The Trends in International Mathematics and Science Study (TIMSS) 2015 provided the data for the study. Utilizing structural equation modeling, the data were examined. The analysis's findings showed that the working circumstances in schools and teacher self-efficacy were crucial determinants of teachers' job satisfaction. Participation in professional development and teachers'

opinions of their work satisfaction were positively correlated. In other words, it had been stated that in addition to enhancing teaching, professional development also favorably impacted teachers' work happiness and their perspective of continuing in the field for a longer period of time. It was also noted that teachers who were highly satisfied were more eager to take part in professional development activities.

The study done by Ahmad Zaky El Islami and other colleagues (2022) sought to investigate the patterns of professional development strategy and learning outcomes throughout the years 2015 to 2019. A comprehensive examination was conducted on a total of 267 articles to examine the scholarly contributions published inside the "Teaching and Teacher Education" journal throughout the period spanning from 2015 to 2019. The findings indicated a significant change in approaches to professional development, with a notable emphasis on increased cooperation and utilization of peer-to-peer learning platforms. Furthermore, the primary focus of these professional development programs was on the enhancement of teaching skills, classroom management capabilities, and subject area comprehension, as seen in the emphasis placed on learning outcomes. The aforementioned findings suggest that further investigation is required to build professional development programs that facilitate cooperation and foster peer-to-peer learning settings. As per the findings of the researchers, it is recommended that these programs should have the primary objective of enhancing the acquisition of information and skills necessary for the effective implementation of novel teaching methodologies.

2.7. Relationship Between Teacher Commitment and Professional Development

The literature study revealed that commitment is subject to external factors such as compensation and benefits, as well as the subjective interpretation of teachers about the importance of their roles, relationships, and involvement within the educational environment. Symbolic Interactionism and Human Capital Theory are two distinct but interconnected frameworks that offer valuable insights into the relationship between teacher commitment and professional development (Becker, 2009; Becker, 1975; Edinger & Edinger, 2018; Grissmer & Kirby, 1993; Snyder & Spreitzer, 1984). Symbolic Interactionism examines how individuals derive meaning from their

social interactions and how these meanings shape their behavior (Blumer, 1969). On the other hand, Human Capital Theory emphasizes the significance of investing in skills, education, and experience, and how these investments contribute to an individual's productivity and commitment (Becker, 1975). By employing these frameworks, researchers can gain a comprehensive understanding of the complex dynamics between teacher commitment and professional development (Francis & Adams, 2019; Troman, 2008).

The sociological theory known as Symbolic Interactionism examines the dynamics of social interaction at a micro level, emphasizing the significance of individual interactions within society. The theoretical framework was derived from the teachings of George Herbert Mead during the early 20th century and afterwards expanded upon by Herbert Blumer in the latter half of the 20th century. According to Kennedy and Kennedy (1996), the theory was posited that the development of an individual is a social phenomenon, wherein the interpretations individuals ascribe to their surroundings and their perspective of the universe are influenced by social interactions. According to Blumer's theoretical framework, individuals undergo transformations as a result of their subjective understanding and interpretation of their interactions with various elements such as objects, events, ideas, and other individuals. This process involves the attribution of new meanings to these elements, which subsequently informs their decision-making and attitude formation (Blumer, 1969). The significance of re-presenting the previously introduced professional development models, together with the inclusion of theoretical links, is in its ability to elucidate the intricacies of the relationship between these models and novice teacher commitment (Blumer, 1969).

Based on the aforementioned hypothesis, newly graduated teachers entering their professional positions after completing their pre-service term possess specific meanings and aspirations that they associate with the act of teaching. The interpretations and importance that educators attribute to their profession, work, and students are in line with their early encounters throughout the initial months. These novice teachers unavoidably find themselves deeply engaged in social relations as an essential aspect of their professional existence. The undeniable impact of their

engagement in professional development on this socialization process is particularly apparent. Educators engaging in professional development endeavors are afforded opportunities to engage in a variety of social interactions, including but not limited to observation, mentorship, workshops, seminars, individually led activities, study groups, and action research. According to theory, those experiences have a significant role in shaping the meaning-making process of educators (Snyder & Spreitzer, 1984).

In conclusion, educators actively participate in professional development endeavors with the aim of acquiring significant information, skills, and perspectives. These activities have symbolic significance as they symbolize prospects for advancement and enhancement within their respective field of expertise (Smit & Fritz, 2008). For example, positive interactions, constructive feedbacks, assistance, and teamwork among coworkers may provide a feeling of community, fulfillment, and efficacy (Tschannen-Moran & McMaster, 2009; Lumpe et al., 2014), all of which encourage teachers' commitment. Negative interactions, such as disagreements, heavy workload, or a lack of follow-up guidance, on the other hand, may test or weaken a teacher's commitment. Furthermore, professional development frequently incorporates several feedback systems, including examinations, peer evaluations, and self-reflection. These feedback loops encompass symbolic exchanges that enable teachers to evaluate their own performance and professional development. Positive comments and recognition pertaining to their professional development endeavors serve to bolster teachers' sense of self-identity as committed educators, thereby enhancing their commitment to the field of teaching. According to Beauchamp & Thomas (2009) the formation of a teacher identity which refers to teacher awareness and understanding of self as a teacher is a critical topic for teachers' professional development since it will affect many areas of teaching, including commitment, pedagogy, and student relationships. Teachers often perceive their profession as part of their identity, and the meaning they ascribe to their work influences their commitment (Smit & Fritz, 2008). Participation in professional development by teachers and their experiences can provide insight into how they interpret and make meaning of these experiences, as well as how they interpret and make sense of their teaching roles (Arvaja, 2015; Stenberg & Maaranen, 2021). So, engaging in

professional development can reshape novice teachers' perceptions of themselves as professionals when they acquire new skills, knowledge, and techniques, they may feel a sense of empowerment and expertise. They may construct a self-identity as effective educators, and this shift in identity can foster a deeper commitment to efforts on their work and students' lives (Smit & Fritz, 2008; Tsang & Jiang, 2018). Moreover, professional development frequently includes the acknowledgment and validation received from colleagues, mentors, and educational authorities. Educators who are commended or recognized for their involvement and engagement in personal and professional development are inclined to experience a greater sense of worth within their chosen profession because the theory posits that the process of social validation serves to strengthen the commitment of educators by validating their position and contributions within the educational sphere.

Another theory, Human Capital Theory which arose in the field of human resources management by Becker (1962) can be used to discuss the commitment to profession dimension (Becker, 2009; Becker, 1975; Edinger & Edinger, 2018; Grissmer & Kirby, 1993). According to this theory, the kinds of abilities, knowledge, expertise in the context of their profession can have an impact on how committed they are to their jobs. (Edinger & Edinger, 2018; Grissmer & Kirby, 1993). This notion is helpful for establishing connections between the impacts of allocating resources, such as time, and the anticipated future value of teacher commitment. According to specific human capital, more self-invested individuals are more likely to stick in their careers. Becker (2008) emphasized that education and training are two of the most significant investments in human capital (as cited in Pace, 2016). In line with this notion, Grissmer and Kirby (1993) contend that the more specialized capital a person has, the less likely they are to think about quitting their line of work. Connelly and Graham (2009) also argued that teachers are more likely to stick with a profession if they put more effort into their own development and training. Generic human capital is a term used to describe the type of human capital that possesses the ability to be applied across many contexts and sectors. According to Grissmer and Kirby (1993), individuals acquire general skills, knowledge, and talents via their educational experiences. The aforementioned qualities provide a wider scope of applicability and are not limited to any one profession or sector, hence enhancing individuals'

adaptability and versatility within the labor market (Kavenuke, 2013). Therefore, within the context of the research, the professional development initiatives undertaken by teachers may motivate them to apply their acquired skills and knowledge in various roles or domains. In the light of the literature, in this study, teachers' human capital investments take the form of their involvement in their own professional development.

To investigate the link between teachers' credentials, induction, professional development, authority, compensation, and teacher commitment Ingersoll and Alsalam (1997) performed a quantitative study with 53,347 teachers chosen by random stratified sampling technique. The analysis's findings revealed that professional development did not have a significant impact on the level of teacher commitment. In order to sustain teacher quality, performance, and commitment, initiatives to increase teachers' position and improve working conditions were suggested.

Hausman and Goldring (2001) conducted quantitative research with 571 randomly chosen primary school teachers to examine the impact of teacher collaboration and support each other's professional development on upholding teacher commitment and improving student outcomes. Data gathered from surveys measuring teacher commitment, personal characteristics, school background, and workplace indicators were analyzed using multivariate statistics. According to the study's findings, there was a positive relationship between teachers' commitment to their professions and their willingness to work collaboratively in support of one another's professional development. It was discovered that teachers who had participated in professional communities felt more a part of their community. Additionally, when development had been encouraged in those communities, they formed stronger bonds with their school and colleagues. In this instance, it resulted in a rise in commitment and work satisfaction. The study underlined the need of developing professional communities in order to boost teacher commitment and student achievement.

Quantitative research, which involved 7,198 instructors and 2,738 students was carried out by Park (2005) to examine the impact of teacher commitment on students'

academic performance and the contribution of professional development to boosting teacher commitment. A questionnaire was utilized to gather information on teacher commitment and professional development in the study. Student accomplishment was measured using IRT-predicted accurate number scores from a math lesson for 12th graders. The results of the hierarchical linear analysis showed that student success was significantly improved by teachers' commitment. Additionally, it was emphasized that improving teachers' development chances will strengthen their commitment because professional development was a crucial predictor of teacher commitment. The study concluded that professional development might be crucial in encouraging teacher commitment, which would ultimately lead to higher achievement among students.

Smith and Rowley (2005) sought to investigate the relationship between teacher engagement in content-related professional development and teacher commitment to work in the profession in their survey design research involving 39,109 public school teachers. According to the survey findings, teachers' commitment to their profession was favorably correlated with their involvement in content-related professional development. The research contended that systemic reform attempts may benefit significantly from professional development guidelines that raise teachers' commitment to their work and set higher requirements for their knowledge and abilities.

By using a purposive sampling strategy to pick 10 novice teachers, Rodgers and Skelton (2014) sought to evaluate the challenges experienced by those who are new to teaching, their professional development, and the link between teacher commitment and professional development. The results of a thematic analysis of data gathered from interviews and observations suggested that professional development programs can boost teachers' commitment to retain their profession by enhancing their skills and knowledge and encouraging a feeling of community and collaboration among colleagues. Considering that, the researchers concluded that teachers were more likely to remain in their profession if they feel valued and supported. Therefore, it was argued that incorporating collaborative strategies,

particularly mentoring, into professional development programs may increase teacher commitment and consequently enhance student learning outcomes.

Gaikhorst and colleagues (2015) performed mixed-method research with 133 non-randomly selected teachers to investigate the impact of a professional development program called "Mastery" on the effectiveness and retention of new teachers in Amsterdam. For the quasi-experimental portion of the study, questionnaires were given before and after the program was finished and it was analyzed with mixed-design ANOVA. 21 novice teachers and 21 principals participated in semi-structured interviews for the qualitative part of the study, and content analysis was utilized to analyze the data. The analyses showed that novice teachers who took part in the professional development program shown greater levels of commitment to their profession, their institutions, and their students than those who did not. The curriculum had a beneficial impact on teachers' self-efficacy, which in turn was favorably correlated with rookie teachers' commitment, according to the study. The study also found that the program had a favorable impact on teachers' perceptions of their own efficacy, which in turn had a favorable impact on the commitment to the profession of novice teachers.

To investigate the relationship between teachers' engagement in professional development and their tendency to remain in the teaching profession for longer years, Coldwell (2017) performed a mixed design study with 519 randomly chosen teachers. In the study, data collection instruments consisted of a self-completion survey, and semi-structured telephone interviews conducted with 25 teachers from the sample. A thematic and correlational analysis showed a significant relationship between professional development involvement and an inclination to remain within a profession. In comparison to teachers who participated at medium and low levels in professional development, teachers who participated at a high-level thought that they were more likely to stay in the position. The interviews also identified a number of characteristics that have an impact on teachers' commitment to their careers. These elements demonstrated that job dissatisfaction brought on by teachers' severe workloads and other constraints were a more significant reason for quitting the field than professional development gaps or lower participation rates.

To shed light on the relationship between novice teacher resilience and professional development, Larasati & Kuswando (2023) carried a qualitative narrative inquiry-design research. Four Indonesian novice teachers who were chosen using the purposive sample approach were interviewed in-depth. The results of data analysis using the analytical framework of narrative analysis showed that teachers' resilience and their desire to stay in the profession were influenced by their personal and professional experiences, including their passion for teaching, their beliefs about teaching, their relationships with students, colleagues, and the community, as well as their ability to adapt to changes and challenges in teaching environments. The study also discovered that novice teachers were significantly more likely to stay in the teaching profession if they had access to extra training or professional development. Specifically, the study discovered that teachers' resilience and commitment increased when they took part in professional development programs that provide them the chance to build new knowledge and skills, think critically about their teaching methods, and work with other educators. According to research that has stressed the importance of such initiatives for fostering teachers' resilience and sustaining their commitment, professional development initiatives should be given top priority by policymakers and school administrators in order to help novice teachers during their formative years of teaching.

2.8. Summary of the Literature Review

The literature on the challenges faced by novice teachers shows that the demands of managing a classroom, organizing courses, and addressing a range of student needs, interests and behaviors may leave novice teachers feeling overburdened which may also affect their teacher commitment (Fantilli & McDougall, 2009; Hayes & Chang, 2017; Meister & Melnick, 2003; Whalen et al., 2019). Stress can be significantly exacerbated by the disconnect between theory and practice (Hayes & Chang 2017; Lynch & Smith, 2012; Jarvis & Algozzine, 2006). Furthermore, the literature demonstrate that novice teachers struggle to maintain consistent classroom routines and deal with disruptive students, which can make them angry, feel inadequate, and lose commitment (Gülay & Altun, 2017). The literature also examines how novice teachers' inability to strike a balance between their profession and their social lives as

a factor that might potentially damage teacher commitment (Meister & Melnick 2003; Dickson et al., 2014; Whalen et al., 2019; Gaikhorst et al., 2017). Moreover, working in surroundings that are significantly different from their own cultural identities presents challenges for novice teachers since it hinders their ability to adjust by posing problems with communication with parents, language and a diverse student demographics (Gülay & Altun, 2017; Güngör et al., 2021; Dickson et al., 2014; Hayes & Chang, 2017). Furthermore, one of the primary concerns expressed by inexperienced educators is their difficulty in independently managing stress and anxiety due to a lack of access to the necessary professional development opportunities (Sali & Kecik, 2018; Kozikoğlu & Senemoğlu, 2018; Dickson et al., 2014; Gaikhorst et al., 2017). According to those researchers, teachers who lack sufficient supervision or feedback run the danger of becoming disengaged from their career and compromising their commitment.

According to studies in the literature, teacher commitment is a complicated, multidimensional structure that is entangled with a number of related ideas in the field of education. To create supportive and inviting settings that enhance teacher satisfaction, motivation, and commitment to their profession, work and students, it is essential to provide insights through understanding the interplay between the linked ideas and teacher commitment. Numerous studies have emphasized the relationship between positive school climates, work conditions, supportive leadership styles, self-efficacy beliefs, job satisfaction, teacher resilience and teacher commitment. First of all, research on teacher commitment shows a connection with self-efficacy. They indicate that teachers who are confident in their abilities are more likely to be committed (Coladarci, 1992; Eğinli, 2021; Fransson & Frelin, 2016; Huang et al., 2020). In those studies, to boost teachers' feeling of self-efficacy and commitment, it was advised to support professional development and acknowledge their achievements. In the context of the novice teacher, the literature suggested that professional development can raise the novice teacher's self-efficacy and add new skills to novice teachers by giving them the chance to take part in pertinent and meaningful learning experiences, develop confidence in their teaching practices, and strengthen their belief in their capacity to meet the variety of needs of their students (Bozack, 2008; Michel, 2013). Moreover, a number of research have found a strong

correlation between job satisfaction and teacher commitment. Together, these studies showed that teachers who are happy in their job are more likely to be committed (Firestone & Pennell, 1993; Huang et al., 2020; Shukla, 2014). Furthermore, research revealed that in addition to offering a rich learning environment, schools that place a priority on fostering a pleasant school climate and working environment also encourage a sense of belonging and wellbeing that may benefit teachers long after their time in the classroom (Day, 2008). Work related support (Collie et al., 2011; Duyar et al., 2019; Fransson & Frelin, 2016; Mohan & Srivastava, 1994), encouragement from coworkers and administrators (Collie et al., 2011; Eberhard et al., 2000), recognition and rewards (Mohan & Srivastava, 1994) effective communication (Mohammadtaheri, 2011), opportunity for participation in decision-making processes (Collie et al., 2011; Eberhard et al., 2000), efficient mentors (Eberhard et al., 2000; Rots & Aelterman, 2009), and school leadership (Day, 2008; Singh & Billingsley, 1998) are some of the elements of those school climate and school working conditions. These studies together signaled, in the context of the novice teacher, that the school community values the development of novice teachers when supportive working conditions are prevalent (Croswell & Elliot, 2001; Fransson & Frelin, 2016; Mohan & Srivastava, 1994). This belief pushes us to seek out chances for ongoing learning and develops a sense of control over their professional development path. In conclusion, those studies highlighted educational institutions can promote a committed teaching workforce, which can result in higher student results and overall school success, by supporting supportive working circumstances and offering pertinent and meaningful professional development opportunities.

The available study literature also indicates that engaging in pertinent and beneficial professional development activities has a favorable impact on work satisfaction, resilience, and perceptions of professional value within the teaching profession. These factors all contribute to an increased level of teacher commitment (Meagher, 2011; Potera & Mehmeti, 2019; Smet, 2021; Thahir et al., 2021; Toropova et al., 2021). In the literature there is evidence that teachers are more inclined to be committed when they experience a sense of value, appreciation and support, so integrating collaborative methods, especially mentoring, into professional

development initiatives can elevate teacher commitment, leading to improved student learning results (Rodgers & Skelton, 2014). As a result, educational institutions may profit from this relationship by placing an emphasis on both encouraging working environments that promote job satisfaction and significant professional development opportunities suited to the requirements of novice teachers. Schools may increase student outcomes and overall school achievement by cultivating a pleasant and supportive atmosphere that recognizes and promotes the development of early career teachers. This is done by creating a workforce of teachers who are committed to and successful in their jobs.

CHAPTER 3

METHOD

In this chapter, the research design, sample, research variables, data collection tools and procedures, data analysis plan, and limitations of the study have been comprehensively presented.

3.1 Research Design

The study was designed and carried out using a quantitative research methodology. In quantitative research, outcomes are explained by gathering numerical data that are then analyzed using statistical procedures (Aliaga & Gunderson, 2002; Creswell, 1994; Holton & Burnett, 2005).

Both research questions were analyzed utilizing associational research design in a general sense. In a specific sense, the first research question has been addressed using causal-comparative design. Whether there is a significant difference between two or more groups is a central theme in many quantitative research questions. The study design may be categorized as comparative when a group comparison or difference is asked (Leech et al., 2005). In comparative research, researchers try to identify the differences that already exist between pre-existing groups (Fraenkel et al., 2012; Schenker & Rumrill, 2004). Since the teacher commitment levels of various teacher groups is examined comparative research is viewed as the best design for the first research question.

To investigate the second research question, correlational research design has been employed. Correlational research examines links between two or more variables without attempting to change them (Walker, 2005). Correlational investigations, in

their most basic form, look into the potential of connections between variables (Fraenkel et al., 2012). One of the main goals of correlational research is to assist in the explanation of significant human actions, while the other is to predict likely outcomes (Fraenkel et al., 2012). The second research question utilizes a predictive correlational research design to predict novice teachers' commitment. In predictive correlational research design, the variable about which the prediction is made is known as the criterion variable, and the variable utilized to make the prediction is known as the predictor variable (Fraenkel et al., 2012). For the second research question's sub questions the predictor variable is teachers' involvement in professional development activities. The criterion variables are teachers' commitment to profession, work and students.

3.2. Sampling

According to Fraenkel et al. (2012), it is unfortunate that the target group, whom researchers want to generalize their findings to, is seldom accessible in reality. The group to whom a researcher can make generalizations is referred to as the accessible population. The former option represents the preferred choice of the researcher, whereas the later option represents the more practical or feasible decision. The accessible population includes the schools and teachers of three provinces of Istanbul in which MoNE appointed the great majority of the teachers (MoNE, 2022). These districts are selected conveniently, and the names of the districts are namely, Esenler, Esenyurt and Sultanbeyli. Thanks to the published list of General Directorate of Personnel of MoNE (2022), the researcher reached the list of all the schools to which the last appointment was made to these districts. Regarding the official list of Istanbul Provincial Directorate of National Education, accessible population includes 64 primary schools, 83 lower-secondary schools, and 39 upper-secondary schools. According to the statistics published by Personal Directorate of MoNE (2022) those schools include 528 primary school teachers, 705 lower-secondary teachers, and 483 upper-secondary teachers. Detailed information on accessible population is given in Table 3.1. Since the accessible population includes only 3 districts in Istanbul, the target population of the study includes all the novice primary, lower-secondary and upper secondary teachers who are at their initial year of teaching at MoNE's public

schools in Istanbul They are appointed to Istanbul in September 2022. According to the statistics of Personal Directorate of MoNE (2022), the target population includes approximately 8.000 teachers. In their book Fraenkel and other colleagues (2012) claim that the cluster random sampling has the advantages of being able to be utilized when it is difficult or impossible to choose a random sample of people, as well as being typically less time-consuming and much easier to apply in educational settings. Thus, to select the participants of the study from the accessible population two-stage cluster random sampling was employed. First, the sample size in each level was determined proportionally to the accessible population to make the sample more representative. Therefore, from each of the three districts in the accessible population, 3 primary schools, 5 lower-secondary schools, and 2 upper-secondary schools were randomly chosen. Ten schools that were randomly selected from each of the three districts of the accessible population were visited by the researcher. In total randomly selected 226 teachers agreed to participate in the study and filled the instruments. Due to blank spaces on their forms and a teaching experience with more than three years of experience, eight teachers were disqualified from the study. Thus, the sample of this study includes 218 novice teachers who are at their initial year of teaching at MoNE’s public schools with at most three years of experience in teaching.

Table 3. 1.

Accessible Population

Districts	School Levels	Number of Schools	Number of Teachers
Esenler	Primary	13	152
	Lower-secondary	18	210
	Upper-secondary	13	211
Esenyurt	Primary	32	315
	Lower-secondary	34	359
	Upper-secondary	14	175
Sultanbeyli	Primary	19	61
	Lower-secondary	31	136
	Upper-secondary	12	97
Total	Primary	64	528
	Lower-secondary	83	705
	Upper-secondary	39	483
Grand Total		186	1.716

Note. Retrieved from, MoNE, 2022

http://atama.meb.gov.tr/sonuclar/arsiv/sayisal_veriler.asp

3.2.1. Participants

Table 3.2 lists the sample characteristics, including gender, graduation details, academic background, and school-level. Concerning the gender of the participants, 66.5 % ($n = 145$) of them were female, and 33,5 % ($n = 73$) of them were male. Of 218 participants, 63.8 % ($n = 139$) were graduated from educational faculty, and 36.2 % ($n = 79$) were graduated from other faculties rather than education and had a pedagogical formation to teach. Among the participants, 69.3 % ($n = 151$) of them had only bachelor's degree, and 30.7 % ($n = 67$) of them had a graduate degree or studying at a master's/doctoral degree programs. Finally, 32.1 % ($n = 70$) of them taught at primary school level, 44 % ($n = 96$) of them taught at lower-secondary level, and 23.9 % ($n = 52$) of them taught at upper-secondary level. This outcome was expected given the data on the distribution of the accessible population's teaching levels (primary = 30.77 %, lower-secondary = 41.08 %, upper-secondary = 28.15 %) that was received from the Personal Directorate of MoNE (2022).

