

## Evaluation of Professional Commitment Levels of Teacher Candidates

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**Abstract.** In this study, it is aimed to determine the commitment level of commitment to the teaching profession of teacher candidates enrolled in the 2021-2022 academic year pedagogical formation education certificate program. Moreover, it is also aimed to examine the situations of difference in the levels of commitment to the teaching profession of teacher candidates according to variables such as gender, field (social sciences, natural sciences, health sciences), university, high school, income level, family residence, mother's/father's profession, and mother's/father's education status. The study was designed according to the survey model. For this reason, data were obtained from a large population. While the population consists of 267 teacher candidates enrolled in the pedagogical formation program in 2022 at a university in the east of Turkey, the sample consists of 216 teacher candidates determined by the simple random sampling method. The data collection tool used in the study is the "Teaching Profession Engagement Scale-TPES". The study concludes that the professional commitment levels of pre-service teachers registered in the pedagogical formation program were high. Additionally, it is also revealed that the professional commitment of teacher candidates differs according to the variables (field, high school, mother's education level and mother's profession).

**Keywords:** Certificate Programs, Commitment, Pedagogical Formation, Teacher Candidate, Teaching Profession.

### 1. Introduction

Education should aim at social development by creating individuals equipped with desired behaviours and having acquired the necessary gains. In order for education to reach its goals, a well-functioning education program, physical areas, adequate materials and equipment are essential, as well as the presence of professionally equipped and devoted teachers. The teacher is defined in Article 43 of the Turkish National Education Basic Law No. 1739 as "a special profession that fulfills the educational and related management duties of the state". As can be understood from the definition, the teacher is the keystone of the education-teaching process. In a study conducted by the Ministry of National Education (MEB) of the Republic of Turkey in 2017, three fundamental competence areas were determined as "Professional Knowledge", "Vocational Skills" and "Attitudes and Values". While the Professional Knowledge has three sub-competences, namely "Field Knowledge", "Field Education Knowledge" and "Legislation Knowledge"; Vocational Skills has four sub-competences: known as "Planning Education and Training", "Creating Learning Environments", "Managing the Learning-Teaching Process" and "Assessment and Evaluation". The Attitude and Values, on the other hand, has four sub-competences: "National, Spiritual and Universal Values", "Approach to Students", "Communication and Cooperation" and "Personal and Professional Development".

#### 1.1. Problem Statement

The foundations of teacher training in Turkey date back to the Ottoman Empire. When the schools that trained teachers in the Ottoman Empire are examined, it can be seen that there were schools such as the Secondary Teachers' School in 1848, the First Teacher's School for Boys in 1868, the Girls' Teacher's School in 1870, the Higher Teacher's School in 1891 and the

Main Teacher's School in 1