3.3. Data Collection Instruments

In the current study, besides the participant demographic information (gender, graduation type, academic background, and school-level), the data were gathered using two separate instruments. These two are the Teacher Commitment Scale (TCS) (Kozikoğlu & Senemoğlu, 2018) and Professional Development Activities Scale (PDA) (Özbek & Eroğlu, 2020).

Table 3. 2.
Demographics of the Participants

Variables	Categories	f	%
Gender	Female	145	66.5 %
	Male	73	33.5 %
Graduation Type	Education Faculty	139	63.8 %
	Pedagogical Formation	79	36.2 %
Academic Background	Undergraduate	151	69.3 %
	Graduate	67	30.7 %
School Level	Primary	70	32.1 %
	Lower-secondary	96	44 %
	Upper-secondary	52	23.9 %

3.3.1. Teacher Commitment Scale

TCS developed by Kozikoğlu and Senemoğlu (2018) is a multidimensional self-report instrument consisting of three dimensions and twenty items. Five-point Likert type scale was used to collect the data from 326 novice teachers. Certain criteria were established by reviewing pertinent literature and using comparable measurement tools in the literature in order to ensure the scale's content validity. According to the item analysis, the item-scale correlations varied between .39 and .77, and the t-values for the differences between the lower and higher groups of 27% were significant. These results demonstrate the distinctiveness of the scale's items (Kozikoğlu & Senemoğlu, 2018). The whole scale's content validity index was determined to be .80. It demonstrates that the scale's content validity is provided and that there is good consensus among the experts whose views are solicited (Kozikoglu, 2016). Exploratory factor analysis indicated that the scale has a three-factor, dimension, structure with 20 items, which also showed that it explained 58.278% of the overall variance. The scale's overall Cronbach Alpha reliability coefficient was determined to be .90. The first factor, *commitment to profession*, had a Cronbach Alpha score of .92, the second factor, *commitment to work*, had a Cronbach Alpha score of .86, the third factor, *commitment to students*, had a Cronbach Alpha score of .70. The Table 3.3 provides examples of items for each dimension.

Table 3. 3.

Sample Items from the Teacher Commitment Scale

Dimensions	Sample Items
Commitment to Profession	Item 5: "I believe there is an emotional connection between me and my profession." Item 8: "I want to spend the rest of my life as a teacher."
Commitment to Work	Item 11: "I'm sacrificing many things in other areas of my life for my professional development." Item 9: "I put a lot of effort into continuing my profession with quality."
Commitment to Students	Item 14: "Spending time with my students outside of class and assisting them brings me great joy." Item 16: "I collaborate with my students regardless of time and place, aiming for their effective learning."

3.3.2. Professional Development Activities Scale

The original scale was developed by Kwakman (1999). Kwakman (1999) developed the instrument based on the pertinent literature and qualitative research, and he classified professional development activities in four dimensions. Professional reading, experience, reflection, and cooperation fall under these areas. Eroğlu and Özbek (2020) adapted the PDA Scale developed by Kwakman (1999) into Turkish culture and translated into Turkish Language. An examination of linguistic equivalence was carried out by experts. The goal of the linguistic equivalence was to determine if the scale items' translation into Turkish contained errors and to determine the relevance of the scale items in the translated culture (Eroğlu & Özbek, 2020). 182 teachers who work in lower-secondary and upper-secondary school made up their study's sample. Utilizing the data from the second study group, a CFA of the scale was conducted. To perform CFA, data were collected from 566 teachers. Exploratory factor analysis indicated that the scale has a four-factor, dimension, structure with 22 items, which also showed that it explained 59.37% of the overall variance. The names of the scale's original form, the contents of the factors' items, and the pertinent literature were all taken into account while naming the factors that emerged from the factor analysis (Eroğlu & Özbek, 2020).

The scale's overall Cronbach Alpha reliability coefficient was determined to be .92. The first factor, *update activities*, had a Cronbach Alpha score of .84, the second factor, *reflective activities*, had a Cronbach Alpha score of .70, the third factor, *sharing activities*, had a Cronbach Alpha score of .88, and finally fourth factor, *collaborative activities*, had a Cronbach Alpha score of .88. The Table 3.4 provides examples of items for each dimension. The CFA yielded the fit index values TLI = .95, CFI = .95, RMSEA = .05, SRMR = .04. These findings demonstrated the structural validity of the scale (Eroğlu & Özbek, 2020). As a consequence, it has been concluded that the scale of professional development activities, which is composed of 22 questions with a Likert scale of 4 points, is a valid and reliable assessment instrument that can be used to gauge teachers' involvement in professional development (Eroğlu & Özbek, 2020). The findings of EFA and CFA using the current study's sample are reported in the results section.

Table 3. 4.*Sample Items from the PDA Scale*

Dimensions	Items
Updating Activities	<p><i>Item 4:</i> "I follow/read the scientific literature in my field."</p> <p><i>Item 7:</i> "I participate in professional development activities outside of school, such as workshops, seminars, and trainings."</p>
Reflective Activities	<p><i>Item 8:</i> "I assess myself regarding the effectiveness of my lessons."</p> <p><i>Item 11:</i> "To evaluate my teaching performance, I review my students' outputs (learning outcomes, assignments, grades, etc.)."</p>
Sharing Activities	<p><i>Item 14:</i> "I share my current teaching/educational ideas with my colleagues."</p> <p><i>Item 15:</i> "I discuss my strategies for coping with challenges in my lessons with my colleagues."</p>
Collaborative Activities	<p><i>Item 18:</i> "I collaborate with my colleagues to develop teaching materials (both digital and other formats)."</p> <p><i>Item 22:</i> "I experiment with new/different teaching methods together with my colleagues."</p>

3.4. Variables of the Study

Teacher Commitment: It is the dependent variable of the following first research question: How does teacher commitment vary among novice teacher groups? It is an interval measurement scale. The TCS scale developed by Kozikoğlu and Senemoğlu (2018) was used to measure this variable. The scale is composed of three dimensions which are teacher commitment to profession, teacher commitment to work and teacher commitment to students.

Gender: It is the first independent variable of the first research question. It is a categorical and nominal variable. The researcher assigned numbers and grouped novice teachers into categories as female (1) and male (2).

Graduation Type: It is the second independent variable of the first research question. It is a categorical and nominal variable. The researcher assigned numbers and grouped novice teachers into categories as graduated from education faculty (1) and having a pedagogical formation certificate to teach (2).

Academic Background: It is the third independent variable of the first research question. It is a categorical and nominal variable. The researcher assigned numbers and grouped novice teachers into categories as having a graduate degree (1) and having an undergraduate degree (2). The novice teachers who are during their thesis or class phase of graduate education and have not completed their studies on graduate programs were also included in the first group.

School-Level: It is the fourth independent variable of the first research question. It is a categorical and nominal variable. The researcher assigned numbers and grouped novice teachers into categories as teaching at primary level (1) lower-secondary level (2), and upper-secondary level (3).

Involvement in Professional Development Activities: It is the predictor independent variable of the following second research question: To what extent does the participation of novice teachers in professional development activities predict the different dimensions of their teacher commitment? It is an interval measurement scale. The PDA scale developed by Kwakman (1999) and translated to Turkish by Eroğlu and Özbek (2020) was used to measure this variable. The scale is composed of four dimensions which are updating activities, reflective activities, sharing activities, and collaborative activities.

Commitment to Profession: It is the first dependent criterion variable of the second research question. It was measured with the first dimension of TCS developed by Kozikoğlu and Senemoğlu (2018). According to this scale, teacher commitment to profession demonstrates that a teacher likes what s/he does, is proud of what s/he does, and wants to keep doing it because s/he feels a sense of belonging (Kozikoğlu & Senemoğlu, 2018).

Commitment to Work: It is the second criterion dependent variable of the second research question. It was measured with the second dimension of TCS developed by Kozikoğlu and Senemoğlu (2018). Commitment to work demonstrates the teacher's commitment to her or his excellence in teaching experience in the actual practice, professional development and awareness of those development chances.

Commitment to Students: It is the third criterion dependent criterion variable of the second research question. It was measured with the third dimension of TCS developed by Kozikoğlu and Senemoğlu (2018). It demonstrates that the teacher gives each student her or his full attention and takes every opportunity to assist their students' growth (Kozikoğlu & Senemoğlu, 2018).

3.5. Data Collection Procedures

Prior to beginning data collection, approval was obtained from the Middle East Technical University Human Subjects Ethics Committee (Appendix A) and İstanbul Provincial Directorate of National Education (Appendix B). Data were gathered anonymously due to concerns about confidentiality. All participants were fully informed of the study's goal. Voluntary participation was considered to be the starting point of the data gathering procedure from the participants. The researcher visited schools to gather data and personally interacted with the volunteer novice teachers. First, consent papers (Appendix C) were issued and signed by the willing ones. The participants were made aware of their choice to opt out of answering any questions at any time. The participants then completed the demographic information questionnaires and two scales. The measuring instrument did not contain any questions that may possibly identify their identity. The procedure of gathering data was completed in two months during the spring semester of the school year 2022–2023.

3.6. Data Analyses

Prior to the primary analyses, Exploratory Factor Analyses (EFA) and Confirmatory Factor Analysis (CFA) were carried out using the sample of the current study with

AMOS 18 and SPSS 26 to verify the factor structures of the two scales used as instruments. To evaluate the goodness of fit of the model, chi-square, comparative fit index (CFI), Tucker–Lewis Index (TLI), Root Mean Square Error of Approximation (RMSEA), and Standardized Root Mean Squared Residual (SRMR) indices were reviewed. Then, the study's data were analyzed using both descriptive statistics and inferential statistics.

Before addressing the sub-questions of first research question (How does teacher commitment vary among novice teacher groups?) homogeneity and normality assumptions were checked. Then, independent samples t-test and one-way analysis of variance (ANOVA) were employed to investigate the differences between groups. If there is a statistically significant difference between the mean scores for the two groups, or not, can be determined by the researcher using an independent sample t-test (Gerald, 2018; Gravetter & Wallnau, 2017). Since the first three independent variables have only two levels (gender, graduation type, having a graduate experience), independent-samples t-test was used for the analysis. As Kim (2014) noted ANOVA is a better approach than the t-test for comparing more than two group means. Since the last independent variable in the last sub-question, school levels, has three levels (primary, lower-secondary, upper-secondary) ANOVA is selected for the analysis.

Lastly, before conducting the main analyses for the sub-questions of the second research question (To what extent does the participation of novice teachers in professional development activities predict the different dimensions of their teacher commitment?) absence of outliers, assumptions of normality, linearity, homoscedasticity, and independence of residuals were checked. Then, simple linear regression analyses were employed for each criterion variable (commitment to profession, commitment to work, commitment to students). The statistical concept of regression is used to describe models that predict the connections between variables. The link between a single dependent or criterion variable and a single independent or predictor variable is investigated using simple linear regression model (Gravetter & Wallnau, 2017). Since the three sub-questions have only one criterion (commitment to profession, commitment to the work, commitment to students, respectively) and

only one predictor variable (involvement in professional development activities), simple linear regression was the most appropriate analysis.

The descriptive analyses of the data collected through the 5-point and 4-point Likert scales in the study were interpreted using the tables provided below (see Table 3.5 & Table 3.6). In the creation of interpretation ranges, a 4-point interval was employed for the 5-point Likert scale ($5-1=4$), and by dividing 4 full points into 5 ($4 \div 5 = 0.80$), interval values were calculated as 0.80, taking into consideration (Pimentel, 2010). Similarly, in the case of the 4-point Likert scale, a 3-point interval was used ($4-1=3$), and by dividing 3 full points into 4 ($3 \div 4 = 0.75$), interval values were calculated as 0.75 (Padagas & Hajan, 2020).

Table 3. 5.

Verbal Interpretation of the 5-point Likert Scale

5-Point Scale Range	Level
4.21 – 5.00	Very High
3.41 – 4.20	High
2.61 – 3.40	Moderate
1.81 – 2.60	Low
1.00 – 1.80	Very Low

Table 3. 6.

Verbal Interpretation of the 4-point Likert Scale

4-Point Scale Range	Level
3.26 – 4.00	Very High
2.51 – 3.25	High
1.76 – 2.50	Low
1.00 – 1.75	Very Low

CHAPTER 4

RESULTS

In this chapter, after conducting validity and reliability analyses of the measurement instruments used, main analyses were performed following the tests of homogeneity and normality for independent sample t-test and ANOVA. Following the evaluation of assumptions including normality, linearity, homoscedasticity of residuals, absence of outliers, and independence of errors, the results of the simple linear regression were presented.

4.1. Psychometric Properties of the Scales

Teacher Commitment Scale and Teacher Professional Development Activities Scale were the two instruments used in this study. To examine the structure validity and factorial design of the two instruments, EFA and CFA were conducted.

4.1.1. Validity and Reliability Analyses of Teacher Commitment Scale

A sufficient sample size, according to Hair et al. (2010), should have $N/p \geq 10$, and in this data, 218 individuals were sufficient to satisfy the first condition. Additionally, the Kaiser-Meyer-Olkin (KMO) value and Bartlett's Test of Sphericity assumptions were taken into consideration. KMO value was .93 and Bartlett's Test of Sphericity result was also significant ($\chi^2_{(190)}=3248.58, p < .05$). Therefore, it was decided that the sample was large enough to conduct factor analysis (Büyüköztürk, 2011). Principal Axis as the extraction technique with direct oblimin was selected (Costello & Osborne, 2005).

According to EFA results, it was determined that the common variance (communalities) values indicating the contribution of each item to the common variance ranged from .41 to .81. Except one value (.41), since all values were 0.50

and above (Yaşlıoğlu, 2017), it was decided that the contribution of the items to the common variance was at the desired level. The total variance explained by the scale was found to be 63.82%. The sub-dimensions explained 45.03%, 13.95% and 4.84% of the variance. Since the total explained variance was more than 50% (Büyüköztürk, 2011; Tavşancıl, 2014), it was decided that the scale was also sufficient in terms of the variance explained. Table 4.1. shows the factor loadings of the three-factor structure. Stevens (1992) suggested using a cut-off of .40 for factor loading values. The lowest value was found to be .62. Since all the factor loading values are above .40, it was concluded that these items were good indicators of the factors. Furthermore, no items loaded under different factors overlapped one another. These results led to the conclusion that the 20-item TCS displayed a 3-factor structure and shared certain qualities with the findings of the developers.

Table 4. 1.
Factor Loadings for TCS

TCS items	Factor loading		
	1	2	3
Factor 1: Commitment to Profession			
Item 1		.81	
Item 2		.74	
Item 3		.82	
Item 4		.88	
Item 5		.83	
Item 6		.83	
Item 7		.82	
Item 8		.82	
Factor 2: Commitment to Work			
Item 1			.64
Item 2			.73
Item 3			.74
Item 4			.68
Factor 3: Commitment to Students			
Item 1	.62		
Item 2	.53		
Item 3	.74		
Item 4	.74		
Item 5	.66		
Item 6	.84		
Item 7	.80		
Item 8	.76		

The proposed three-dimensional structure of the TCS by Kozikoğlu and Senemoğlu (2018) was confirmed for the current study utilizing CFA via AMOS 26. As Hair et al. (2006) stated standardized loading estimates should be 0.5 or higher, and ideally 0.7 or higher. As illustrated in Figure 4.1. the standardized regression weights of all the items in the scale were significant, ranging from .62 to .90. The values were between .81 and .90 for *commitment to profession*; .73 and .79 for *commitment to work*; and .62 and .85 for *commitment to students*.

To evaluate the goodness of fit of the model, chi-square, comparative fit index (CFI), Tucker–Lewis index (TLI), standardized root mean squared residual (SRMR), and root mean square error of approximation (RMSEA) values were reviewed. At first, even though CFI and TLI values are above .90 and the three-factor model of the TCS indicated an acceptable fit with the following values: CFI= .93, TLI= .92, it didn't indicate an acceptable fit with RMSEA= .08 value which is not below .08 (Browne & Cudeck, 1993; Hooper et al., 2008; Hu & Bentler, 1999). As Browne and Cudeck (1993) stated values between .05 and .08 suggest acceptable fit.

To develop the model fit, modification indices were examined. It was observed that $\epsilon_6 - \epsilon_8$ and $\epsilon_{14} - \epsilon_{16}$ pairs had high error covariance. The error terms suggested by the modification indices were allowed to covary. The findings subsequent to this modification demonstrated in Table 4.2. A statistically significant chi-square value ($p < .05$, $X^2 = 312.84$). However, it is important to note that the chi-square statistic is mostly influenced by the sample size. Therefore, while evaluating the significance of the chi-square, it is necessary to take into account other indicators such as SRMR, RMSEA, CFI, and TLI (Byrne, 2001). The results showed the following fit indices: CFI = .95, TLI = .94, RMSEA = .07, and SRMR = .06. CFI and TLI values were between .90 and .95 and they were very close to .95, thus they indicated a good fit (Browne & Cudeck, 1993; Hooper et al., 2008; Hu & Bentler, 1999). Furthermore, as Browne and Cudeck (1993) stated RMSEA values between .05 and .08 suggest acceptable fit. Lastly, according to Hu and Bentler (1999), a value of SRMR less than .08 is typically regarded as a good fit.

Table 4. 2.

Goodnes of Fit Indices after Modification

Goodness of fit Indices	Calculated Values	Decision
CFI	.95	Good Fit
TLI	.94	Good Fit
RMSEA	.07	Acceptable Fit
SRMR	.06	Good Fit

Note. From ‘Hu, L., & Bentler, P. M. (1999). Cutoff criteria for fit indexes in covariance structure analysis: Conventional criteria versus new alternatives. *Structural Equation Modeling: A Multidisciplinary Journal*, 6(1), 1–55.’

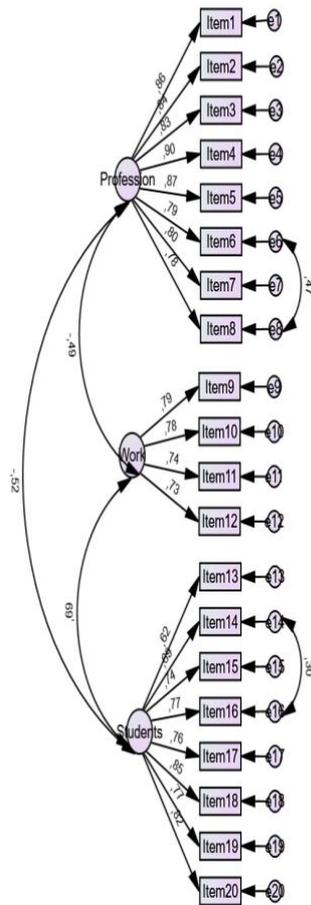


Figure 4. 1. *TCS Scale’s Factor Structure with Standardized Estimates*

Note. TCS Dimensions; Factor 1: commitment to profession, Factor 2: commitment to work, Factor 3: commitment to students

Lastly, in order to check the internal consistency of the scale for reliability, Cronbach’s α coefficients were examined. The value for the whole scale was found to be $\alpha = .71$. The values for three dimensions were: $\alpha = .95$ for *commitment to*

profession, $\alpha = .84$ for *commitment to work*, and $\alpha = 0.91$ for *commitment to students*. Since all the values are above .70, it was concluded that TCS and its three dimensions have an acceptable level of reliability (Fraenkel et al.2012).

4.1.2. Validity and Reliability Analyses of PDA Scale

In accordance with Hair et al. (2010), an acceptable sample size should be $N/p \geq 10$, and in this data, 218 individuals were sufficient to satisfy the first requirement. Additionally, the Kaiser-Meyer-Olkin (KMO) value and Bartlett's Test of Sphericity were evaluated. KMO score was .91, and the Bartlett's Test of Sphericity result was similarly significant. ($\chi^2_{(231)}=2361.55, p < .05$). Therefore, it was concluded that the sample size was sufficient to do factor analysis (Büyüköztürk, 2011). Principal Axis Factoring with direct oblimin was chosen as the extraction method to carry out the EFA (Costello & Osborne, 2005).

The common variance (communalities) values, which indicate the contribution of each item to the common variance, varied from .51 to.66 according to the EFA results. It was determined that the contribution of the items to the common variance was at the acceptable level because all values were 0.50 and above (Yaşlıoğlu, 2017). The total variance explained by the scale was found to be 54.89 %. The sub-dimensions explained 29.81 %, 17.02 %, 5.08 %, and 3.01 % of the variance, respectively. It was determined that the scale was adequate in terms of the variation explained since the sum of the explained variances was greater than 50% (Büyüköztürk, 2011; Tavşancıl, 2014).

The factor loadings of the four-factor structure are displayed in Table 4.2. For factor loading values, Stevens (1992) recommended utilizing a cut-off value of .40. A value of .56 was shown to be the lowest. In accordance with that it was concluded that these items were reliable indicators of the factors since all of the factor loading values were above .40. Furthermore, no items loaded under different factors overlapped one another and no items loaded under factors more than one. These results led to the conclusion that the construct validity requirements were satisfied. The 22-item PDA Scale was found to have a 4-factor structure based on these findings, and it also had certain characteristics in common with Eroğlu and Özbek's (2020) findings.

Table 4. 3.*Factor Loadings for PDA Scale*

PDA items	Factor loading			
	1	2	3	4
Factor 1: Updating Activities				
Item 1			.72	
Item 2			.68	
Item 3			.70	
Item 4			.73	
Item 5			.56	
Item 6			.60	
Item 7			.76	
Factor 2: Reflective Activities				
Item 1				.59
Item 2				.67
Item 3				.71
Item 4				.66
Factor 3: Sharing Activities				
Item 1	.74			
Item 2	.64			
Item 3	.68			
Item 4	.76			
Item 5	.60			
Factor 4: Collaborative Activities				
Item 1		.73		
Item 2		.76		
Item 3		.79		
Item 4		.74		
Item 5		.68		
Item 6		.80		

The original version of the scale that was developed by Kwakman (1999) and the adapted version published by Eroğlu and Özbek (2020) suggested a four-dimensional structure for TCS Scale. The proposed four-dimensional structure of the scale was confirmed for the current study utilizing CFA via AMOS 26. As Hair et al. (2006) stated standardized loading estimates should be 0.5 or higher, and ideally 0.7 or higher. As illustrated in Figure 4.2. the standardized regression weights of all the items in the scale were significant, ranging from .67 to .81. The values were between .68 and .77 for *update activities*; .69 and .74 for *reflective activities*; .71 and .76 for *sharing activities*; and .72 and .81 for *collaborative activities*.

To evaluate the goodness of fit of the model, chi-square, comparative fit index (CFI), Tucker–Lewis index (TLI), standardized root mean squared residual (SRMR), and root mean square error of approximation (RMSEA) values were reviewed. As a result of the CFA, the four-dimensional structure of the scale was confirmed without the need for any modification. The findings demonstrated in Table 4.4. The findings indicated a chi-square value that was not statistically significant ($p > .05$, $X^2 = 229.86$). Barret (2007) claims that in the context of chi-square analysis, a model is said to have a good fit when the result is statistically insignificant, with a significance level of .05 as the threshold. Furthermore, the results of CFA showed the following good fit indices: CFI = .98, TLI = .99, and a good fit with RMSEA = .03, and SRMR = .04. CFI and TLI values were above .95, indicating a good fit value (Hooper et al., 2008). Furthermore, RMSEA values below .05 indicate good fit (Browne & Cudeck, 1992). Lastly, according to Hu and Bentler (1999), a value of SRMR less than .08 is regarded as a good fit.

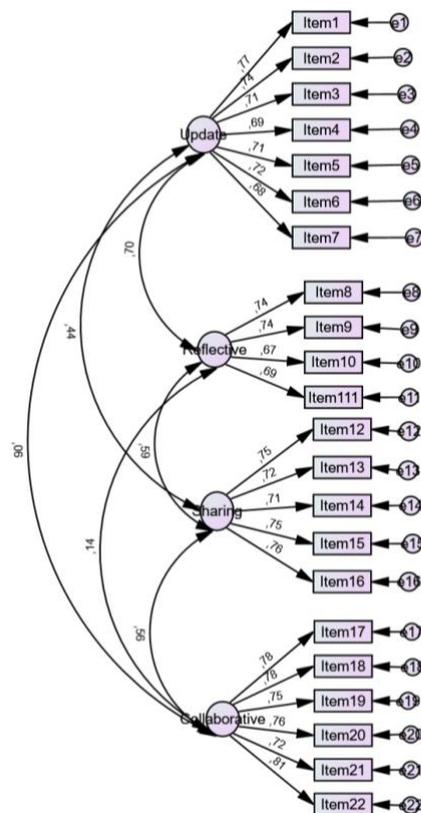


Figure 4. 2. *PDA Scale's Factor Structure with Standardized Estimates*

Note. PDA Dimensions; Factor 1: update activities, Factor 2: reflective activities, Factor 3: sharing activities, Factor 4: collaborative activities

Table 4. 4.*Goodnes of Fit Indicies without Modification*

Goodness of fit Indicies	Calculated Values	Decision
CFI	.98	Good Fit
TLI	.99	Good Fit
RMSEA	.03	Good Fit
SRMR	.04	Good Fit

Note. From ‘Hu, L., & Bentler, P. M. (1999). Cutoff criteria for fit indexes in covariance structure analysis: Conventional criteria versus new alternatives. *Structural Equation Modeling: A Multidisciplinary Journal*, 6(1), 1–55.’

Lastly, in order to check the internal consistency of the scale for reliability, Cronbach’s α coefficients were examined. The value for the whole scale was found to be $\alpha = .90$. The values for four dimensions were: $\alpha = .88$ $\alpha = .80$, $\alpha = .86$, and $\alpha = .90$. Since all the values are above .70, it was concluded that PDA scale and its four dimensions have an acceptable level of reliability (Fraenkel et al.2012).

4.2. Results of Descriptive Statistics

To examine information provided by participants on teacher commitment with the aspects of commitment to profession, work, and students, descriptive statistics were generated. Descriptive statistics were produced as well to look at participant data on involvement in professional development activities with the aspects of involvement in updating, reflecting, sharing, and collaborating activities.

Table 4. 5.*Descriptive Statistics of TCS and PDA Scale*

Scales & Dimensions	<i>N</i>	<i>M</i>	<i>SD</i>
TCS	218	3.35	.37
Commitment to Profession	218	2.95	.91
Commitment to Work	218	3.52	.70
Commitment to Students	218	3.68	.67
PDA	218	2.89	.37
Updating Activities	218	3.06	.52
Reflective Activities	218	3.13	.54
Sharing Activities	218	2.84	.57
Collaborative Activities	218	2.55	.46

Mean scores and standard deviations of the variables are given in Table 4.2.1. According to the results of the descriptive analysis, teacher commitment, measured with a 5-point rating scale, was found to be moderate closer to high ($M = 3.35$, $SD = .37$). The first dimension of teacher commitment, measured with a 5-point rating scale, teachers' commitment to profession was found to be moderate ($M = 2.95$, $SD = .91$). The second dimension of teacher commitment, measured with a 5-point rating scale, teachers' commitment to work was found to be high ($M = 3.52$, $SD = .70$). The third dimension of teacher commitment, measured with a 5-point rating scale, teachers' commitment to students was found to be high ($M = 3.68$, $SD = .67$).

According to the results of the descriptive analysis, teachers involved in professional development activities at a high level ($M = 2.89$, $SD = .37$). According to the first dimension of teachers' involvement in professional development activities, measured with a 4-point rating scale, teachers had a high level of involvement in updating activities ($M = 3.06$, $SD = .52$). The second dimension of teachers' involvement in professional development activities, measured with a 4-point rating scale, indicated that teachers involved in reflective activities at a high level ($M = 3.13$, $SD = .54$). According to the third dimension of teachers' involvement in professional development activities, measured with a 4-point rating scale, teachers' involvement in sharing activities was high, closer to a low level ($M = 2.84$, $SD = .57$). The fourth dimension of teachers' involvement in professional development activities, measured with a 4-point rating scale, indicated that teachers had a high level of involvement in collaborative activities, closer to a low level ($M = 2.55$, $SD = .46$).

Since the first research question investigates teachers' level of commitment by their demographics, descriptive statistics related to teacher commitment by gender, academic background, graduation type, and teaching level were also provided. Mean scores and standard deviations of the variables are given in Table 4.2.2. According to the results of the descriptive analyses, female novice teacher commitment ($n = 145$), measured with a 5-point rating scale, was found to be moderate ($M = 3.34$, $SD = .37$). Male novice teacher commitment ($n = 73$), measured with a 5-point rating scale, was found to be high ($M = 3.39$, $SD = .37$). Novice teacher commitment with only bachelor's degree ($n = 151$) was found to be moderate ($M = 3.31$, $SD = .37$), and

teachers' commitment who are engaged in graduate studies ($n = 67$) was found to be high ($M = 3.45$, $SD = .35$). Novice teachers' commitment who graduated from an education faculty ($n = 139$) was found to be high ($M = 3.43$, $SD = .36$), and teachers' commitment who didn't graduate from an education faculty instead had a pedagogic formation ($n = 79$) was found to be moderate ($M = 3.21$, $SD = .35$). Lastly, novice teachers' commitment teach at primary level ($n = 70$) was found to be moderate ($M = 3.36$, $SD = .39$), teachers' commitment who teach at lower-secondary level ($n = 96$) was found to be moderate ($M = 3.33$, $SD = .36$), and teachers' commitment who teach at upper-secondary level ($n = 96$) was found to be moderate to high ($M = 3.40$, $SD = .35$).

Table 4. 6.

Descriptive Statistics of TCS by teacher groups

Teacher Groups	N	Mean	Std. Deviation
Gender			
Female	145	3.34	.37
Male	73	3.39	.37
Academic Background			
Undergraduate	151	3.31	.37
Graduate	67	3.45	.35
Graduation Type			
Education Faculty	139	3.43	.36
Pedagogic Formation	79	3.21	.35
Teaching Level			
Primary	70	3.36	.39
Lower-secondary	96	3.33	.36
Upper-secondary	52	3.40	.35

4.3. Assumptions of Independent Samples T-Test & ANOVA

Before running the analysis for independent samples t-test and ANOVA, there are three fundamental assumptions that must be met. These assumptions are independent observation, homogeneity of variance, and normality (Gravetter & Wallnau, 2017).

The most typical method for achieving independent observation, according to Gravetter & Wallnau (2017), is to utilize a random sample. In this study, each measurement was independent of the others since no participant could be in more than one group and they were selected with a randomized technique. To check the homogeneity of variance Levene's Test for Equality of Variances was utilized. To check the normality assumption, skewness and kurtosis values, Kolmogorov-Smirnov and Shapiro-Wilk test results, histograms, and finally Q-Q plots were examined.

If the result of a Levene's test is not statistically significant ($p > .05$), the homogeneity of variance assumption is satisfied and there are no statistical differences between the variances of the groups in issue (Glass, 1966). According to Levene's test, the homogeneity of variance assumption is not violated for the first independent variable, gender, (F Levene (216) = .01, $p > .05$). It may thus be concluded that the populations from which the samples were drawn had equal variances. According to Levene's test, the homogeneity of variance assumption is not violated for the second independent variable, graduation type, (F Levene (216) = .06, $p > .05$). It may be concluded that the populations from which the samples were drawn had equal variances. According to Levene's test, the homogeneity of variance assumption is not violated for the third independent variable, academic background, (F Levene (216) = .27, $p > .05$). Therefore, it may be said that the populations from which the samples were taken had equal variances. According to Levene's test, the homogeneity of variance assumption is not violated for the fourth independent variable, school-level, (F Levene (215) = .06, $p > .05$). It may be concluded that the populations from which the samples were taken had equal variances.

First, skewness and kurtosis values for each independent variable were scrutinized for the normality check. To demonstrate a normal distribution, values for skewness and kurtosis between -2 and +2 are deemed acceptable (George & Mallery, 2010). The first group (female) of the first independent variable (gender) had a normal sampling distribution with skewness of .42 ($SE= .20$) and kurtosis of .30 ($SE= .40$). The second group (male) of the first independent variable had a normal sampling distribution with skewness of .41 ($SE= .28$) and kurtosis of .03 ($SE= .56$). The first

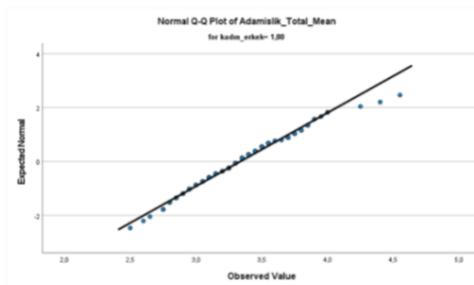
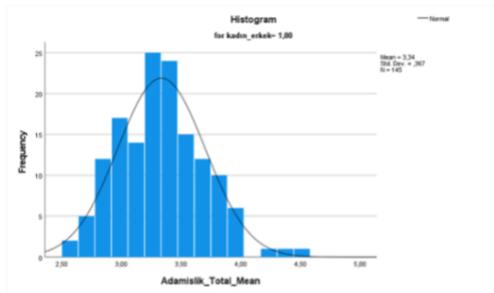
group (education faculty) of the second independent variable (graduation type) had a normal sampling distribution with skewness of .38 ($SE= .21$) and kurtosis of .30 ($SE= .41$). The second group (pedagogic formation) of the second independent variable had a normal sampling distribution with skewness of .62 ($SE= .27$) and kurtosis of .51 ($SE= .54$). The first group (bachelor's degree) of the third independent variable (academic background) had a normal sampling distribution with skewness of .39 ($SE= .20$) and kurtosis of .12 ($SE= .40$). The second group (graduate degree) of the third independent variable had a normal sampling distribution with skewness of .65 ($SE= .29$) and kurtosis of .28 ($SE= .58$). The first group (primary level) of the fourth independent variable (teaching grade) had a normal sampling distribution with skewness of .73 ($SE= .29$) and kurtosis of 1.02 ($SE= .57$). The second group (lower-secondary level) of the fourth independent variable had a normal sampling distribution with skewness of .31 ($SE= .25$) and kurtosis of -.21 ($SE= .49$). The third group (upper-secondary level) of the fourth independent variable had a normal sampling distribution with skewness of .10 ($SE= .33$) and kurtosis of -.40 ($SE= .65$).

Results from the Kolmogorov-Smirnov and Shapiro-Wilk tests were also investigated to confirm the normality assumption. As Huck (2012) stated the normality assumption is met if the test results are not statistically significant ($p > .05$). Kolmogorov-Smirnov Test indicated that first group (female) of the first independent variable (gender) had a normal sampling distribution ($D (145) = .07, p > .05$), and the second group (male), was normally distributed ($D (73) = .07, p > .05$). The first group (education faculty) of the second independent variable (graduation type) had a normal sampling distribution ($D (139) = .07, p > .05$), and the second group (pedagogical formation), was normally distributed ($D (79) = .07, p > .05$). The first group (bachelor's degree) of the third independent variable (academic background) had a normal sampling distribution ($D (151) = .07, p > .05$), and the second group (graduate degree), was normally distributed ($D (67) = .08, p > .05$). The first group (primary level) of the fourth independent variable (teaching grade) had a normal sampling distribution ($D (70) = .09, p > .05$), the second group (lower-secondary level), was normally distributed ($D (96) = .07, p > .05$), and the third group (upper-secondary level), was normally distributed ($D (52) = .10, p > .05$).

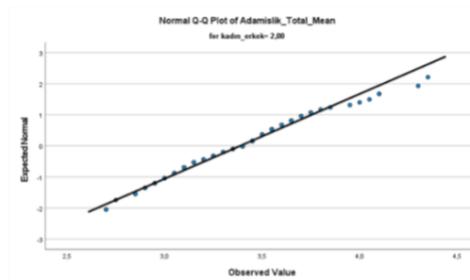
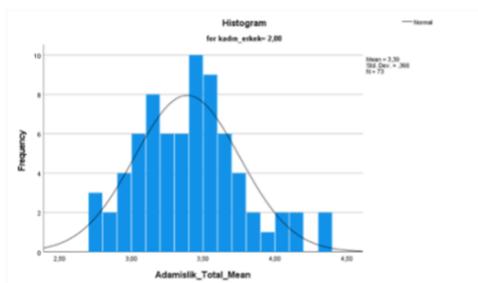
Shapiro-Wilk Test indicated that first group (female) of the first independent variable (gender) had a normal sampling distribution ($W(145) = .98, p > .05$), and the second group (male), was normally distributed ($W(73) = .98, p > .05$). The first group (education faculty) of the second independent variable (graduation type) had a normal sampling distribution ($W(139) = .99, p > .05$), and the second group (male), was normally distributed ($W(79) = .97, p > .05$). The first group (bachelor's degree) of the third independent variable (academic background) had a normal sampling distribution ($W(151) = .99, p > .05$), and the second group (graduate degree), was normally distributed ($W(67) = .96, p > .05$). The first group (primary level) of the fourth independent variable (teaching grade) did not indicate a normal sampling distribution ($W(70) = .96, p < .05$). Even though Shapiro-Wilk Test did not indicate a normality, the kurtosis and skewness values, and the Kolmogorov-Smirnov Test had evidence of normality. Thus, it's fundamental to check the distributions on histograms and Q-Q plots to decide on the normality. The second group (lower-secondary level) was normally distributed ($W(96) = .99, p > .05$), and the third group (upper-secondary level), was normally distributed ($W(52) = .99, p > .05$).

Examining the distributions on histograms and Q-Q plots are other methods of verifying the normality assumption. As shown in Figure 4.3, the first independent variable, gender, exhibited distributions that were roughly bell-shaped for both the male and female groups. Additionally, the male and female groups' Q-Q plot dots are quite near the line. A couple of the dots stray off the line, but they are still near it. So, normality may be considered to be assumed.

As shown in Figure 4.4, the second independent variable, graduation type, exhibited distributions that were roughly bell-shaped for both the education faculty and pedagogic formation groups. Additionally, education faculty and pedagogic formation groups' Q-Q plot dots are quite near the line. Although a few dots deviate from the line, most of them are still near it. In the event that the data does not follow a normal distribution, the points will move away from the reference line (Gravetter & Wallnau, 2017). If the graph has a form that is decisively bell-shaped, it is common practice to presume that the data are normally distributed (Fraenkel et al., 2012). So, normality may be assumed.

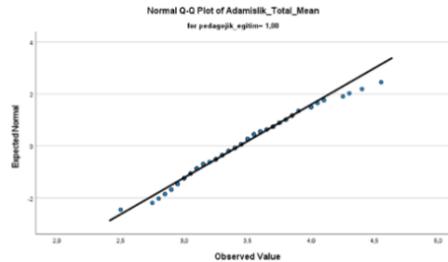
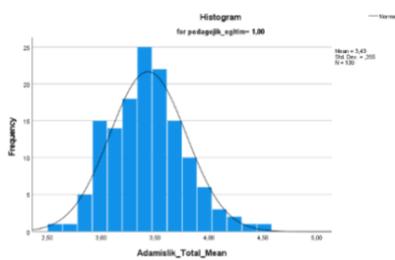


a. Female

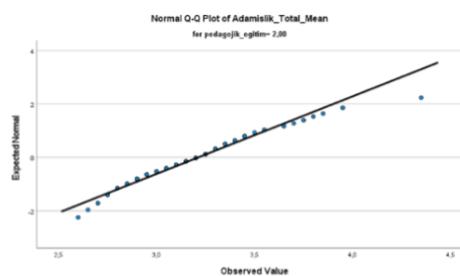
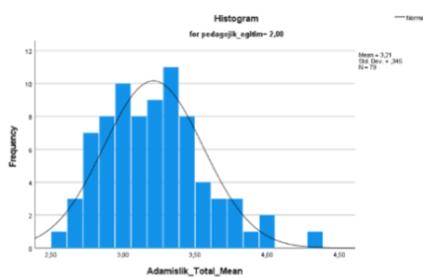


b. Male

Figure 4. 3. Normality Check by Gender on Histogram & Q-Q Plot



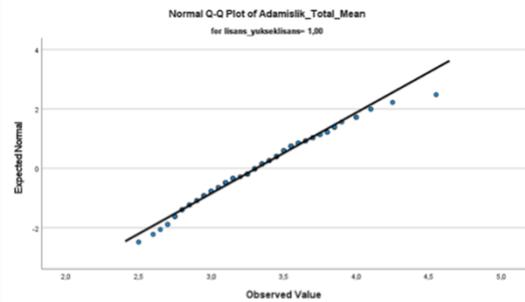
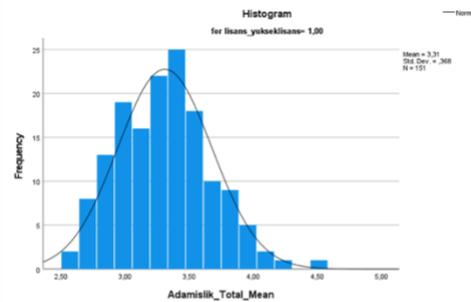
a. Education Faculty



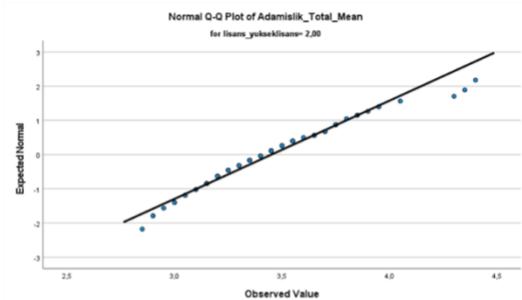
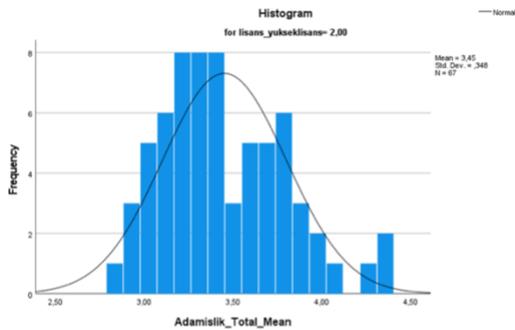
b. Pedagogic Formation

Figure 4. 4. Normality Check of Graduation Type

As shown in Figure 4.5, the third independent variable, academic background, exhibited distributions that were roughly bell-shaped for both the bachelor's degree and graduate degree groups. Additionally, bachelor's degree and graduate degree groups' Q-Q plot dots are quite near the line. A few dots stray off the line, but they are still near it. So, normality may be assumed.



a. Bachelor's Degree

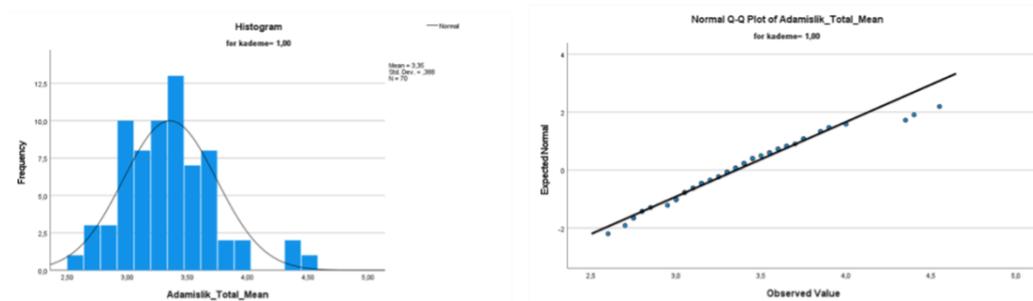


b. Graduate Degree

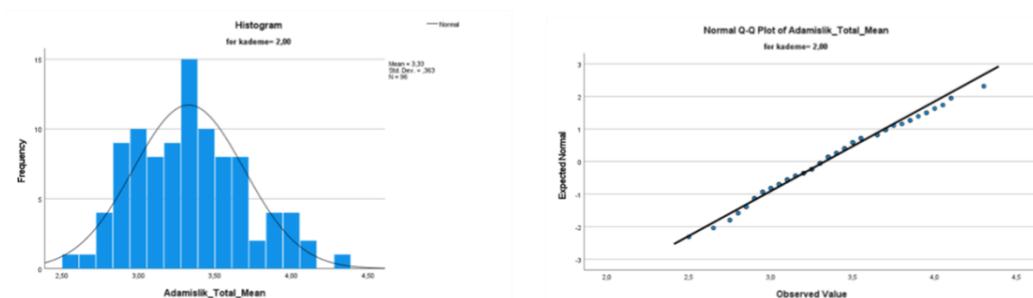
Figure 4. 5.

Normality Check of Academic Background

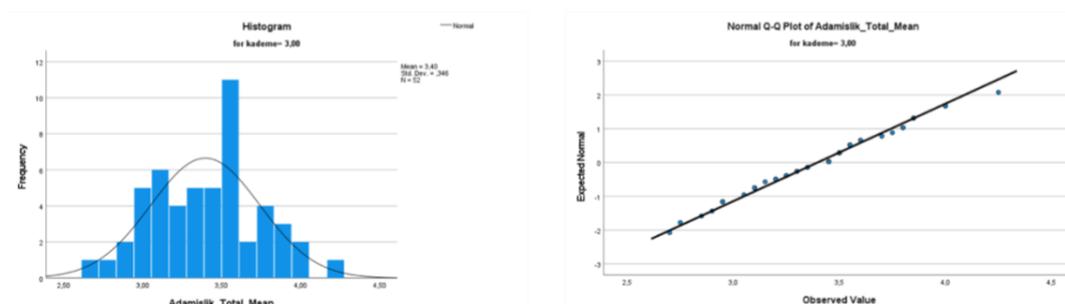
As shown in Figure 4.6, the fourth independent variable, teaching grade, exhibited distributions that were roughly bell-shaped for primary, lower-secondary and upper-secondary groups. Additionally, primary, lower-secondary and upper-secondary groups' Q-Q plot dots are quite near the line. According to Gravetter and Wallnau (2017), if the data does not follow a normal distribution, the points will shift further away from the reference line. The normality of the data may often be assumed if the graph has a form that is roughly bell-shaped (Fraenkel et al., 2012).



a. Primary Level



b. Lower-secondary Level



c. Upper-secondary Level

Figure 4. 6.

Normality Check of School-Level

4.4. Results of Independent Samples T-Test

To address the first three sub-questions of the first research question, an independent samples t-test was run to determine whether there were any differences between females and males, between those who graduated from an education faculty and those who did not, those who have only bachelor's degree, and those who have not, in terms of their teacher commitment. The results are summarized in Table 4.5.

The results indicated that there was no statistically significant difference between female novice teachers ($M = 3.34, SD = .37$) and male novice teachers ($M = 3.39, SD = .37$) in terms of their overall teacher commitment; $t(216) = -.99, p > .05$.

The results revealed that there was a statistically significant difference between novice teachers who graduated from an education faculty ($M = 3.43, SD = .36$) and those who did not graduate from an education faculty but had a pedagogic formation to teach ($M = 3.21, SD = .34$); $t(216) = 4.51, p < .05, \eta^2 = .09$. According to standards proposed by Cohen (1988) to interpret eta-squared value, it is a moderate effect. 9% of the variance in teacher commitment is explained by novice teachers' pre-service education type.

Additionally, the result showed that there was a statistically significant difference between novice teachers who hold only bachelor's degree ($M = 3.31, SD = .37$), and those who hold a graduate degree or enrolled in a graduate program ($M = 3.45, SD = .35$); $t(216) = -2.64, p < .05, \eta^2 = .03$. According to standards proposed by Cohen (1988) to interpret eta-squared value, this is a small effect. 3% of the variance in teacher commitment is explained by their academic background.

Table 4. 7.
Summary of the Independent Samples T-Test Results

Variables	<i>N</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>p</i>	η^2
Gender				-.99	.33	-
Female	145	3.34	.37			
Male	73	3.39	.37			
Graduation Type				4.51	< .05*	.09
Education Faculty	139	3.43	.36			
Pedagogic Formation	79	3.21	.35			
Academic Background				-2.64	< .05*	.03
Undergraduate	151	3.31	.37			
Graduate	67	3.45	.35			

4.5. Result of ANOVA

ANOVA was conducted to investigate novice teachers' commitment in three different teaching grades or school levels. The independent variable, teaching grade, included three levels: primary, lower-secondary, and the upper-secondary. The ANOVA did not indicate a significant difference between groups $F(2, 215) = .58, p > .05$. The summary of the ANOVA is given in Table 4.6.

Table 4. 8.
Summary of the ANOVA

<i>Source</i>	SS	<i>df</i>	MS	<i>F</i>	Sig.
Between Groups	.16	2	.08	.58	.56
Within Groups	29.04	215	.14		
Total	29.19	217			

4.6. Results of Simple Linear Regression

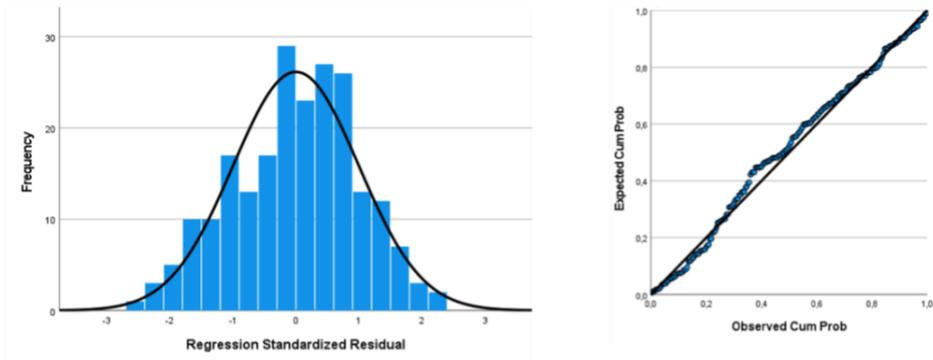
The current study used three simple linear regression analyses to look at the predictor derived from the involvement in professional development activities scale to examine the commitment of novice teachers in terms of commitment to profession, commitment to work, and commitment to students.

4.6.1. Assumptions of Simple Linear Regression

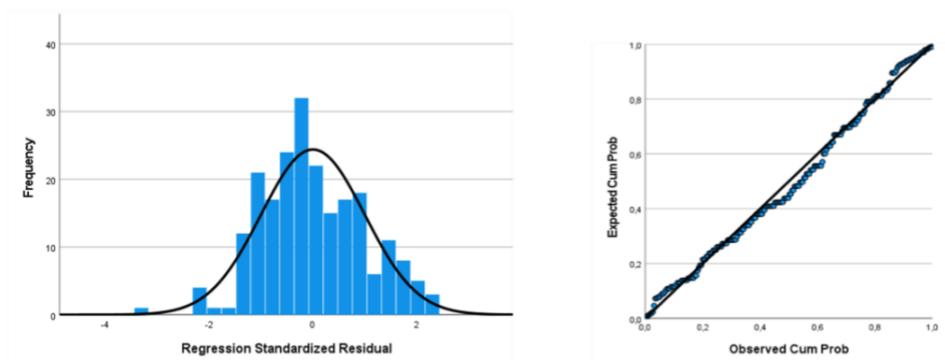
The normality of residuals, the linearity, the homoscedasticity, the lack of outliers and the independence of the residuals are the assumptions that must be taken into account prior to doing the simple linear regression analysis (Tabachnick & Fidell, 2013).

First, the P-P plot of the residuals and the histograms were looked at for each independent variable to see if they were normal. The assumption seems to have been

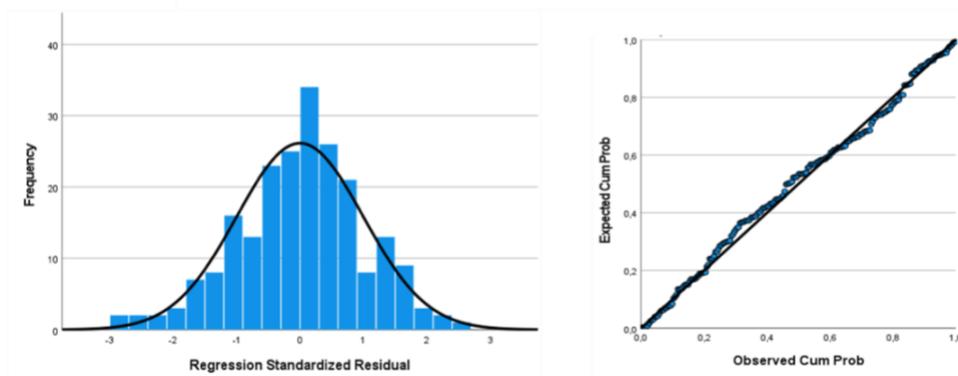
satisfied based on visual examination of the histogram and P-P plot (see Figure 4.7). Additionally, the residuals scatterplot was examined in order to verify the linearity assumption, which is represented as a straight line. It was determined that the linearity assumption was not violated.



a. Histogram and P-P Plot of Residuals for Commitment to Profession



b. Histogram and P-P Plot of Residuals for Commitment to Work



c. Histogram and P-P Plot of Residuals for Commitment to Students

Figure 4. 7. Histograms and P-P Plots of Residuals

Scatter plots were examined in order to confirm the homoscedasticity and linearity of the residuals assumption. Examining the scatterplot of residuals revealed no discernible residual pattern, indicating that the homoscedasticity assumption was met (Tabachnick & Fidell, 2013). Tabachnick and Fidell (2013) assert that if linearity occurs, the scatter plot will have a rectangular shape. The assumptions were determined to be satisfied after visual inspection of the scatter plots.

Outliers were examined through standardized residual values and Cook's Distance. For the first independent variable, commitment to profession, the cases with absolute standardized residual value greater than 1.96 and less than -1.96 were examined. The percentage of the cases was found as 4.12%, which was less than 5%, as required (Field, 2013). Moreover, no case with a standardized residual value above 2.58 or below -2.58 is observed. Finally, the Cook's distances were investigated. The largest value was found as .04, which is below 1. Hence, findings indicated that there were no outliers in this data set (Tabachnick & Fidell, 2013).

For the second independent variable, commitment to work, the cases with absolute standardized residual value greater than 1.96 and less than -1.96 were examined. The percentage of the cases was found as 4.12%, which was less than 5%, as required (Field, 2013). Moreover, only one case with a standardized residual value below -3 was investigated. Since it is not below the cut point value of -3.29 (Field, 2013), it was determined that the assumption was not violated. Finally, the Cook's distances were investigated. The largest value was found as .08, which is below 1. Hence, findings indicated that there were no outliers in this data set (Tabachnick & Fidell, 2013).

For the third independent variable, commitment to students, the cases with absolute standardized residual value greater than 1.96 and less than -1.96 were examined. The percentage of the cases was found as 2.75%, which was less than 5%, as required (Field, 2013). Moreover, for the cases above 2.58 or below -2.58 the percentage was found as 0.92 % that did not exceed 1% (Field, 2013). Finally, the Cook's distances were investigated. The largest value was found as .06, which is below 1. Hence,

findings indicated that there were no outliers in this data set (Tabachnick & Fidell, 2013).

Finally, Durbin and Watson's values for each criterion variable were examined to confirm the independence of errors assumption. As a general rule, values less than 1 or larger than 3 are led into violation of independence assumption according to Durbin and Watson's cut off value criteria for independence of errors (Field, 2013). Durbin-Watson's value was found to be 1.77 for commitment to profession, 2.02 for commitment to work, and 1.87 for commitment to students. Since the Durbin-Watson's values were between 1 and 3, the assumption was fulfilled (Field, 2013).

4.6.2. Intercorrelations

Prior to conducting linear regression analysis, correlations between the dependent variables and involvement in professional development activities were examined. Table 4.6 shows the correlation matrix between the dependent variables and the predictor variable which is teachers' involvement in professional development activities.

Table 4. 9.

Intercorrelations

Predictor Variable	1	2	3
Involvement in Professional Development Activities	-.33*	.29*	.24*
Dependent Variables			
1. Commitment to Profession	--		
2. Commitment to Work	-.43*	--	
3. Commitment to Students	-.48*	.62*	--

4.6.3. Results of SLRA 'Commitment to Profession'

As given in Table 4.7 there is a significant negative relationship between teachers' involvement in professional development activities and their commitment to teaching profession. As the novice teachers' involvement in professional development activities increases, their commitment to teaching profession decreases. In this study, a simple linear regression was used to predict novice teachers' commitment to

profession based on their involvement in professional development activities. As shown in Table 4.8 the model is statistically significant.

Table 4. 10.

PDA Predicting Commitment to Profession

Variable	<i>B</i>	SEB	β	<i>t</i>
(Constant)	5.30	.46		11.63*
PDA	-.82	.16	-.33	5.20*

Note. *B* represents unstandardized regression weights. β indicates the standardized regression weights. The symbol * indicates $p < .001$.

The results of the simple linear regression analysis revealed that novice teachers' involvement in professional development activities significantly predict their commitment to teaching profession ($F(1,216) = 27.07, p < .001$), with an R^2 of .11. R^2 value demonstrates that 11% of the variability related to novice teachers' commitment to profession is predicted by their involvement in professional development activities. According to the Cohen's (1988) standards for the interpretation of R^2 value, the effect is medium (Gravetter & Wallnau, 2017).

4.6.4. Results of SLRA 'Commitment to Work'

As given in Table 4.7 there is a significant positive relationship between teachers' involvement in professional development activities and their commitment to work. As the novice teachers' involvement in professional development activities increases, their commitment to work increases as well ($r = .29, p < .01$). In this study, a simple linear regression was used to predict novice teachers' commitment to work based on their involvement in professional development activities. As shown in Table 4.9 the model is statistically significant.

Table 4. 11.

PDA Predicting Commitment to Work

Variable	<i>B</i>	SEB	β	<i>t</i>
(Constant)	1.94	.36		5.43*
PDA	.55	.12	.29	4.47*

Note. *B* represents unstandardized regression weights. β indicates the standardized regression weights. The symbol * indicates $p < .001$.

The results of the simple linear regression analysis suggested that novice teachers' involvement in professional development activities significantly predict their commitment to work ($F(1,216) = 19.98, p < .001$), with an R^2 of .09. R^2 value demonstrates that 9% of the variability related to novice teachers' commitment to work is predicted by their involvement in professional development activities. According to the Cohen's (1988) standards for the interpretation of R^2 value, the effect is medium (Gravetter & Wallnau, 2017).

4.6.5. Results of SLRA 'Commitment to Students'

As given in Table 4.7 there is a significant positive relationship between teachers' involvement in professional development activities and their commitment to students. As the novice teachers' involvement in professional development activities increases, their commitment to work increases as well ($r = .29, p < .01$). In this study, a simple linear regression was used to predict novice teachers' commitment to students based on their involvement in professional development activities. As shown in Table 4.10 the model is statistically significant.

Table 4. 12.

PDA Predicting Commitment to Students

Variable	B	SEB	β	<i>t</i>
(Constant)	2.41	.35		6.90*
PDA	.44	.12	.24	3.68*

Note. *B* represents unstandardized regression weights. β indicates the standardized regression weights. The symbol * indicates $p < .001$.

The results of the simple linear regression analysis suggested that novice teachers' involvement in professional development activities significantly predict their commitment to students ($F(1,216) = 13.56, p < .001$), with an R^2 of .06. R^2 value demonstrates that 6% of the variability related to novice teachers' commitment to students is predicted by their involvement in professional development activities. According to the Cohen's (1988) standards for the interpretation of R^2 value, the effect is small but closer to medium (Gravetter & Wallnau, 2017).

4.7. Summary of the Results

According to the descriptive findings of the study it was found that novice teachers' total mean score of commitment is not high or low. When the commitment sub-dimensions are looked at, it is found that novice teachers have the strongest commitment to the students. This is followed by teachers' commitment to work. Contrary to all these, the descriptive results of the research revealed that teachers' commitment to the teaching profession is not at a high level, but at a moderate level, even closer to a low level. It indicates that novice teachers do not tend to stay much longer in the profession, nor are they very happy with the current status of teaching profession. According to the descriptive findings of the study it was also found that novice teachers' involvement in professional development activities is not very high, but high ($M = 2.89$, $SD = .37$). When the involvement in professional development activities sub-dimensions are looked at, it is found that novice teachers have the highest level of involvement in reflective activities ($M = 3.13$, $SD = .54$). It means that novice teachers participate actively in a variety of reflective activities, from introspective self-reflection to robust interpersonal critical discussions. It is followed by updating activities ($M = 3.06$, $SD = .52$). It indicates that by keeping up with scientific literature and professional changes, novice teachers actively participate in updating activities. Furthermore, it was discovered that novice teachers least favorably choose the participate in sharing ($M = 2.84$, $SD = .57$), and collaborative activities ($M = 2.55$, $SD = .46$).

When the commitment total mean scores of the novice teacher groups were evaluated according to their genders, male teachers were shown to have more professional commitment than female teachers. When the overall mean commitment scores of the teacher groups were analyzed according to their academic backgrounds it was seen that the commitment of the novice teachers who had or are pursuing master's degrees or doctorates was greater than that of the teacher group who did not. When the total mean commitment scores of the teacher groups were compared based on the type of program from which they had graduated, it became clear that the commitment of the group of teachers who had received pedagogical formation education was lower than that of the group of teachers who had graduated from the faculty of education. When

the commitment mean scores of the teacher groups were examined according to the level they teach at, the teachers teaching at the upper-secondary level have the highest level of commitment, followed by the teachers working at the lower-secondary and primary levels, respectively.

To examine whether or not these differences between novice teacher groups were statistically significant, independent samples t-test and ANOVA were employed. It was revealed that, the mean difference of commitment scores of men and women were not statistically significant. However, the mean difference of commitment scores of teachers who have master's or doctoral experience and those who did not significantly differ. Furthermore, teachers graduated from education faculties significantly differ from those who did not. Lastly, teachers who teach at primary, lower-secondary and upper-secondary levels did not significantly differ.

Surprisingly, the study revealed that when the involvement of novice teachers into the professional development activities increases, their commitment to teaching profession decreases. Furthermore, this case is a significant predictor of Turkish novice teacher commitment to profession, in other words their love of being a teacher and inclination to pursue teaching as a career. On the other hand, study revealed that increase in teachers' involvement in professional development activities significantly related to increase in Turkish novice teachers' commitment to self-sacrificing work and their students. Moreover, Turkish novice teachers' involvement in professional development activities is a significant predictor of their commitment to self-sacrificing work and commitment to students.

CHAPTER 5

DISCUSSION

In this chapter, after interpreting the descriptive findings of the study, the overall commitment levels among various teacher groups were investigated and substantiated by pertinent literature. Additionally, the sub-dimensions of novice teacher commitment (profession, work, and students) were scrutinized within the framework of relevant literature concerning teacher professional development. Finally, practical implications of the study, limitations of the study and suggestions for future research were presented.

5.1. Descriptive Findings on Novice Teacher Commitment

The study's descriptive findings showed that the level of teacher commitment (commitment to profession, work, and students) among novice teachers is moderate. When looking at the sub-dimensions of teacher commitment, although the novice teachers in the current study are highly committed to self-sacrificing work and students, they are only moderately committed to their profession, which is closer to low level. The examination of finding that the degree of teacher commitment among novice teachers in Turkiye is moderate, with a greater commitment to work and students but a lesser commitment to their profession, necessitates a discussion of the cultural, educational, and contextual elements that could potentially influence these outcomes within the Turkish setting. The Turkish culture lays significant importance on the establishment and maintenance of community and familial connections (Ataca et al., 2005; Cetin & Okumus, 2018). In the context of this study, it is observed that novice teachers demonstrated a notable level of commitment towards their students and engage in line of work. This may be attributed to the cultural norms prevalent in the country, which prioritize the provision of care and support to others (Ataca et al.,

2005). Nevertheless, the level of commitment towards the teaching profession can be shaped by societal attitudes of the job. In the context of Türkiye, the field of education has encountered several obstacles, including inadequate salary, excessive labor demands, and restricted opportunities for career prospects. These factors may potentially undermine teachers' commitment to profession (Bozbayındır 2019; Hussien & Teshome, 2016; Pişkin & Parlar, 2021; Yurdakul et al., 2016).

In Turkish literature there are studies found that novice teachers have a high level of total commitment score (Ertürk, 2023; Kozikoğlu, 2016; Kozikoğlu & Özcanlı, 2020; Meriç & Erdem, 2020; Turk & Korkmaz, 2022). The study's descriptive finding on teacher commitment is in line with Michel's (2013) study in which he found a moderate level of commitment of novice teachers' who are in their first five years of teaching. Similar with the finding of the study, in their study Choi and Tang (2009) discovered that the early-career group exhibited a significant proportion of educators who received negative evaluations in terms of their commitment to the teaching profession. Additionally, in conjunction with the findings of the research, Arjunan and Balamurugan (2013) observed that a significant portion of teachers shown moderate or low levels of commitment. One of the sub-dimensions pertains to the commitment towards students who possess the best academic achievements. This is then followed by the commitment to the quest of excellence, and finally, the commitment to the profession. Likewise, in line with this study's finding, the Turkish Education Association (TEDMEM, 2014) reported that the overwhelming majority of teachers who participated in their research did not agree with the statement "I can teach for a lifetime" and emphasized that the professional commitment dimension is not strong, revealing that they would not prefer teaching if they had the choice of a new job opportunity. On the other hand, according to research that used the same scale to examine the professional commitment of Turkish teachers, Meriç and Erdem (2020) found a high level of commitment to profession dimension of novice teachers, mid-career teachers and late-career teachers with a statistically significant superiority of novice teachers over other teachers with different years of service. Kozikoğlu (2016) investigated the dimensions of teacher commitment and concluded that commitment to work had the lowest average, while the dimension of commitment to students had the greatest average. Turk and Korkmaz (2022), in contrast to the

previous studies, discovered the lowest average in the dimension of commitment to students and the greatest average in the dimension of committed work. As can also be understood from studies that differentiate from the Turkish literature, when situations and surroundings change, the career path, commitment, and resilience of teachers might face questioning (Fransson & Frelin, 2016; Gu & Day, 2013). Therefore, the differences in these studies conducted with different groups of teachers in different environments in different years are quite normal (Stone-Johnson, 2013).

5.2. Comparison of the Teacher Groups in terms of Teacher Commitment

5.2.1. Novice Teacher Commitment & Gender

At first within the scope of the study, novice teacher groups were compared according to their genders. Although the results of descriptive statistics emphasized that teacher commitment showed a superiority in favor of female teachers, the results of inferential statistics determined that this difference was not statistically significant. In the context of Turkiye and many other countries, it has been emphasized that teacher gender is a factor that should be taken into account in terms of differentiation in teacher experiences, social expectations, religious and cultural norms. In some studies, it was noted that the varied gender-based perspectives of teaching have an impact on both male and female teachers' behaviors. For instance, Sabbe and Aelterman (2007) highlighted in their study that gender is connected with teaching, and they revealed that gender impacts teachers' professional identities, working circumstances, and how teaching experiences and teachers are perceived. As Cushman (2005) also pointed out the idea that teaching is perceived as mostly a feminine profession has an impact on societal norms, professional recognition, and the profession's standing in general. Gender roles have been shown in other various research to have an impact on how people perceive and act in regard to their professional duties and roles (Clark et al., 2021; Maher & Word, 2007; Sabbe & Aelterman, 2007; Sansone, 2017). The Turkish Women's Entrepreneurs Association (KAGIDER) and the Turkish Industrialists and Businessmen's Association

(TUSIAD) released a report in 2008 that explains why female teachers tend to choose and stay in the teaching profession as a result of gender roles and responsibilities related to being a spouse and a mother. Furthermore, there is evidence from certain research that female teachers are underrepresented in administrative and professional development opportunities. This situation may also indirectly lead to differences in teacher commitment between genders (Bulut & Kızıldağ, 2017; Kazak, 2022; Kabasakal et al., 2004).

The finding of the study seems to be aligned with some studies that indicated no difference in teacher commitment between genders. For instance, Meriç and Erdem (2020) found that novice teacher commitment does not significantly differ according to genders. Kozikoğlu (2016) also noted that teachers' professional commitment levels do not show a significant difference by gender. In a similar vein, Klassen and other colleagues (2012) found that gender did not significantly influence teacher commitment to teaching. Moreover, Turhan and other colleagues (2012) argued that the professional commitment levels of the teachers participating in their study did not differ in terms of gender. In a study investigating teacher retention with teacher commitment scales' commitment to profession dimension Duyar and others (2019) didn't find any significant differences between male and female teachers in terms of their occupational commitment. Similarly, the study of Kırdök and Doğanülkü (2018) was a lack of significant difference in the degrees of professional commitment exhibited by teachers, according to their gender. In terms of work commitment, Kırıl (2022), Köse (2022), found no significant differences between male and female teacher. Lastly Şener (2013) observed no difference in organizational commitment of teachers. However, when the studies in the literature in teacher behavior with the gender factor were investigated, it was concluded that the majority of them varied in terms of gender. To illustrate, Ingersoll's study (1997) showed that women make up a significant portion of human resources in the teaching sector and have higher levels of commitment than their male colleagues. Singh and Billingsley (1998) found that gender was the most influential factor among teacher demographic characteristics and that female teachers had a higher level of professional commitment than male teachers. According to Schweitzer's (2014) research, female teachers were more committed to their profession than male

teachers. According to the findings of the study done by Topchyan and Woehler (2021), there was a statistically significant difference in the scores of teachers' cognitive engagement, social engagement with students, and overall commitment in favor of female teachers. The study conducted by Nayci (2021) to look at the commitment levels of teachers throughout the COVID-19 process came to the conclusion that teachers' commitment varied significantly according on the gender of the teacher, favoring female teachers. Moreover, there are studies found that female teachers' commitment to the profession was significantly higher in all three dimensions, namely, profession, work, and student (Kozikoğlu & Özcanlı, 2020; Turk & Korkmaz, 2022). Conversely, in favor of male teachers, there are studies discovered that male teachers' resilience levels (Polat & İskender, 2018), and job satisfaction levels (Yüksel & Yüksel, 2014) were higher than female teachers.

5.2.2. Novice Teacher Commitment & Graduation Type

Within the scope of the study, novice teachers who graduated from the faculty of education and teachers with pedagogical formation certificate were compared and a significant difference found in favor of teacher education programs. As was previously stressed, in order to become a teacher in Türkiye, one must either have graduated from a faculty of education or have a pedagogical formation certificate. These initiatives were put in place to entice graduates from other faculties who wish to enter the teaching profession by offering them a credential after one or two years of study without requiring them to finish conventional teaching education program.

It is clear from research in the literature about the impacts of pre-professional education on teacher candidates that both its quality and quantity have a significant impact on how teachers behave (Zhang & Zeller, 2016). In pre-service teacher education programs, pre-service teachers enter a very comprehensive and in-depth preparation process for the teaching profession, in which they develop themselves in terms of pedagogical and content enriched with educational theories. Along with all of these, students support their newly learned techniques, their ability to build lesson plans, their classroom management skills, and their teaching strategies with opportunities for internships in order to develop a strong theoretical grasp of teaching

practices. On the other hand, alternative certification programs are a method that provides applicants who wish to become teachers by not permitting in-depth experience, more superficial by concentrating simply on the primary demands. Considering all these, it is not surprising that there was a difference between the novice teacher groups in terms of their teacher commitment. This is not a case just for Türkiye. For instance, USA also has alternative teacher certification programs that were thoroughly negotiated in their education system. It was emphasized that teachers who have had more thorough and prolonged preparation for the teaching profession form more reliable ties with students than the ones who have alternative certification and they are also more likely to be committed (Darling-Hammond, 2000; Zientek, 2006). In line with it, some researchers also claimed that although the alternative programs address demands like an immediate teacher shortage, these teachers may not be as committed as those who were trained through traditional teacher education programs (Harris et al., 2003; Zhang & Zeller, 2016). In parallel with the current study, Korkmaz and Sadık (2011) revealed that teachers with a degree in education were found to be significantly better than other teacher groups in the study in terms of their professional attitude. On the contrary, there are some studies showed that alternative programs can increase teachers' enthusiasm for and commitment to their work beyond that of education faculty graduates (Kane et al., 2008; Owings et al., 2005). Conversely, in Turkish literature there are several studies that didn't find any significant differences between teacher education program graduate teachers and other faculty graduates in terms of their organizational commitment (Doğan & Sevgin, 2017; Selvitopu & Şahin, 2013), job satisfaction (Yılmaz, 2012), professional burnout (Coşkun, 2012; Kayabaşı, 2008), self-efficacy (Orman & Sevgi, 2022; Üztemur & Metin, 2015; Yavuz & Kırbaşlar, 2017), and lifelong learning abilities (Torun & Güvercin-Seçkin, 2021). In the studies of two groups with prospective teachers who are about to graduate, it has been found that attitudes towards the profession (Bağçeci et al., 2015), self-efficacy beliefs (Dadandı et al., 2016; Telef, 2011), sensitivity towards teaching profession (Uygun 2016), attitudes (Dadandı et al., 2016) and job satisfaction levels (Telef, 2011) were higher in favor of teacher education program students. On the other hand, there are also studies in favor of pedagogical formation students in the pre-service teacher literature. To illustrate, the teacher candidates in the pedagogical formation

program was found that they had lower levels of professional anxiety than the teacher candidates in the faculty of education (Dadandı et al., 2016). Moreover, Kara and others (2015) discovered that, compared to last year prospective teachers in education faculties, the students in pedagogical formation programs had more significant favorable opinions regarding the teaching profession and professional requirements.

5.2.3. Novice Teacher Commitment & Academic Background

In this study, the teaching commitment of novice teachers with master's or doctorate degrees was compared to that of teachers with only a bachelor's degree. A significant difference was found in favor of teachers with postgraduate experience. In a study examining teacher commitment in terms of educational status variable, unlike the finding of this study, no significant difference was found between those teachers in terms of their teacher commitment (Kozikoğlu & Özcanlı, 2020; Meriç & Erdem, 2020) and occupational commitment (Özgenel, 2019; Yavuz et al., 2022). On the other hand, in parallel with the finding of this study Li (2023) revealed that the level of professional commitment was lowest among teachers with undergraduate degrees, and highest among those with graduate degrees. Moreover, Sarıkaya and Özdemir (2017) found that teachers with a master's degree are more committed to their work than those with a bachelor's degree, which is also in line to the findings of this study. Moreover, in studies involving teachers with undergraduate, graduate and doctoral backgrounds in the literature, significant differences in favor of graduate teachers were discovered in terms of their affective organizational commitment (Gören & Sarpkaya, 2014), psychological hardiness levels (Bozgeyikli & Şat, 2015), professional motivation (Arslantaş et al. al., 2018), job satisfaction (Ali and Akthar, 2009; Adıgüzel et al., 2011; Chakraborty & Ayoub-Kuchy, 2021; Mondal et al., 2011; Rani and Neeraj, 2014), self-efficacy beliefs (Gönüldaş & Gümüşkaya, 2022; Yavuz & Kırbaşlar) , 2017), organizational happiness (Özocak & Yılmaz, 2020), and perception of school effectiveness (Çobanoğlu-Kasap, 2008).

On the other hand, in contrast to the study's findings, there are studies in the literature that show a substantial negative association between teachers' educational

attainment and their commitment to their work and occupation, i.e., that teachers with high educational status have low levels of work commitment (Celep et al., 2004; Gürler, 2018; Meriç et al., 2019; Özgenel & Koç, 2020).

The number of research that did not discover a connection between teacher behavior and their education level or academic background is not too small to be ignored. In the literature there are several studies observed no differences between the groups in terms of their organizational commitment (Arslan, 2015; Sarpkaya & Gören, 2014; Şener, 2013; Ünal-Bozcan & Yalçınkaya, 2018; Topdemir et al., 2023), work motivation (Ertürk, 2016; Receptoğlu, 2013), burnout levels (Gönüldaş & Gümüşkaya, 2022), resilience levels (Köse, 2022), work engagement (Gün, 2017; Kıral, 2022; Köse, 2022), perception of job characteristics (Meriç & Erdem, 2020; Polat, 2017), job satisfaction levels (Atasoy & İrge, 2019; Azimi & Durdağı, 2019; Coşkun & Demiröz, 2017; Yılmaz, 2012), work motivation levels (Bakkal & Radmard, 2020), workaholism levels (Nacar & Atalmış, 2022), professional competence (Yavuz et al., 2022), and alienation from the profession (Atmaca, 2020).

This study underscores the significance of graduate education in relation to teacher commitment, as it reveals that novice teachers with graduate experience exhibited superior performance compared to the other group of teachers. The findings shed light on the value of graduate education and its significance on teacher commitment, prompting further discussion. There might exist several potential reasons for the observed phenomenon wherein novice teachers possessing graduate experience exhibited a higher level of teacher commitment compared to their colleagues in the other teacher group. In recent years, the Ministry of National Education in Turkey has implemented various incentives aimed at motivating teachers to pursue advanced degrees, including increased salaries and the possibility of attaining the status of expert teacher without the requirement of passing an examination as stipulated in the teaching career steps regulation. Furthermore, as part of the 2023 education vision, the Minister of National Education has proposed the inclusion of mandatory postgraduate study for all teachers in the upcoming era. With these incentives and discourses, teachers were directed and encouraged to enroll in master's and doctoral programs. The graduate programs have recently witnessed a substantial influx of

teachers who have been inspired to pursue advanced education due to incentives provided by their professional milieu and governmental legislation. The opportunity for novice teachers to become more thoroughly prepared in terms of their subject areas and pedagogy with a strong theoretical basis in educational sciences, as well as their ability to apply this increased knowledge and teaching competencies to the educational activities they carry out in the classroom can positively impact the challenges the novice teachers face and in turn enhance teacher commitment. Moreover, within graduate programs, novice educators engage in diverse reflective procedures that prompt them to evaluate their own proficiency in various educational methodologies, including instructional approaches, classroom management abilities, evaluation methods, and additional aspects. Engaging in introspective techniques might potentially enhance the commitment of beginner instructors. Furthermore, in accordance with the regulations set forth by the Turkish Graduate Education and Teaching, the primary objective of the master's degree is to provide students with the necessary skills to engage in scientific research, allowing them to effectively obtain, analyze, and understand material. Graduate programs offer an opportunity for novice teachers to acquire the necessary skills to engage in critical analysis of scientific research within the field of education. By engaging in reflective discussions, these teachers may internalize the findings of these studies and effectively apply them to their instructional practices and interactions with students in the classroom environment. Given their enhanced understanding of their respective discipline, individuals are more driven to exert more effort in order to deliver instruction of superior quality. Additionally, during the period of their graduate studies, novice educators engage with a diverse cohort of other professionals who possess varying backgrounds and degrees of expertise. These individuals often encounter similar or interconnected challenges in their teaching practice. A network is established to facilitate a sense of belonging, facilitate communication among novice instructors facing similar challenges, seek remedies, and engage in knowledge sharing with experienced educators. This network has the potential to assist novice educators in upholding their commitment. As a final point, the acquisition of graduate degrees or credentials by teachers has the potential to elevate their professional status and confer upon them a higher level of respect within their professional community. This position has the potential to provide novice teachers the opportunity to participate in

mentoring endeavors, such as receiving advice and assistance from their peers within the same educational environment. The acknowledgment and influence within the community in which novice instructors are actively engaged may serve to enhance their level of commitment.

5.2.4. Novice Teacher Commitment & School-Level

In this study, the teaching commitment of novice teachers teaching at different grades were compared and a non-significant difference was found between the teacher groups. In a similar vein, Kozikoğlu and Özcanlı (2020) found no differences in teachers' commitment based on the grade they taught. Similar to the findings of this study, Morgan and O'Leary (2004) did not discover any differences in novice teachers' professional work satisfaction based on the grade level at which they teach. Likewise, supporting the result of the study, in the study of Yavuz and other colleagues (2022), teachers' professional commitment did not differ in terms of school level. However, in some studies, contrary to this study, a difference was found in terms of teacher behavior. To illustrate, teacher occupational commitment in favor of secondary school (Ataç & Özgenel, 2021), commitment to school in favor of secondary school (Bozkurt & Tulunay-Ateş, 2021), commitment to school in favor of primary school teachers (Doğan & Aslan, 2022), professional burnout level in favor of high school (Gökbulut & Dindaş, 2022), job-satisfaction level in favor of secondary school (Altinkurt & Yılmaz 2014), and teacher resilience in favor of high school level (Bozkurt & Levent, 2021) were found. On the other hand, in line with the results of this study, there are many studies in the literature that have not found a difference between school levels. For example, no difference was found between different school levels in terms of the teacher resilience (Aslan et al., 2021; Bozkurt & Levent, 2021; Doğan & Aslan, 2022; Köse, 2022; Köylü & Gündüz, 2019; Polat & İskender, 2018), organizational commitment (Bayraktar & Çiller, 2022; Gedik & Üstüner, 2017; Köylü & Gündüz, 2019; Özdemir & Orhan, 2020), work engagement (Köse, 2022), job satisfaction (Gedik & Üstüner, 2017; Kahveci et al. ., 2019; Karaköse & Kocabaş, 2006; Soyer et al., 2009), teacher motivation (Karaköse & Kocabaş, 2006), burnout levels (Akyürek, 2020; Bozkurt & Levent, 2021), attitudes towards profession (Mirze & Yılmaz, 2022), emotional labor levels (Yurtseven &

Tolerance, 2021), occupational professionalism (Altinkurt & Yılmaz, 2014), professional awareness (Altinkurt & Yılmaz, 2014), and general professional competencies (Yavuz et al., 2022).

5.3. Descriptive Findings on Novice Teacher Professional Development

The descriptive findings of the study demonstrated that Turkish novice teachers highly involve in professional development activities but not at the highest level ($M=2.89$) In accordance with the study's findings, using the same professional development activities scale, Eroğlu (2019) discovered that Turkish teachers did not participate to a great extent in professional development activities with a mean of 3.08. The finding is in line with a research study in which it was discussed that Turkish teachers are not very passionate to take part in professional development activities because it has no bearing on their chances of being appointed, transferred, or promoted (Özdemir, 2021).Correspondingly, in their study comparing teachers' involvement in professional development activities in England and Türkiye, Ceylan and Özdemir (2016) discovered that teachers in England participate in professional development on average more than teachers in Türkiye. The descriptive findings of the study also demonstrated that there is a high degree of professional development participation among Turkish novice teachers, with an advantage for updating and reflecting activities and an unfavorable outcome for sharing and collaborative ones. In other words, the study found that despite their higher level of participation in individual updating and reflective activities, Turkish novice teachers are less engaged in activities that require collaboration and communication with other teachers and stakeholders, such as cooperation and sharing, and their participation in these activities is almost at a low level. In line with the study's findings, Eroğlu (2019) found that the average number of collaborative efforts among Turkish teachers was very low. Moreover, in accordance with the study's findings, Akçay-Kızılkaya and Özdemir (2012) discovered that teachers in Türkiye primarily engage in short-term needs-focused activities that emphasize individual development, such as conferences, seminars, courses, and workshops. Very similar to the finding of the study, Ceylan and Özdemir (2016) found that teachers in Türkiye participate in activities like conferences or seminars, diploma/certificate programs, individual research on

professional issues, and following scientific research in their field proportionally more than teachers in England. Teachers in England, as opposed to those in Türkiye, engage in more professional development workgroup participation, visits to other schools, workshops, mentoring, and informal discussions with colleagues in order to improve their teaching. Furthermore, similar findings were made by Dervişoğulları (2014) in his study, which showed that most teachers were unaware of their colleagues' classroom practices. This circumstance, which supports the study's findings, is also evidence that there appears to be a lack of appropriate interconnectivity, collaboration, and information exchange among Turkish teachers on their classroom practices.

5.4. Professional Development & Teacher Commitment

Result of the first simple linear regression analysis of the study indicated that Turkish novice teachers' involvement in professional development activities significantly predicts their commitment to profession. However, contrary to the expectations, this study found that when Turkish novice teachers' involvement in professional development activities increases, their commitment to profession decreases. In other words, Turkish novice teachers who involved more in professional development are more prone to lose their love and passion for the job and lose their inclination to pursue a career in the profession. The great majority of the international studies indicated the opposite of this finding by discovering that increase in novice teacher professional development activities is positively correlated with their intention to stay in the profession (Bullough, 2008; Coldwell, 2017; Day & Gu, 2010; Gaikhorst et al., 2015; Hobson & Ashby, 2012; Larasati & Kuswandono, 2023). Nevertheless, the results of the study align with Bagraim's (2003) findings, whereby he posited that individuals who exhibit a robust sense of continuous commitment towards their profession are inclined to participate in less professional activities that extend beyond what is officially required. Furthermore, the finding is in line with the TEDMEM (2014) survey conducted with Turkish teachers. According to the that report, although 85.9% of Turkish teachers stated they enjoyed professional activities in their line of work, more than half of the teachers emphasized that they would not be able to do this profession until the end of their lives and that they would choose a

new profession if they had the chance to choose a new profession. It indicated that Turkish teachers had major concerns about committing to the profession itself, despite their enthusiasm and eagerness for professional activities.

Given that this finding has a relational dimension, and it is not an experimental or qualitative study, it should be underlined that there might be many explanations for the relationship, and it is highly challenging to establish causal inferences and causal assertions. The findings of the study challenge the basic idea of specific human capital which suggests that novice teachers who invest in skills, knowledge, and experience that are specific are more likely to be committed to their profession (Kavenuke, 2013). On the other hand, within the context of novice teachers, in their earlier discussions, Fuller and Brown (1975) noted that since novice teachers are in a state of survival mode, they feel the necessity of professional development and greatly involve it primarily to strive to meet the demands of students, teaching and basic core tasks. So, in order to escape the sink-or-swim scenario, novice teachers embrace professional development. However, they frequently pay little attention to a more comprehensive understanding of the profession and instead narrowly focus on managing the activities that are urgent and directly related to their practice (Rosenholtz & Simpson, 1990). In a similar vein, Ha and colleagues (2008) discussed that despite the fact that novice teachers constantly require leadership and support from both inside and outside the school to forge relationships with other teachers and enhance their teaching, they experience professional insecurities when they are involved in those activities, particularly in the face of educational reform uncertainty. Correspondingly, Zhang and other researchers (2019) discovered that novice teachers are eager to work toward their professional development despite their feelings of uncertainty and insecurity about love of the teaching job, pursuing and sustaining the profession. So, the most challenging moment in a teacher's career is when they are just starting out, and inexperienced teachers spend a disproportionate amount of time and effort on professional development to just keep their heads above water (Fuller & Brown, 1975; Yuan, 2017). Early years of teaching with an emphasis on professional development to increase specific human capital may cause novice teachers to prioritize the needs and well-beings of students over their own (Blase, 1993), which might also damage their impressions of how much they like and want

to pursue the profession. As a result, according to the discussions on the literature, the participation of novice teachers in professional development activities focused on seeing immediate and rapid results to improve their teaching and benefit their students may lead to a decrease in teachers' commitment to their profession in a broader perspective.

When the result is discussed from the perspective of generic human capital investment, the finding supports some of the theory's principles because general human capital theory emphasizes that in teacher professional development activities teachers also acquire a set of transferrable skills, knowledge, and competences that can be applied in various educational settings and contexts (Becker, 2009; Grissmer and Kirby, 1993; Kavenuke, 2013). These skills are not specific to a particular subject, grade level, type of educational institution or position, but can be adapted and used in different roles and settings (Grissmer and Kirby, 1993). Teachers may grow dissatisfied if there are no clear paths for career advancement for their efforts (Barnum, 2019; Brimley et al., 2020; Wise et al., 1987). Some novice teachers could participate in professional development to gain knowledge of alternative career options or transferrable skills. When they engage in learning and development outside of the normal teaching context, they may discover that different position options better suit their interests or visions, leading them to consider leaving the teaching profession. Teachers who actively pursue professional development, for instance, could have aspirations for leadership roles in education to further their careers (Davis et al., 2017). In conclusion, providing teachers with opportunities to participate in in-service training and professional development programs that expose them to more experience means equipping them with generic human capital that they can update and develop themselves and develop a range of transferable skills (Kavenuke, 2013). These skills can include leadership, measurement and evaluation, and instructional design, among others. Generic human capital theory suggests that when those experiences led teachers feel that their acquired skills and knowledge do not lead to meaningful career growth or increased job prospects, teachers feel dissatisfied with their teaching roles, and they may be more likely to consider alternative career paths (Fresko et al., 1997; Murnane et al., 1988). In line with this aspect of the theory, according to Kavenuke (2013), teachers with the highest levels

of training and professional experience are exposed to a wider variety of experiences, and they also have the highest likelihood of quitting their jobs as teachers. Correspondingly as Goldhaber et al. (2007) argued strong professional credentials that may be acquired through developmental initiatives make teachers more likely than other groups to leave teaching for reasons other than retirement. It must be drawn attention to the misconception that the most important problem here is stopping teachers from updating and upgrading themselves because of the fear that they will acquire general human capital and lose passion for the job and quit teaching (Kavenuke, 2013). On the contrary the solution is not to keep teachers away from these activities that equip them with generic human capital, but the most important remedy is to design mechanisms that can help teachers stay committed in teaching role by including both specific and generic investments in these programs (Kavenuke, 2013). In conclusion, maintaining teacher commitment to the profession will be more successful if a balance is struck between developing specific human capital that focuses on the immediate and unique needs of novice teachers and fostering a generic human capital by giving novice teachers the sense that their acquired skills and knowledge lead to meaningful career growth in the teaching position.

Finally, as mentioned before, symbolic interactionism emphasizes the significance of considering the viewpoints and perspectives of others, along with the meanings attributed to these viewpoints (Jeon, 2004; Rosenberg, 1984). Turkish novice teachers who participate in professional development activities feel frustration or disappointment, especially in recent times, due to the perceived decrease in the status and value of the teaching profession by society, despite their commitment and investment in professional development activities. (Bozbayındır 2019; Pişkin & Parlar, 2021; Yurdakul et al., 2016). These emotions can lead teachers to associate new negative meanings with the profession, resulting in the loss of their affection towards the profession, adopting a pessimistic outlook on its future, distancing themselves from the profession, and experiencing a decrease in their commitment to the profession (Brimley et al., 2020).

Results of the second and third simple linear regression analyses of the study indicated that Turkish novice teachers' involvement in professional development activities significantly predicts their commitment to work and students. It was found that Turkish novice teachers who involved more in professional development are more likely to be committed to their selfless work to excellence their teaching, allocate more time for their development and improve students' outcomes. The literature supports the study's findings by showing that teachers' commitment to improving their instruction, commitment to work and commitment to professional growth is influenced by their collaborative behaviors and sharing activities, such as exchanging lesson plans and instructional materials with one another (Maslyk, 2013; Steyn, 2009; Yu et al., 2000). The findings of Dannetta's study (2002), which also strongly supports the findings of this study, discovered that taking part in professional development with a sense of responsibility, attending events like workshops, conferences, training sessions not only organized by the school but also voluntarily organized by other organizations and associations, and having conversations about knowledge and experience with colleagues are important factors influencing teacher commitment to improve their practice and commitment to students' learning. Moreover, in line with the findings of the study, Lee and other colleagues (2011) stressed that teacher commitment is a crucial factor in determining a school's success and found that fostering a supportive environment for teachers' professional development in which teachers collaborate to develop and implement effective teaching strategies is a significant predictor of teacher commitment to students. Similarly, Bogler and Somech (2004) argued that professional development helps teachers enhance their skills, and their study discovered a strong correlation between teachers' active participation in decision makings about their teaching, professional development and their commitment to stay after school to help students with class materials, provide additional help students outside of class, and address students' personal issues. Moreover, Yang and other colleagues (2019) revealed that the most important determinants of teachers' commitment to students are first-year teaching preparation, principal feedback, teamwork, and support among colleagues. In a similar vein, Avalos (2011) demonstrated that teachers' commitment to addressing students' learning needs improved as a result of their participation in professional development. Finally, in parallel with the findings of this study, the

research conducted by Potera and Mehmeti (2019) aimed to uncover the reasons behind teachers' engagement in professional development. Their findings indicated that teachers primarily participate in professional development to fulfill their requirement for ongoing improvement in their practice and their aspiration to attain the utmost success in their interactions with students.

Related literature review showed that there are so many problems that novice teachers face in the early years that novice teachers see professional development as a lifeline to hold them by the hand and prevent them from drowning in these problems (Bozack, 2008, Gaikhorst et al., 2017; Larasati & Kuswandono, 2023). The outcomes of the study are also substantiated by the theoretical framework of Symbolic Interactionism, as previously discussed. The theory draws attention to the power of experiences, immediate situations, interactions, and the meanings ascribed to them (Aksan et al., 2009). Engaging in professional development activities means that those novice teachers are exposed to new methods, perspectives, information and tactics through various interactions. Teachers attach importance and meaning to these new experiences according to their existing teaching philosophies and teaching environments. According to Fransson and Frelin (2016), if teachers discover that their involvement in professional development alleviates the shock, improves their teaching or has a positive impact on their students, they will give these activities positive connotations, and they will commit to incorporate professional development into their professional lives as a proactive attempt to improve their teaching and commit themselves to the success of their students. Furthermore, role-taking and understanding and interpreting others' viewpoints via social interactions is a central tenet of symbolic interactionism (Jeon, 2004; Rosenberg, 1984), and professional development pushes teachers to adopt student-centered methods. Teachers often engage in role-taking by trying to understand their students' perspectives, and become more sensitive towards students' needs (Miller, 2001; Somech & Bogler, 2002). Vonk (1995) also contended that teachers in the initial stages of their career often hold a viewpoint shaped by their personal experiences as a student. Participating in professional development helps novice teachers interact with students more effectively, comprehend their needs, and adapt their teaching strategies accordingly (Avalos, 2011; Dannetta, 2002). Therefore, when teachers may

notice an improvement in student engagement, success, and general wellbeing when they put new tactics they've learned via professional development into practice, they may become even more committed to their work and to their students. Moreover, symbolic interactionism proposes that the actions or thoughts of individuals are influenced by the feedback they receive from other stakeholders with whom they interact in the social environment (Eriksson et al., 2022; Young et al., 2005). Novice teachers have the chance to engage with experts and educators in their area or other fields as their involvement in professional development improves. Novice teachers can share ideas, seek guidance from more seasoned educators, or assist colleagues who are experiencing similar issues in this way. When novice teachers receive compliments or positive feedbacks on the subjects they have learned or improved upon from their colleagues, students, or administrators, they can be more likely to remain committed to their development to improve their teaching and students (Fransson & Frelin, 2016; Lee et al., 2011; Yang et al., 2019). Finally, the symbolic interactionist point of view places a strong emphasis on how expectations of others play a central role in shaping human behavior. People perceive and respond to expectations from others using symbols and meanings, which can have an impact on their behavior (Stryker, 1959; Stryker & Vryan, 2003). For instance, if someone has high expectations of us, we could be inspired to live up to them and feel proud of ourselves in the process (Stryker & Vryan, 2003). In professional development, when novice teachers are exposed to the expectation that they are capable of making a difference, they internalize this expectation and strive to meet it. This can lead to increased commitment to selfless work and improvement driven by the desire to meet the expectations (Sammons et al., 2007). In conclusion, by providing the required experiences, skills, knowledge, and collegial support, novice teacher professional development may strengthen novice teachers' commitment to the learning lives and accomplishments of students as well as their own commitment to strive toward improving their teaching practice (Sammons et al., 2007). Novice teachers can acquire a strong motivation to offer quality instruction and a sincere desire to have a significant influence on their students' lives through updating, collaborative, sharing, and reflective activities.

5.5. Implications for Practice

The descriptive findings of the study suggested that the teacher commitment, in terms of commitment to profession, should be carefully addressed today, as it might pose challenges in the future. Even though committed teachers are vital for the education system, another significant issue is retaining these committed teachers in the profession for many years. In this study, it was discovered that although teachers exhibit a strong commitment to their teaching practices, development and the well-being of their students, their commitment to continuing their teaching roles is comparatively lower. MoNE is recommended to carry out research among novice teachers to pinpoint the exact factors contributing to their lack of commitment to the profession. Moreover, counseling services should be available in each district to assist novice teachers in coping with stress, challenges, and personal issues that could affect their commitment to the profession. The experience of being heard and taken into account, along with the perception of desires and concerns, can enhance novice teachers' commitment to the profession. Therefore, the establishment of regular feedback channels can provide novice teachers the opportunity to share their experiences, suggestions, and concerns firsthand. In addition, it is advised that policymakers should implement a range of policies aimed at redefining the perception and importance of the teaching profession, while also improving the working conditions for teachers. It is thought that these efforts could have an impact on raising teachers' commitment to their profession.

Furthermore, this finding of the study has drawn attention to the pre-service period that novice teachers undergo just before commencing their duties. It is clear that teacher education programs bear a significant responsibility for retaining future teachers in the profession for many years and fostering a love for the profession during their experiences in pre-service period. Teacher preparation programs need to establish realistic anticipations for newly qualified teachers regarding the pros and cons of the profession. This involves emphasizing both the positive aspects and the hardships of teaching so that they are adequately equipped to confront the realities of the classroom environment before having a reality-shock which may affect their commitment to profession. Upon examination of the current teacher training

programs implemented by the YÖK, it becomes evident that teachers primarily acquire practical classroom experience through the 'teaching practicum' courses offered during their final year of pre-service education. Notably, theoretical courses hold a prominent position within these programs. The inclusion of theoretical courses in the curriculum can furnish aspiring educators with a robust groundwork in fundamental disciplines such as pedagogy, educational psychology, theories of learning, and instructional approaches. Nevertheless, implementing a more equitable and application-focused methodology within educational curricula might enhance the readiness of aspiring educators for authentic teaching environments. Relying only on a teaching practicum in the last year of their training program may result in candidate teachers lacking the preparedness to effectively address the inherent obstacles of their teaching profession. Prior to entering their respective classes, novice instructors must have sufficient exposure to authentic classroom scenarios. The integration of case studies and simulations into the teacher education curriculum, together with the inclusion of a mandatory course that immerses pre-service teachers in authentic classroom circumstances, represents a viable approach to achieving this objective. Simulations and case studies provide prospective teachers with a heightened sense of realism while engaging with authentic classroom experiences. These aids aspiring educators in gaining a deeper comprehension of the obstacles and benefits associated with the vocation of teaching. Instead of predominantly imparting theoretical information to prospective teachers, the utilization of simulations and case studies offers a valuable chance to apply theoretical principles to practical situations. This exposure facilitates student-teachers in becoming familiar with a diverse range of conditions, challenges, and concerns they may encounter, hence reducing the element of surprise and fostering a greater affinity for their chosen profession and commitment to it when confronted with similar events in real-world settings. (Schrittesser, 2014).

The initial research question of the study involved comparing various groups of teachers. Notably, significant disparities were observed in terms of overall teacher commitment levels between novice teachers who commenced their duties with a certification program such as pedagogical formation and teachers who completed their education at an education faculty. This result of the study introduces a new

issue regarding teacher commitment to the ongoing pedagogical formation debates in teacher education in Türkiye over an extended period of time. The result of this study has proven that if there is an aim to elevate the levels of novice teacher commitment in official primary, middle, and high schools under the Ministry of National Education and consequently improve student outcomes, which are indicative of the quality of the education system, then pedagogical formation programs need to be scrutinized. Based on the results obtained from the present study, it is advisable for the Higher Education Council to contemplate the closure of pedagogical formation programs, as these programs have the potential to exert an adverse influence on the overall level of teacher commitment. Consequently, this may have repercussions on student outcomes, which are crucial indicators of the quality of the educational system. This regulation is expected to result in an enhanced quality of the Turkish education system, as it will lead to the elimination of teachers in pedagogic formation programs who perceive teaching as a final option or a last-ditch effort. Consequently, schools will be staffed with more committed and passionate educators. (Köse, 2017).

Furthermore, when compared with teachers who have a bachelor's degree, teachers who have experience with a master's or doctoral degree have been found to have higher levels of overall commitment. This also demonstrates that the Ministry of National Education is on the right path with their vision and strategy development documents, especially in recent years, as they have provided statements and initiatives in line with encouraging and incentivizing teachers to pursue higher degrees, taking Finland and Sweden as examples. While teaching programs in Turkey currently provide education at the bachelor's level, in many countries, teaching programs are now offered at the master's level. For instance, countries like the Czech Republic, the United Kingdom, Estonia, Finland, France, Germany, Iceland, Italy, Slovakia, and Slovenia require a master's degree to become a primary school teacher. To teach in general high schools, countries such as Austria, Belgium, the Czech Republic, Denmark, the United Kingdom, Estonia, Finland, France, Germany, Hungary, Italy, Luxembourg, the Netherlands, Norway, Poland, Portugal, Slovakia, Slovenia, Spain, Sweden, and Switzerland stipulate having a master's degree. In general terms, in most OECD countries, especially EU member states,

holding a master's degree is required to start a career in teaching (Yurdakul et al., 2016). If such practices are adopted in Turkey, it can be inferred that the teaching profession and the education system could move towards improvement with education faculties consisting of idealistic and committed teachers.

In this study, since the participation of teachers in professional development is identified as a significant determinant of their committed efforts and commitment to their students, teachers should be supported in the activities of updating themselves, engaging in sharing, collaborating, and practicing reflective thinking, which are mentioned in this study. The Ministry of National Education should consider directing resources and funding towards comprehensive and ongoing professional development schemes. These initiatives should specifically target the enhancement of skills, the dissemination of best practices, the cultivation of collaborative environments, and the stimulation of reflective teaching methods. These programs ought to be personalized to cater to the unique needs of novice teachers and should harmonize with the prevailing currents in educational practices.

While the study's ultimate significant finding indicates that participating in professional development is an important factor in determining Turkish novice teachers' commitment to students and their work, it has also revealed a negative factor on predicting teachers' love for the profession and their motivation to continue in the profession. The interpretation of this result within the field of Curriculum and Instruction underscores the complex nature of teacher commitment and emphasizes the need of professional development strategies that are congruent with teachers' professional goals. This statement highlights the need of developing educational experiences that enable teachers to effectively fulfill their obligations to both their students and the teaching profession in a manner that is significant and enduring. As a first step, it is recommended that the Ministry of National Education collect comprehensive data on the distinct effects of professional development on novice teachers, their experiences, and what they go through. Surveys, interviews, and feedback sessions can be organized to identify the factors contributing to the decrease in love for the profession and belief in its sustainability. If there are policies inadvertently leading to a decrease in passion and commitment to the teaching

profession due to professional development activities, these should be examined closely and adjusted to align with the goal of sustaining commitment to the teaching profession.

Participating in professional development endeavors can expose the underlying problems and complexity associated with the job. Educators who develop an awareness that the teaching vocation entails greater demands and complexities than their original presumptions may undergo shifts in their perspectives and dispositions towards the profession, thereby influencing their degrees of commitment. Since the results indicated that novice teachers in Turkey may place greater emphasis on cultivating connections with students and exhibiting unselfish qualities in their teaching practice, and overshadow their overall commitment to the teaching profession, the present study indirectly necessitates addressing the issue of novice teachers' well-being. This emphasis underscores the crucial need to create environments that support the emotional and professional needs of educators. The results suggest that an effective and comprehensive approach to professional development should encompass a wide range of areas, encompassing not just pedagogical skills but also addressing aspects related to teacher well-being, job satisfaction, and fostering a positive perception of the teaching profession. Priority should be given to sustainable approaches that support teachers' overall health, promote their professional development, and keep their enthusiasm high throughout their careers. To create a healthy balance between improving teaching abilities, nurturing a passion for the profession, and promoting a positive attitude on the profession, the content and objectives of professional development should be addressed.

Furthermore, the findings of this research might potentially have significant ramifications for educational policy pertaining to the development and support of novice teachers in Turkey. It can contribute to policy discussions and perhaps result in policy revisions that provide improved support for beginner teachers, since they shed light on the tricky and complex nature of teacher commitment. It is also possible to review the criteria used to rate the success of professional development. Along with student achievement, factors like teacher welfare, work satisfaction, and

staff retention rates might be taken into account as indicators of professional development's effectiveness. In addition, novice teachers may benefit from acquainting themselves with notable figures within the field of education. The inclusion of passionate instructors as part of professional development initiatives has the potential to inspire newcomers to embrace a similar perspective. Hence, the incorporation of success stories and the elevation of exemplary teachers as role models may be included into professional development initiatives. Novice educators may get inspiration and motivation to sustain their enthusiasm for teaching from observing the achievements of seasoned instructors who have a deep commitment to their profession. Ultimately, it is crucial to acknowledge and celebrate notable accomplishments attained during their ongoing professional development endeavors. The commitment of individuals to the field of education can be enhanced by the acknowledgement and provision of support. Assisting novice teachers in comprehending the significance of allocating resources towards their professional development might perhaps facilitate the rekindling of their enthusiasm and passion for the teaching profession. Establishing frequent check-ins or support meetings for professional development activities is crucial in facilitating the open exchange of experiences, challenges, and objectives among novice teachers. Sustaining an ongoing discourse can assist individuals in upholding their commitment to the students while simultaneously attending to any potential concerns pertaining to their career.

5.6. Contributions to the Curriculum and Instruction

Within the field of Curriculum and Instruction, the fundamental objective revolves around the development and execution of curricula that are highly successful in fostering student learning and facilitating academic success. Even though the initial phase of curriculum development represents the starting step, the effective implementation within the educational setting carries equivalent importance. The literature research indicated that teachers who are committed and enthusiastic are more inclined to accept improvements to the curriculum, adjust their instructional approaches, and commit the requisite time and energy to proficiently implement the curriculum with fidelity. Thus, the current study conducted in the field of Curriculum

and Instruction holds great significance as it contributes to the advancement of knowledge regarding teacher commitment. First of all, this study illuminates the multifaceted and complicated nature of teacher commitment, revealing that it is a notion that cannot be simplified to a single dimension. In other words, the current research plays a vital role in fostering a more comprehensive and nuanced comprehension of teacher commitment. Thus, current study challenges the traditional view of teacher commitment as a singular concept by illustrating that novice teachers in Turkey who engage in professional development activities may demonstrate a high level of commitment to their students and a selfless approach to their work, while simultaneously exhibiting a lower level of commitment to the teaching profession. The comprehension of this concept has significant importance in the field of Curriculum and Instruction, as it presents a compelling proposition for educators and curriculum designers to carefully examine the diverse array of elements that impact teacher commitment.

Moreover, the study findings presented are pertinent to the domain of Curriculum and Instruction as they underscore the significance of aligning professional development initiatives with the values and objectives of novice educators. This statement underscores the importance of teacher developing programs in equipping educators with the necessary skills to properly manage the dual responsibilities of work and student engagement, while also maintaining a strong commitment to the teaching profession as a whole. So, research plays a significant role in expanding the existing body of knowledge in the field of Curriculum and Instruction and by offering empirical data, research sheds light on the correlation between professional development opportunities and the level of commitment exhibited by teachers. The incorporation of depth and subtlety enhances the comprehension of these interconnected notions. This discovery also highlights the intricate nature of teacher commitment and the significance of Curriculum and Instruction professionals in molding and facilitating teachers' career trajectories. So, the findings of the study indicate that there may be a need to reassess current professional development strategies. Insights gained from this study may be utilized by Curriculum and Instruction specialists to enhance the effectiveness of professional development opportunities, ensuring they are more aligned with the specific needs and

commitments of newcomer teachers. This process of reevaluation has the potential to result in professional development experiences that are more pertinent and captivating.

5.7. Limitations of the Study

The current study has some limitations. Firstly, propensity of teachers to respond in a way that is liked by others especially administrators and the preference for the positive rating scale regardless of the contents of the items could have affected the responses (Kuncel & Tellegen, 2009).

Secondly, since in quantitative studies data were provided as scores, no process-related observations or interviews were done. In a qualitative or mixed method of research, the findings would differ (Fraenkel et al., 2012).

Thirdly, as Fraenkel and others (2012) argue in their book, the likelihood of a subject characteristics threat is the main risk to the internal validity of a comparative designs. There is always a chance that the groups are not equal on one or more significant factors other than the specified group membership variable because the researcher has no input on either the creation of the comparison groups. For further research, researchers may form groups with statistical matching techniques to minimize that threat.

Moreover, the study's correlational component does not offer a justification for the correlation. The audience is unaware of the exact causes of novice teachers' commitment to profession, work and students. There may be a number of explanations, in other words extraneous variables for that relation (Fraenkel et al., 2012). To investigate it, another experimental or qualitative research study could be required.

5.8. Recommendations for Further Research

The correlational aspect of the study lacks an explanation for the observed correlation. The audience remains uninformed about the precise reasons behind the

commitment of novice teachers to their profession, work, and students. This connection could be influenced by various factors, referred to as extraneous variables (Fraenkel et al., 2012). To delve into this matter, further research, possibly in the form of an experimental or qualitative study, might be necessary. Additional investigation should focus on the specific components of professional development activities that could be contributing to the decline in commitment to the teaching profession. It is crucial to identify the specific components of these activities that could undermine or clash with the sense of commitment to a career. Thus, a study that examines the structure and design of professional development programs can uncover if certain program elements or methods unintentionally undermine commitment to profession.

Furthermore, emerging trends and possible causative variables may be studied by contrasting the commitment and experiences of novice teachers who participate in professional development activities at high levels with those who participate at even lower or lower levels. Additionally, research that contrasts what newcomer teachers anticipated from professional development with what they actually encountered may provide light on the inconsistencies between the stated objectives and advantages and the actual results. Likewise, research might look at whether engaging in professional development activities makes socio-emotional issues like burnout, workload, and job discontent worse, thereby leading to a reduction in commitment. Moreover, research studies can be carried out to examine the particular contexts in which professional development activities take place to ascertain whether elements like school culture, communications with administration, the value novice teachers feel, as well as resource shortages, contribute to a decline in commitment to the profession. In addition, researchers can do comparison analyses with other nations in order to ascertain whether this phenomena is exclusive to Turkey or whether comparable patterns are present in other contexts. Engaging in comparative studies can enhance one's comprehension of the correlation between professional development and teacher commitment. Last but not least, it is advised to carry out long-term research that follow the changes in novice teachers' commitment over an extended period in order to ascertain if the drop in commitment levels is a transient or chronic phenomena.

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APPENDICES

A. APPROVAL OF METU HUMAN SUBJECTS ETHICS

UYGULAMALI ETİK ARAŞTIRMA MERKEZİ
APPLIED ETHICS RESEARCH CENTER

 ORTA DOĞU TEKNİK ÜNİVERSİTESİ
MIDDLE EAST TECHNICAL UNIVERSITY

DUMLUPINAR BULVARI 06800
ÇANKAYA ANKARA/TURKEY
T: +90 312 210 22 91
F: +90 312 210 79 59
ueam@metu.edu.tr
www.ueam.metu.edu.tr

Konu: Değerlendirme Sonucu

27 OCAK 2023

Gönderen: ODTÜ İnsan Araştırmaları Etik Kurulu (İAEK)

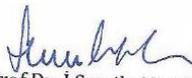
İlgi: İnsan Araştırmaları Etik Kurulu Başvurusu

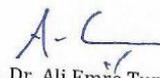
Sayın Elif ÖZTÜRK

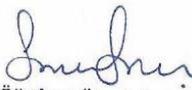
Danışmanlığını yürüttüğünüz Zeynep Turgut'un "Öğretmenlerin mesleki gelişim etkinliklerine katılım düzeyleri ile öğretmenlik mesleğine bağlılıkları arasındaki ilişkinin incelenmesi" başlıklı araştırmanız İnsan Araştırmaları Etik Kurulu tarafından uygun görülerek 0084-ODTÜİAEK-2023 protokol numarası ile onaylanmıştır.

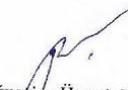
Bilgilerinize saygılarımla sunarım.

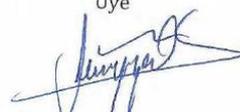

Prof. Dr. Sibel KAZAK BERUMENT
Başkan


Prof. Dr. İ. Semih AKÇOMAK
Üye


Doç. Dr. Ali Emre Turgut
Üye


Dr. Öğretim Üyesi Şerife SEVİNÇ
Üye


Dr. Öğretim Üyesi Murat Perit ÇAKIR
Üye


Dr. Öğretim Üyesi Süreyya ÖZCAN KABASAKAL
Üye


Dr. Öğretim Üyesi Müge GÜNDÜZ
Üye

**B. APPROVAL OF ISTANBUL PROVINCIAL DIRECTORATE OF
NATIONAL EDUCATION**



T.C.
İSTANBUL VALİLİĞİ
İl Millî Eğitim Müdürlüğü

Sayı : E-59090411-44-71971825
Konu : Anket ve Araştırma İzni (Zeynep TURGUT)

10.03.2023

ORTA DOĞU TEKNİK ÜNİVERSİTESİ REKTÖRLÜĞÜNE
(Öğrenci İşleri Daire Başkanlığı)

İlgi : a) Yenilik ve Eğitim Teknolojileri Genel Müdürlüğünün 21.01.2020 tarihli ve 2020/2 sayılı genelgesi.
b) Valilik Makamının 08.03.2023 tarihli ve E-59090411-20-71788333 sayılı oluru.

Valilik Makamının Anket ve Araştırma İzni konulu ilgi (b) oluru ve kullanılması uygun görülen ölçme araçlarının Müdürlüğümüzce mühürlenmiş örnekleri ekte gönderilmiştir.

İlgi (a) genelgenin 28. maddesinde; "Araştırma uygulama izni alan kamu kurum ve kuruluşları, uluslararası kuruluşlar, üniversiteler, sivil toplum kuruluşları ve araştırmacılar tamamladıkları bilimsel araştırma ile ilgili sonuç raporlarını, izni aldıkları ilgili birime çalışma bitiminden itibaren 30 gün içerisinde göndereceklerdir." ifadesi yer almaktadır.

Olur gereğince işlem yapılması ve araştırma sonuç raporunun ekte sunulan örneğe göre Müdürlüğümüz Strateji Geliştirme Şubesine gönderilmesi hususlarında gereğini arz ederim.

Hüseyin AYDIN
İl Millî Eğitim Müdürü a.
İl Müdür Yardımcısı

Ek:
1- Valilik Oluru (1 Sayfa)
2- Rapor Örneği
3- Ölçekler

C. INFORMED CONSENT FORM

ARAŞTIRMAYA GÖNÜLLÜ KATILIM FORMU

Bu çalışma ODTÜ Eğitim Programları ve Öğretim Bölümü yüksek lisans öğrencisi Zeynep Turgut tarafından yürütülmektedir. Bu form sizi araştırma koşulları hakkında bilgilendirmek için hazırlanmıştır.

Çalışmanın Amacı Nedir?

Bu çalışma devlet okullarındaki görevinin ilk yılındaki ve en çok üç yıl deneyime sahip öğretmenlerin mesleki adanmışlık düzeyleri ve mesleki gelişim etkinliklerine katılım düzeylerini tespit ederek ikisi arasındaki ilişkiyi ortaya çıkarmaktır.

Bize Nasıl Yardımcı Olmanızı İsteyeceğiz?

Araştırmaya katılmayı kabul ederseniz, sizden beklenen, ankette yer alan bir dizi soruyu derecelendirme ölçeği üzerinde yanıtlamanızdır. Bu çalışmaya katılım ortalama olarak 5-8 dakika sürmektedir.

Sizden Topladığımız Bilgileri Nasıl Kullanacağız?

Araştırmaya katılımınız tamamen gönüllülük temelinde olmalıdır. Ankette, sizden kimlik veya kurum belirleyici hiçbir bilgi istenmemektedir. Cevaplarınız tamamıyla gizli tutulacak, sadece araştırmacılar tarafından değerlendirilecektir. Katılımcılardan elde edilecek bilgiler toplu halde değerlendirilecek ve bilimsel amaçlarda kullanılacaktır. Sağladığınız veriler gönüllü katılım formlarında toplanan kimlik bilgileri ile eşleştirilmeyecektir.

Katılımınızla ilgili bilmeniz gerekenler:

Anket, genel olarak kişisel rahatsızlık verecek sorular içermemektedir. Ancak, katılım sırasında sorulardan ya da herhangi başka bir nedenden ötürü kendinizi rahatsız hissederseniz cevaplama işini yarıda bırakıp çıkmakta serbestsiniz. Böyle bir durumda anketi uygulayan kişiye, anketi tamamlamadığınızı söylemek yeterli olacaktır.

Araştırmayla ilgili daha fazla bilgi almak isterseniz:

Anket sonunda, bu çalışmayla ilgili sorularınız cevaplanacaktır. Bu çalışmaya katıldığınız için şimdiden teşekkür ederiz. Çalışma hakkında daha fazla bilgi almak için zeynep.turgut@metu.edu.tr adresi ile iletişim kurabilirsiniz.

Yukarıdaki bilgileri okudum ve bu çalışmaya tamamen gönüllü olarak katılıyorum.

Tarih

-----/-----/-----

İmza

D. PERMISSION TO USE SCALES



Ynt: Ölçek Kullanma Ricası

 **İshak Kozikoğlu** göndericisinden 2023-01-02 16:03 tarihinde
[Ayrıntılar](#) [Düz Metin](#) [Tüm dosya eklerini indir](#)

 Makale Tam Metin.pdf (~249 KB)  Ölçek.docx (~37 KB)

Merhabalar ölçeği atıf yaparak kullanabilirsiniz. Ekte belgeleri gönderiyorum, iyi çalışmalar dilerim.

Doç. Dr. İshak KOZİKOĞLU
Yüzüncü Yıl Üniversitesi, Eğitim Fakültesi
Eğitim Bilimleri Bölümü
Eğitim Programları ve Öğretim A.B.D
Zeve Kampüsü / Van

Assoc. Prof. Dr. İshak KOZİKOĞLU

Yüzüncü Yıl University, Faculty of Education
Department of Educational Sciences
Division of Curriculum and Instruction
Van/ Turkey



Re: Ölçek Kullanma Ricası

 **Mehmet EROĞLU** göndericisinden 2022-12-29 00:15 tarihinde
[Ayrıntılar](#) [Düz Metin](#)

TABİKİ HOCAM KULLANABİLİRSİNİZ BAŞARILAR DİLERİM

Zeynep Turgut <zeynep.turgut@metu.edu.tr>, 28 Ara 2022 Çar, 22:18 tarihinde şunu yazdı:
Sayın Mehmet Hocam ve Ramazan Hocam Merhaba,

Ben ODTÜ Curriculum & Instruction programında yüksek lisans öğrencisiyim. Yazacağım 'Investigating the relationship between teachers' engagement in professional development activities and their commitment to teaching profession' başlıklı tez çalışmam için sizin geliştirdiğiniz 'Öğretmenler İçin Mesleki Gelişim Etkinlikleri Ölçeği'ni inceledim ve uyumlu bir veri toplama aracı olabileceğini düşündüm. İzniniz olursa geliştirdiğiniz bu ölçeği kullanabilir miyim?

Saygılarımla,
Zeynep Turgut

E. DEMOGRAPHIC INFORMATION FORM

Değerli Katılımcı,

Sizden kimlik veya kurum belirleyici hiçbir bilgi istenmemektedir. Cevaplarınız tamamıyla gizli tutulacak, sadece araştırmacı tarafından değerlendirilecektir. Katılımcılardan elde edilecek bilgiler toplu halde değerlendirilecek ve bilimsel amaçlarda kullanılacaktır. Sağladığınız veriler gönüllü katılım formlarında toplanan kimlik bilgileri ile eşleştirilmeyecektir.

Araştırmacı: Zeynep Turgut

Cinsiyetiniz	<input type="checkbox"/> Kadın <input type="checkbox"/> Erkek
Aday öğretmen misiniz?	<input type="checkbox"/> Evet <input type="checkbox"/> Hayır
Mezun olduğunuz fakülte	<input type="checkbox"/> Eğitim Fakültesi <input type="checkbox"/> Diğer + Pedagojik Formasyon
Eğitim durumunuz	<input type="checkbox"/> Lisans mezunuyum. <input type="checkbox"/> Yüksek lisans yapıyorum / mezunuyum. <input type="checkbox"/> Doktora yapıyorum / mezunuyum.
Görevinizi yaptığınız eğitim kademesi	<input type="checkbox"/> İlkokul <input type="checkbox"/> Ortaokul <input type="checkbox"/> Lise
Öğretmenlik tecrübeniz	<input type="checkbox"/> Üç yıl ve daha az <input type="checkbox"/> Üç yıldan fazla

F. TURKISH SUMMARY / TÜRKÇE ÖZET

Giriş

Literatürde, göreve yeni başlayan öğretmenlerin istihdama başladıkları ilk yıllar boyunca "gerçeklik şoku" ile başa çıkmak için hayatta kalma modunda oldukları iddia edilmiştir (Darling-Hammond, 2000; Farrell, 2009; Fuller ve Brown, 1975; Katz, 1972; Veenman, 1984). Bat ya da çık durumu, maalesef bu öğretmenlerin birçoğunun başlarını suyun üstünde tutmak için mücadele etmelerine neden olur (Farrell, 2009; Yuan, 2017). Birçok çalışma, zorluklarla karşı karşıya kalan bu öğretmenlerin sıklıkla mesleğe olan tutkularını kaybettiklerini ve nihayetinde mesleği terk ettiklerini ortaya çıkarmıştır (Allen vd., 2017; Darling-Hammond, 2003; Perryman & Calvert, 2020). Göreve yeni başlayan bu öğretmenlerin eğitim sistemlerinin öngörülen başarısı için adanmış bir şekilde meslekte tutulmaları esastır (Day & Gu, 2010; Kushman,1992; Nir 2002; Razak vd., 2014; Reyes, 1990; Rosenholtz & Simpson, 2009; Thang & Mahmud, 2017; Turhan vd., 2012). Literatür ayrıca, kariyerlerinin bu aşamasında bu öğretmenlere profesyonel destek sağlamanın veya gelişimsel deneyimler sunmanın iki faydası olduğunu göstermiştir: yeni öğretmenlerin mümkün olan en kısa sürede başarılı uygulayıcılar haline gelmelerine yardımcı olmak ve karşılaştıkları zorlukların etkisini azaltmaya yardımcı olmak (Andrews & Quinn, 2005; Burkman, 2012; Ingersoll, 2003). Sonuç olarak, işin gerçeklik şokunun başlangıçtaki etkisi ve zorlu doğası, yeni öğretmenler arasındaki öğretmen adanmışlığı duygusunu azaltabilir, ancak güç kazandıran unsurlar bu aşamada bu öğretmenlere yardımcı olabilir (Ingersoll, 2003).

Bu çalışmanın amacı, göreve yeni başlayan belirli öğretmen grupları arasında (cinsiyet, yüksek lisans/doktora deneyimine sahip olma, eğitim fakültesinden mezun olma, öğretim verilen seviye) öğretmen adanmışlığı düzeyi açısından herhangi bir farklılık olup olmadığını ortaya koymaktır. Gerçeklik şoku ve öğretmenlik mesleğinin talepkar doğası, yeni öğretmenler arasında öğretmen adanmışlığı hissini başlangıçta azaltabilirken, bireylere güç veren faktörler bu dönemde onlara destek sağlayabilir (Andrews & Quinn, 2005). Ayrıca, öğretmenlerin profesyonel gelişimle

kurdukları ilişkiler, profesyonel gelişim faaliyetlerine katılırken sahip oldukları sosyal etkileşimler ve bu faaliyetlerdeki deneyimlerini nasıl yorumladıkları, öğretmenlerin adanmışlıklarıyla ilişkilendirilebilir (Collie vd., 2011; Eberhard vd., 2000). Bu nedenle, bu çalışmada yeni göreve başlamış öğretmenlerin adanmışlığının, etkileşimler ve deneyimleri yoluyla mesleki kimliklerini oluşturdukları profesyonel gelişim faaliyetlerine katılımları olmadan güçlenmeyeceği öne sürülmektedir (Beauchamp & Thomas, 2009; Hobson & Ashby, 2012; Marcelo, 2009; Noonan, 2019; Prytula & Weiman, 2012). Bu nedenle, çalışma, bu öğretmenlerin mesleklerine, işleri ile ilgili faaliyetlerine ve öğrencilerine olan adanmışlığının, profesyonel mesleki gelişime katılımlarıyla ne ölçüde öngörülebileceğini araştırmayı amaçlamıştır.

Bu amaçlar doğrultusunda, bu çalışma aşağıdaki sorulara cevap aramaktadır.

1) Yeni öğretmen grupları arasında genel öğretmen bağlılığı düzeyleri açısından istatistiksel olarak anlamlı bir fark var mı?

- a) Kadın / erkek
- b) Lisans derecesine sahip olma / yüksek lisans/doktora derecesine sahip olma
- c) Eğitim fakültesi mezunu olma / pedagojik formasyona sahip olma
- d) İlkokul / ortaokul / lise düzeyinde öğretim yapma

2) Yeni göreve başlamış öğretmenlerin profesyonel mesleki gelişim faaliyetlerine katılımı, öğretmen adanmışlıklarının farklı boyutlarını ne ölçüde yordamaktadır?

- a) Meslek adanmışlığı
- b) İş ile ilgili faaliyet adanmışlığı
- c) Öğrenci adanmışlığı

Bu çalışma, birçok nedenle Eğitim Programları ve Öğretim literatürüne katkı sağlayacaktır. İlk olarak, Darling-Hammond (2003) tarafından belirtildiği gibi, öğretmenlik mesleği için temel sorun sadece daha nitelikli öğretmenler yetiştirmek değil, aynı zamanda onları adanmış öğretmenler olarak meslekte uzun yıllar tutmaktır. Diğer konularla karşılaştırıldığında, öğretmen adanmışlığı araştırması 1990'ların sonlarına ve 2000'lerin başlarına doğru büyüme göstermiş ancak son yıllarda önemli bir düşüş yaşamıştır (Sun, 2015). Lok ve Crawford (2001) tarafından

belirtildiği üzere de, adanmışlık çalışmalarının önemli bir kısmı iş dünyası bağlamında güçlü bir örgütsel odağa sahiptir. Reyes'e (1990) göre, eğitim bağlamında adanmışlığı kullanan çok az çalışma bulunmaktadır. Bu eleştiriyi takiben, Somech ve Bogler (2002) özellikle öğretmenler arasındaki adanmışlık çalışmalarının eğitim araştırmacıları tarafından genellikle göz ardı edildiğini iddia etmiştir. Benzer şekilde, Razak ve meslektaşları (2009), eğitim bağlamında adanmışlıkla ilgili nispeten az araştırma yapıldığını vurgulamışlardır. Eğitim bağlamındaki öğretmen adanmışlığı çalışmalarının çoğunun Eğitim Yönetimi ve Planlanması disiplini "örgütsel bağlılık" veya "okul/örgüte bağlılık" olarak güçlü bir organizasyon odağına sahip olduğu görülmektedir. Öğretmen adanmışlığı, örgütsel boyut dışında ana bir sorun olarak tanımlanmamıştır (Meyer & Espinoza, 2016; Razak vd., 2009).

OECD tarafından yayınlanan bir çalışma, Türkiye'deki öğretmenlerin diğer OECD ülkelerindeki öğretmenlerden daha genç olduğunu ortaya koymaktadır (OECD, 2019). Milli Eğitim Bakanlığı tarafından yayınlanan son dört yılın faaliyet raporlarında yaklaşık olarak her yıl Türkiye'de 35.000 yeni öğretmen atandığı vurgulanmaktadır (MoNE, 2019; 2020; 2021; 2022). Bu gerçekleri göz önüne alındığında, Türkiye'deki yeni öğretmen nüfusu her geçen gün artmaktadır (OECD, 2018). Bu yeni öğretmenler için meslekteki ilk yıllar kritiktir. Deneyimsiz öğretmenler, yardım eksikliği veya destek eksikliği nedeniyle sık sık stres yaşarlar (Stone, 2014). Sonuç olarak, yeni öğretmenlerin adanmışlığı zarar görür ve öğretmenlik mesleğini terk ederler (Diliberti vd., 2021; Hackman & Morath, 2018; Caspersen & Raaen, 2014; Colb, 2001). Türkiye'deki yeni öğretmenlerin adanmışlık verileri mevcut olmasa da uluslararası çalışmalar, gelişmiş ülkelerde yeni öğretmenlerin üçte biri kadarının öğretmenlik mesleğini öğretmenliklerinin ilk yıllarında terk ettiğini göstermektedir (Buchanan, 2013; Helleve, 2010; Karsenti & Collin, 2013; Perda, 2013; Fantilli & McDougall, 2009). Türkiye ve uluslararası sınavlarda en iyi performans gösteren ülkeler arasındaki ülkelerin öğretmenlerinin profesyonel gelişim faaliyetlerine katılım oranlarının Türkiye'deki öğretmenlere göre önemli ölçüde daha düşük olduğu çeşitli araştırmalarda belirtilmiştir (Bellibas & Gumus, 2016; Yücedağ & Şevik, 2016). Ayrıca, literatür, Türkiye'deki profesyonel gelişim faaliyetlerinin kalitesi ve miktarı konusunda anlaşmazlık olduğunu

göstermektedir (Demir & Demir, 2021; Yılmaz & Sever, 2021; Elçiçek & Yaşar, 2016). Bu bulgulara dayanarak, özellikle Türkiye'deki yeni öğretmenlerin muhtemelen öğretmenlik öncesi eğitimden gerçek bir sınıf ortamına geçtiklerinde Veenman'ın (1984) gerçeklik şokunu yaşadıklarını söylemek mümkündür. Türkiye'deki yeni öğretmenlerle yapılan çalışmalara bakıldığında, araştırmacıların genellikle yeni öğretmenlerin karşılaştığı zorluklara odaklandığı görülmektedir (Gülay & Altun, 2017; Çelik & Kahraman, 2020; Akçor & Savaşçı, 2020; Kozikoğlu & Senemoğlu, 2018; Sali & Kecik, 2018; Gergin, 2010; Güvendir, 2017; Yanık vd., 2016; Sarı & Altun, 2015). Türk literatürü, bu bahsedilen zorlukların Türkiye'deki birçok yeni öğretmenin adanmışlık düzeyine olan etkilerini belirlemek için güncel araştırmalara ihtiyaç duymaktadır. Türk yeni öğretmen gruplarının öğretmenliklerinin ilk yıllarında ne kadar adanmış olduklarını keşfetmek, bu bileşenin Türkiye ve birçok diğer ülkede göz ardı edilen öğretmen adanmışlığının önemini anlamak için politika yapıcılara ve eğitimcilere yardımcı olabilir ve öğretmen adanmışlığını artırmaya yönelik girişimlerin ve politikaların önemini vurgulayabilir (Meyer & Espinoza, 2016; Razak vd., 2009).

Bu çalışmanın bir başka önemi ve özgünlüğü, göreve yeni başlayan öğretmenlerin profesyonel gelişim faaliyetlerine katılımları ile adanmışlıkları arasındaki ilişkinin çok fazla araştırılmamış olmasıdır. Hausman ve Goldring (2001), öğretmen profesyonel gelişimi ile öğretmen adanmışlığı arasındaki bağlantının az ilgi gördüğünü ve sadece "retorik düzeyde" kaldığını iddia etmişlerdir (s.35). 2001 yılında yaptıkları çalışmada vurguladıkları eksiklik, 2023 yılında Türkiye için hala mevcuttur. Literatürde belirtildiği gibi, daha yüksek öğretmen adanmışlığı, müfredat hedeflerine ulaşmak için daha fazla çaba sarf etmeye yol açar ve bu da eğitim reformlarının başarısının kritik bir öncüsü haline gelir (Meyer & Espinoza, 2016; Selamat vd., 2013). Bu nedenle, öğretmenlerin adanmışlığıyla ilişkili olan unsurları anlamak son derece önemlidir. Türk literatüründe, özellikle Eğitim Programları ve Öğretim alanına odaklanan adanmışlık üzerine sınırlı sayıda çalışma bulunmaktadır. Bu çalışma, her yıl genç öğretmenler ordusunu ağırlayan Türkiye'deki okullarda görev yapmakta olan öğretmenlerin profesyonel gelişim faaliyetlerine katılımları ile öğretmenlik mesleği, iş ve öğrencilere olan adanmışlığı arasındaki ilişkiyi keşfederek Türkiye'deki araştırma alanına katkıda bulunmayı amaçlamaktadır. Bu değişkenler

arasındaki ilişkinin anlaşılması, arařtırmacıların ve paydařların göreve yeni bařlayan öđretmenlerin adanmıřlıđı ile iliřkilendirilen mekanizmalardan birini daha derinlemesine anlamalarına olanak sađlayacaktır. Bu anlayıřın, Türkiye'deki profesyonel geliřim fırsatlarının güçlü ve zayıf yönlerine iliřkin düşünceye yol açması ve sonuç olarak yeni öđretmenlerin adanmıřlıđıyla ilgili endiřeleri ele almak için uygulamaya dönük stratejilerin benimsenmesine yol açması beklenmektedir.

Göreve Yeni Bařlayan Öđretmenler: Türkiye bağlamında, yeni öđretmenler MEB'nin kamu okullarına ilk kez atanan öđretmenlerdir. Aynı zamanda aday öđretmenler olarak da adlandırılırlar (MEB, 2022). Bu çalıřmada, yeni öđretmenler, MEB'nin kamu okullarına Eylül 2022'de atanan ve en fazla üç yıl deneyime sahip olan öđretmenlerdir.

Öđretmen Adanmıřlıđı: Bu çalıřma için öđretmen adanmıřlıđı, öđretmenin müfredat bařarısını teřvik etmek için sahip olması gereken zihniyet ve eylemleri ile ilgilidir. Bu zihniyetler ve davranıřlar, öđretmenlik mesleđine adanmıřlık, iřle ilgili aktivitelere adanmıřlık ve öđrencilere adanmıřlıđı içerir (Kozikođlu & Senemođlu, 2018).

Öđretmen Mesleki Adanmıřlıđı: Mowday ve diđer meslektařları (1982) tarafından belirtildiđi gibi, öđretmenin mesleđe adanmıřlıđı, mesleđi sürdürme isteđi gerektirir, aynı zamanda mesleđin amaçlarına ve etik standartlarına inanma ve kabul etme içerir. Bu çalıřmada, öđretmenlik mesleđine adanmıřlık, mesleđe duygusal bađlılık ve kiřisel kimlikle iliřkilendirilir (Yang ve ark., 2019), bu nedenle mesleki adanmıřlık öđretmenin mesleđini sevmesi, mesleđini daha uzun yıllar devam ettirme iç güdüsüne sahip olması, mesleki seçiminden dolayı piřmanlık yařamaması gibi kabulleniliřleri içermektedir.

Çalıřma Adanmıřlıđı: Bu çalıřmada, öđretmenlerin mükemmel öđretim sunmak için daha fazla çaba sarf etme isteđi, mesleđin statüsünü yükseltme çabası ve geliřimlerine daha fazla zaman ayırma isteđi, öđretmenin iře adanmıřlıđını karakterize eder (Kozikođlu & Senemođlu, 208; Thien ve ark., 2014).

Öđrenci Adanmıřlıđı: Bu çalıřmada, öđrencilerine adanmıř olan öđretmenler, öđrencilerin öğrenmelerini sađlamak için elinden gelenin en iyisini yapar, zaman ve

mekan fark etmeksizin öğrencilerle etkileşim halindedir ve tüm imkanlarını öğrencileri için kullanır (Kozikoğlu & Senemoğlu, 2018).

Öğretmen Profesyonel Gelişimi: Öğretmenlerin kariyerlerinin tamamını kapsayan resmi ve resmi olmayan öğrenme aktivitelerine katılımlarını ifade eder (Fullan, 1995; Guskey, 2002; Avalos, 2011). Bu çalışmada, öğretmenlerin kendi alanlarındaki bilimsel literatürü takip etme ve okuma gibi güncelleme aktivitelerine katılımları, mevcut öğretim veya eğitim fikirlerini meslektaşlarıyla paylaşma gibi paylaşım aktivitelerine katılımları, meslektaşlarıyla işbirliği yaparak öğretim materyali geliştirme gibi işbirliği aktivitelerine katılımları ve son olarak öğretim performanslarını değerlendirme ve öğrencilerinin çıktılarını gözden geçirme gibi yansıtıcı aktivitelere katılımlarını içerir (Ramazan & Eroğlu, 2020).

Literatür Taraması

Yeni göreve başlayan öğretmenlerin karşılaştığı zorluklar hakkındaki literatür, sınıf yönetiminin, dersleri çeşitli öğrenci profiline göre farklılaştırmanın, türlü öğrenci ihtiyaçlarına, ilgi alanlarına ve davranışlarına hitap edebilmenin, kendi kültürel kimliklerinden önemli ölçüde farklı ortamlarda çalışmanın, iş-yaşam dengesini kurmada zorluk yaşamanın, profesyonel gelişim fırsatlarına erişim eksikliğinin ve teori ile uygulama arasındaki kopukluğun, göreve yeni başlayan öğretmenler arasında stresi önemli ölçüde artırdığını (Hayes & Chang 2017; Lynch & Smith, 2012; Jarvis & Algozzine, 2006) ve bu durumun öğretmen adanmışlığını da etkileyebileceğini işaret etmektedir (Fantilli & McDougall, 2009; Gülay & Altun, 2017; Hayes & Chang, 2017; Meister & Melnick, 2003; Whalen vd., 2019).

Literatürdeki çalışmalara göre, öğretmen adanmışlığı, birçok ilgili fikirle iç içe geçmiş karmaşık ve çok boyutlu bir yapıdır. Öğretmen memnuniyetini, motivasyonunu ve mesleklerine, işlerine ve öğrencilere olan adanmışlıklarını artırmayı teşvik eden destekleyici ve davetkar ortamlar oluşturmak, bağlı fikirler ile öğretmen adanmışlığı arasındaki etkileşimi anlayarak içgörüler sunmak açısından önemlidir. Birçok çalışma, olumlu okul iklimleri, iş koşulları, destekleyici liderlik tarzları, öz-yeterlik inançları, iş memnuniyeti, öğretmen dayanıklılığı ve öğretmen adanmışlığı arasındaki ilişkiyi vurgulamıştır. Birkaç araştırma iş memnuniyeti ile

öğretmen adanmışlığı arasında güçlü bir ilişki bulmuştur. Bu çalışmalar, işlerinden memnun olan öğretmenlerin daha adanmış olmasının daha yüksek olduğunu göstermektedir (Firestone & Pennell, 1993; Huang vd., 2020; Shukla, 2014).

Öğretmen adanmışlığı üzerine yapılan diğer birçok araştırma, öz-yeterlikle bir ilişki göstermektedir. Bu çalışmalar, yeteneklerine güvenen öğretmenlerin daha adanmış olma eğiliminde olduğunu göstermektedir (Coladarci, 1992; Eginli, 2021; Fransson & Frelin, 2016; Huang vd., 2020). Bu çalışmalarda, öğretmenlerin öz-yeterlik duygusunu ve adanmışlıklarını artırmak için profesyonel gelişimi desteklemek ve başarılarını kabul etmek önerilmiştir. Yeni öğretmen bağlamında, literatür, profesyonel gelişimin yeni öğretmenin öz-yeterlik duygusunu artırabileceğini ve yeni beceriler kazandırabileceğini öne sürmektedir (Fransson & Frelin, 2016). Yeni öğretmenlere ilgili ve anlamlı öğrenme deneyimlerine katılma fırsatı vererek, öğretim uygulamalarında güven geliştirme ve öğrencilerinin çeşitli ihtiyaçlarını karşılama kapasitelerine olan inançlarını güçlendirme şansı vererek bu öğretmenlerin öz-yeterliklerini artırabileceği belirtilmiştir (Bozack, 2008; Michel, 2013).

Dahası, araştırmalar, zengin bir öğrenme ortamı sunmanın yanı sıra, hoş bir okul iklimi ve çalışma ortamını teşvik eden okulların, sınıftaki zamanlarından sonra öğretmenlere uzun süre yarar sağlayabilecek bir aidiyet ve iyi hissetme duygusu yarattığını ortaya koymuştur (Day, 2008). İşle ilgili destek (Collie vd., 2011; Duyar vd., 2019; Fransson & Frelin, 2016; Mohan & Srivastava, 1994), meslektaşlardan ve yöneticilerden gelen teşvik (Collie vd., 2011; Eberhard vd., 2000), tanınma ve ödüller (Mohan & Srivastava, 1994), etkili iletişim (Mohammadtaheri, 2011), karar verme süreçlerine katılma fırsatı (Collie vd., 2011; Eberhard vd., 2000), etkili mentorlar (Eberhard vd., 2000; Rots & Aelterman, 2009) ve okul liderliği (Day, 2008; Singh & Billingsley, 1998), bu okul iklimi ve çalışma koşullarının unsurlarından bazılarıdır. Bu çalışmalar bir araya geldiğinde, yeni öğretmen bağlamında, destekleyici çalışma koşulları yaygın olduğunda okul topluluğunun yeni öğretmenlerin gelişimine değer verdiğini, bunun da sürekli öğrenme fırsatları arama ve mesleki gelişim yolunu kontrol etme duygusunu geliştirme inancını tetiklediğini ve mesleğe karşı olumlu duygular ortaya çıkmasına vesike olduğunu ortaya koymuştur (Crowell & Elliot, 2001; Fransson & Frelin, 2016; Mohan & Srivastava,

1994). Sonuç olarak, bu çalışmalar eğitim kurumlarının, destekleyici çalışma koşullarının, uygun ve anlamlı profesyonel gelişim fırsatları sunmanın adanmış bir öğretim iş gücünü teşvik edebileceğini vurgulamıştır.

Mevcut çalışma literatürü ayrıca, ilgili ve faydalı profesyonel gelişim faaliyetlerine katılmanın, öğretmenlik mesleği içinde iş memnuniyeti, dayanıklılık ve mesleki değer algısına olumlu bir etkisi olduğunu göstermekte ve bu faktörler, öğretmen adanmışlığının artmasına katkıda bulunduğunu işaret etmektedir (Meagher, 2011; Potera & Mehmeti, 2019; Smet, 2021; Thahir vd., 2021; Toropova vd., 2021). Literatürde, öğretmenlerin değer, takdir ve destek hissi yaşadıklarında daha adanmış olma eğiliminde olduklarına dair kanıtlar bulunmaktadır, bu nedenle özellikle mentorluk gibi işbirlikçi yöntemleri profesyonel gelişim girişimlerine entegre etmek, öğretmen adanmışlığını artırabilir ve öğrenci öğrenme sonuçlarının iyileşmesine yol açabilir (Rodgers & Skelton, 2014).

Yöntem

Her iki araştırma sorusu da genel anlamda ilişkisel araştırma tasarımı kullanılarak analiz edildi. Spesifik olarak, ilk araştırma sorusu nedensel-karşılaştırmalı bir tasarım kullanılarak ele alınmıştır. Araştırma tasarımı, grup karşılaştırması veya farkı sorulduğunda karşılaştırmalı olarak kategorize edilebilir (Leech vd., 2005). Karşılaştırmalı araştırmalarda, araştırmacılar önceden var olan gruplar arasındaki farkları belirlemeye çalışırlar (Fraenkel vd., 2012; Schenker & Rumrill, 2004). İkinci araştırma sorusunu incelemek için korelasyonel araştırma tasarımı kullanılmıştır. Korelasyonel araştırma, değişkenler arasındaki ilişkileri incelemekte ve bu değişkenleri değiştirmeye çalışmamaktadır (Walker, 2005). Korelasyonel araştırmanın temel amaçlarından biri, önemli insan eylemlerinin açıklanmasına yardımcı olmak, diğeri ise olası sonuçları tahmin etmektir (Fraenkel vd., 2012). İkinci araştırma sorusu, yeni öğretmenlerin adanmışlığını öngörmek için bir tahminsel korelasyonel araştırma tasarımı kullanmaktadır. Tahminsel korelasyonel araştırma tasarımında, tahminin yapıldığı değişken "kriter değişkeni" olarak adlandırılır ve tahminin yapılmasında kullanılan değişken "tahminci değişken" olarak adlandırılır (Fraenkel vd., 2012). İkinci araştırma sorusunun alt soruları için tahminci

değişken öğretmenlerin profesyonel gelişim faaliyetlerine katılımıdır. Kriter değişkenleri ise öğretmenlerin mesleğe, işe ve öğrencilere bağlılığıdır.

Çalışmanın katılımcılarını erişilebilir nüfustan seçmek için iki aşamalı küme rasgele örnekleme yöntemi kullanılmıştır. Toplamda rasgele seçilen 218 öğretmenden veriler toplanmıştır. Katılımcıların cinsiyeti ile ilgili olarak, katılımcıların %66.5'i (n = 145) kadın, %33.5'i (n = 73) erkektir. Toplam 218 katılımcının % 63.8'i (n = 139) eğitim fakültesinden mezunken, %36.2'si (n = 79) eğitim dışındaki diğer fakültelerden mezun olup pedagojik formasyona sahiptir. Katılımcıların içinde, %69.3'ü (n = 151) sadece lisans derecesine sahiptir ve %30.7'si (n = 67) yüksek lisans/doktora programlarında eğitim almakta veya yüksek lisans/doktora derecesine sahiptir. Son olarak, katılımcıların %32.1'i (n = 70) ilkokul seviyesinde ders verirken, %44'ü (n = 96) ortaokul seviyesinde ders vermekte ve %23.9'u (n = 52) lise seviyesinde ders vermektedir.

Bu çalışmada, katılımcı demografik bilgilerinin yanı sıra veriler iki ayrı ölçek kullanılarak toplanmıştır. Bu iki ölçek, Öğretmen Bağlılık Ölçeği (TCS) (Kozikoğlu & Senemoğlu, 2018) ve Profesyonel Gelişim Aktiviteleri Ölçeği'dir (PDA) (Özbek & Eroğlu, 2020).

Bulgular

Çalışmanın betimsel bulgularına göre, yeni öğretmenlerin adanmışlık toplam ortalama puanının ne yüksek ne de düşük olduğu bulundu. Adanmışlık alt boyutları incelendiğinde, yeni öğretmenlerin öğrencilere karşı en güçlü adanmışlığa sahip olduğu görülmektedir. Bunun ardından iş ile ilgili faaliyetlere adanmışlıkları gelmektedir. Tüm bunlara karşı, araştırmanın betimsel sonuçları, öğretmenlerin mesleklerine olan adanmışlıklarının yüksek bir seviyede olmadığını, ancak orta düzeyde, hatta düşük bir seviyeye daha yakın olduğunu ortaya koydu. Bu, yeni öğretmenlerin meslekte çok daha uzun süre kalmaya eğilimli olmadıklarını veya mevcut öğretmenlik mesleği durumundan çok memnun olmadıklarını göstermektedir. Çalışmanın betimsel bulgularına göre ayrıca, yeni öğretmenlerin mesleki gelişim faaliyetlerine katılımının çok yüksek düzeyde olmamakla beraber yüksek olduğu bulundu (M = 2.89, SD = .37). Mesleki gelişim faaliyetlerine katılım

alt boyutlarına bakıldığında, yeni öğretmenlerin yansıtıcı faaliyetlere en yüksek düzeyde katılım gösterdiği bulundu ($M = 3.13$, $SD = .54$). Bu, yeni öğretmenlerin içsel öz değerlendirmeden güçlü kişiler arası eleştirel tartışmalara kadar çeşitli yansıtıcı faaliyetlere aktif olarak katıldığı anlamına gelir. Onu güncelleme faaliyetleri ($M = 3.06$, $SD = .52$) takip etmektedir. Bu, yeni öğretmenlerin bilimsel literatür ve mesleki değişikliklerle güncel kalmak suretiyle güncelleme faaliyetlerine aktif olarak katıldığını göstermektedir. Ayrıca, yeni öğretmenler arasında en az tercih edilen faaliyetlerin paylaşım ($M = 2.84$, $SD = .57$) ve işbirliği faaliyetleri ($M = 2.55$, $SD = .46$) olduğu keşfedildi.

Yeni öğretmen gruplarının adanmışlık toplam ortalama puanları cinsiyetlerine göre değerlendirildiğinde, erkek öğretmenlerin ($M = 3.39$, $SD = .37$) kadın öğretmenlere ($M = 3.34$, $SD = .37$) göre daha fazla mesleki adanmışlığa sahip olduğu görüldü. Öğretmen gruplarının genel adanmışlık ortalama puanları akademik geçmişlerine göre analiz edildiğinde, yüksek lisans veya doktora derecesi almış veya eğitimine devam eden yeni öğretmenlerin adanmışlığının ($M = 3.45$, $SD = .35$) sadece lisans düzeyinde olan öğretmen grubundan ($M = 3.31$, $SD = .37$) daha yüksek olduğu görüldü. Öğretmen gruplarının adanmışlık toplam ortalama puanları, mezun oldukları program türüne göre karşılaştırıldığında, pedagojik formasyon eğitimi alan öğretmen grubunun ($M = 3.21$, $SD = .35$) adanmışlığının eğitim fakültesinden mezun olan öğretmen grubundan ($M = 3.43$, $SD = .36$) daha düşük olduğu görüldü. Öğretmen gruplarının adanmışlık ortalama puanları, hangi düzeyde öğretim yaptıklarına göre incelendiğinde, lise düzeyinde öğretim yapan öğretmenlerin ($M = 3.40$, $SD = .35$) en yüksek adanmışlık düzeyine sahip olduğu, bunu sırasıyla ortaokul ($M = 3.33$, $SD = .36$) ve ilkokul düzeylerinde çalışan ($M = 3.36$, $SD = .39$) öğretmenlerin izlediği görüldü.

Ana analizlere geçmeden önce, bağımsız gözlem, varyans homojenliği ve normal dağılım varsayımları sağlandı. Yeni öğretmen grupları arasındaki farkların istatistiksel olarak anlamlı olup olmadığını incelemek için bağımsız örneklem t-testi ve ANOVA kullanıldı. Sonuçlar, erkeklerle kadınlar arasındaki adanmışlık puanı farkının istatistiksel olarak anlamlı olmadığını gösterdi. Ancak, yüksek lisans veya doktora deneyimi olan öğretmenlerle olmayanlar arasındaki adanmışlık puanı

farkının istatistiksel olarak anlamlı bir şekilde farklı olduğu ortaya çıktı. Ayrıca, eğitim fakültelerinden mezun olan öğretmenlerin mezun olmayanlardan istatistiksel olarak önemli derecede farklı olduğu görüldü. Son olarak, ilkokul, ortaokul ve ortaöğretim düzeylerinde öğretim yapan öğretmenler arasındaki adanmışlık puanı farkının istatistiksel olarak anlamlı olmadığı tespit edildi.

Basit doğrusal regresyon öncesi doğrusallık, bağımsızlık, normal dağılım, homoskedastik gibi varsayımlar test edilmiş ve herhangi bir sorun görülmemiştir. Şaşırtıcı bir şekilde, çalışma, yeni öğretmenlerin mesleki gelişim faaliyetlerine katılımları arttıkça, öğretmenlik mesleğine olan adanmışlıklarının azaldığını ortaya koydu. Bu durumun yeni göreve başlamış öğretmenlerin mesleğe olan adanmışlıklarının önemli bir yordayıcısı olarak bulunmuştur. Diğer yandan, çalışma, öğretmenlerin mesleki gelişim faaliyetlerine katılımlarının artmasının, yeni öğretmenlerin iş ile ilgili faaliyetlere ve öğrencilere olan adanmışlıklarının artması ile anlamlı bir ilişkili olduğunu ortaya koymuştur. Bu öğretmenlerin mesleki gelişim faaliyetlerine katılımları, iş ile ilgili çalışma ve öğrencilere olan adanmışlıklarının önemli bir yordayıcısı olarak bulunmuştur.

Tartışma

Bulgular, iş ile ilgili faaliyetlere ve öğrencilere yüksek bir adanmışlık gösterildiğini, ancak mesleğe karşı düşük bir adanmışlık olduğunu ortaya koydu. Bu betimsel bulguyu, Türk toplumunda topluluklar ve aile bağlarının çok önemli olmasının bir sonucu olarak tartışılabilir. Sosyoloji alanında özellikle yapılan bazı çalışmalar, ülkemizde kültürel normların başkalarına yardım etmeyi ve onların iyiliklerini sağlamayı önemli bir değer olarak algıladığını ortaya çıkarmıştır (Ataca et al., 2005; Cetin & Okumus, 2018); bu da işe ve öğrencilere karşı adanmışlığı açıklayabilir. Öte yandan, Türkiye bağlamında, eğitim alanının yetersiz maaş getirisi, aşırı iş talepleri ve kariyer olanaklarının sınırlı olması gibi bir dizi engeller öğretmenlerin mesleklerine olan adanmışlığını zayıflatabilir (Bozbayındır 2019; Hussen & Teshome, 2016; Pişkin & Parlar, 2021; Yurdakul et al., 2016).

Öğretmen mesleki gelişimi üzerine betimsel bulgular paylaşım ve işbirliği faaliyetlerine düşük bir katılım seviyesine işaret etmiştir. Ceylan ve Özdemir'in

(2016) Türkiye ve İngiltere'de öğretmen mesleki gelişimini karşılaştıran analizlerinde, bu çalışmanın bulgularını destekledikleri görülmektedir. Araştırmaları, Türk öğretmenlerinin İngiltere'deki meslektaşlarına kıyasla konferanslara veya seminerlere katılma, diploma/sertifika programlarına devam etme, profesyonel konularda bireysel araştırma yapma ve uzmanlık alanlarında bilimsel araştırmaları takip etme gibi faaliyetlere İngiltere'deki öğretmenlere göre daha fazla katılım gösterdiklerini keşfetmiştir. İngiltere'deki öğretmenler, Türkiye'dekilerin aksine öğretimlerini iyileştirmek için daha fazla mesleki gelişim çalışma grubuna katılmış, diğer okulları ziyaret etmiş, atölye çalışmaları, mentorluk ve meslektaşlarla gayri resmi görüşmeler gibi faaliyetlere daha fazla katılmışlardır. Benzer şekilde, diğer araştırmacılar da Türk öğretmenleri arasında özellikle sınıf uygulamaları konusunda iş birliği ve paylaşım eksikliği olduğunu iddia etmektedirler (Akçay-Kızılkaya & Özdemir, 2012; Dervişoğulları, 2014; Eroğlu, 2019).

Öğretmen adanmışlığı ile mesleki gelişim arasındaki negatif ilişki, insan sermayesi teorisi bağlamında özellikle beceriler, bilgi ve deneyime yatırım yapan öğretmenlerin mesleklerine daha adanmış olma eğiliminde olduğunu öneren özel insan sermayesi fikrinin temelini sarsmaktadır (Kavenuke, 2013). Ancak bu sonuç, göreve yeni başlayan öğretmenler bağlamında tartışıldığında, literatürdeki çalışmalar bu öğretmenlerin mesleki gelişimi bir can simidi olarak benimsediklerini ve anlık ihtiyaçlarına hızlı çözümler bulma eğiliminde olduklarını göstermektedir (Fuller & Brown, 1975; Rosenholtz & Simpson, 1990). Bu yüzden mesleğin daha kapsamlı bir anlayışına dikkat etmemektedirler (Zhang et al., 2019). Bu nedenle araştırmacılar, özellikle özel insan sermayesini artırmak amacıyla mesleki gelişime vurgu yapan öğretmenliğin erken yıllarının, acemi öğretmenleri kendi ihtiyaçları ve öğrencilerin iyiliği üzerine öncelik vermeye zorlayabileceğini ve bu durumun da mesleğe olan adanmışlığı azaltabileceğini düşünmüşlerdir (Blase, 1993).

Araştırmada, Türk acemi öğretmenlerin profesyonel gelişime daha fazla katılanların, özverili çalışmaya daha fazla adanmış olma, öğretimlerini mükemmelleştirme çabalarına daha fazla zaman ayırma ve öğrenci sonuçlarını iyileştirme olasılığının daha yüksek olduğu bulunmuştur. Literatür, öğretmenlerin öğretimlerini iyileştirme, işlerine ve mesleki büyüme konusundaki adanmışlıklarının, işbirlikçi davranışlar ve

birbirleriyle ders planları ve öğretim materyali deęiřtirme gibi paylařım etkinlikleri gibi faktörlerle artış gösterdiğini keřfederek bu çalıřmanın bulgularını desteklemektedir (Maslyk, 2013; Steyn, 2009; Yu vd., 2000). Bu çalıřmanın bulgularını güçlü bir řekilde destekleyen Dannetta'nın çalıřmasının (2002) bulguları, sorumluluk duygusuyla profesyonel geliřime katılmanın, sadece okul tarafından düzenlenen deęil, aynı zamanda diđer kuruluşlar ve dernekler tarafından gönüllü olarak düzenlenen atölyeler, konferanslar, eęitim oturumları gibi etkinliklere katılmanın, bilgi ve deneyim konusunda meslektařlarla paylařım yapmanın, öğrencilerin öğrenmesine ve mesleki faaliyetlere adanmışlık konusunda öğretmenleri etkileyen önemli faktörler olduğunu ortaya koymuřtur. Ayrıca, bu çalıřmanın bulgularıyla uyumlu olarak, Lee ve diđer meslektařları (2011), öğretmen adanmışlığının bir okulun başarısını belirlemede kritik bir faktör olduğunu vurgulamışlar ve öğretmenlerin etkili öğretim stratejileri geliřtirmek ve uygulamak için işbirliği yapmalarını teşvik etmenin öğretmenlerin öğrencilere olan adanmışlığı için önemli bir faktör olduğunu bulmuşlardır. Benzer řekilde, Bogler ve Somech (2004), profesyonel geliřimin öğretmenlerin becerilerini artırmalarına yardımcı olduğunu savunmuşlar ve çalıřmaları, öğretmenlerin öğretimleri hakkında kararlar almada aktif katılımları ile, profesyonel geliřimleri ve öğrencilere derste yardım etmek için okul sonrası kalmaları ile, öğrencilere ders dıřında ek yardım sağlama ve öğrencilerin kiřisel sorunlarını ele alma arasında güçlü bir iliřki bulmuřtur. Ayrıca, Yang ve diđer meslektařları (2019), öğretmenlerin öğrencilere olan adanmışlıklarının ve mesleki geliřimlerine ve faaliyetlerine olan adanmışlığının en önemli belirleyicilerinin birinci yıl öğretim hazırlığı, okul müdüründen gelen geri bildirim, takım çalıřması ve meslektařlar arasındaki destek olduğunu ortaya koymuřtur. Aynı řekilde, Avalos (2011) çalıřmasında öğretmenlerin profesyonel geliřime katılımları sonucunda öğrencilerin öğrenme ihtiyaçlarına yönelik faaliyetlere katılımlarının ve adanmışlıklarının arttığını göstermiştir. Son olarak, bu çalıřmanın bulgularıyla uyumlu olarak, Potera ve Mehmeti (2019) tarafından yürütölen araştırma, öğretmenlerin profesyonel geliřime katılma nedenlerini ortaya çıkarmayı amaçlamıştır. Bulguları, öğretmenlerin özellikle uygulamalarında sürekli iyileřme gereksinimlerini karřılamak ve öğrencilerle etkileřimlerinde en üst düzeyde başarı elde etme arzularını gerçekeřtirmek için profesyonel geliřime katıldıklarını göstermiştir.

Öneriler

Bu çalışmanın sonuçları, Milli Eğitim Bakanlığı'na bağlı resmi ilkököl, ortaokul ve liselerde yeni göreve başlamış öğretmen adanmışlığını yükseltme ve dolayısıyla eğitim sisteminin kalitesini gösteren öğrenci başarılarını artırma amacı varsa, pedagojik formasyon programlarının gözden geçirilmesi gerektiğini kanıtlamıştır. Yapılacak düzenlemelerin, öğretmenliği son bir seçenek olarak gören pedagojik formasyon programlarındaki öğretmenlerin elenmesine yol açacağı ve sonuç olarak daha adanmış eğitimcilerle okulların donatılacağı öngörülmektedir (Köse, 2017).

Lisans derecesine sahip olan öğretmenlerle karşılaştırıldığında, yüksek lisans veya doktora derecesine sahip ya da eğitime devam eden öğretmenlerin daha yüksek düzeyde genel adanmışlığa sahip olduğu bulunmuştur. Türkiye'deki öğretmenlik programları şu anda lisans seviyesinde eğitim sunarken, birçok ülkede öğretmenlik programları artık yüksek lisans seviyesinde sunulmaktadır. Genel olarak, birçok OECD ülkesinde, özellikle AB üye devletlerinde, öğretmenlik kariyerine başlamak için bir yüksek lisans derecesine sahip olma gerekliliği bulunmaktadır (Yurdakul vd., 2016). Türkiye'de böyle uygulamalar benimsenirse, öğretmenlik mesleği ve eğitim sistemi, idealist ve adanmış öğretmenlerden oluşan eğitim fakülteleri ile iyileşme yoluna gidebilir.

Bu çalışmada, öğretmenlerin profesyonel gelişime katılımının, işleri ile ilgili adanmışlığını ve öğrencilere olan adanmışlığını belirleyen önemli bir faktör olarak tanımlandığı için, öğretmenlere bu çalışmada belirtilen güncelleme, paylaşım, işbirliği ve yansıtıcı düşünme faaliyetlerine katılma konusunda destek sağlanmalıdır. Milli Eğitim Bakanlığı, kaynakları ve finansmanı kapsamlı ve sürekli profesyonel gelişim programlarına yönlendirmeyi düşünmelidir. Bu girişimler özellikle becerilerin geliştirilmesini, en iyi uygulamaların yayılmasını, iş birliği ortamlarının oluşturulmasını ve yansıtıcı öğretim yöntemlerinin teşvik edilmesini hedeflemelidir. Bu programlar, özellikle acemi öğretmenlerin benzersiz ihtiyaçlarını karşılamak üzere kişiselleştirilmelidir ve eğitim uygulamalarındaki mevcut akımlarla uyum içinde olmalıdır. Çalışmanın en önemli sonuçlarından biri, profesyonel gelişime katılmanın Türk acemi öğretmenlerinin mesleğe olan sevgisini ve meslekte devam etme motivasyonlarını tahmin etmede olumsuz bir etken olduğunu ortaya çıkardı. İlk

adım olarak, Milli Eğitim Bakanlığı'nın profesyonel gelişimin acemi öğretmenler üzerindeki farklı etkileri, deneyimleri ve yaşadıkları konusunda kapsamlı veri toplaması önerilir. Eğer profesyonel gelişim faaliyetleri nedeniyle mesleğe duyulan tutku ve adanmışlıkta azalmaya yol açan politikalar varsa, bunlar yakından incelenmeli ve mesleğe adanmışlığı sürdürme hedefiyle uyumlu hale getirilmelidir. Bu sonuç aynı zamanda öğretmen adanmışlığının karmaşıklığını vurgular ve bu mesleki gelişim programlarının yeni göreve başlamış öğretmenlerin anlık ve özgün ihtiyaçlarına odaklanan özel insan sermayesi ile beraber aynı zamanda kazandıkları beceri ve bilginin öğretmenlik pozisyonunda anlamlı kariyer gelişimine yol açması gerektiğini iddia eden genel insan sermayesi arasında denge kurması durumunda daha başarılı olabileceğini vurgulamaktadır. Son olarak, öğrenci başarısı ile birlikte, öğretmenlerin refahı, iş memnuniyeti ve personel istikrarı gibi faktörler, profesyonel gelişimin etkililiği göstergeleri olarak dikkate alınabilir.

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TEZİN ADI / TITLE OF THE THESIS (İngilizce / English) : Investigating the Relationship Between Teacher Commitment and Involvement in Professional Development

TEZİN TÜRÜ / DEGREE: **Yüksek Lisans / Master** **Doktora / PhD**

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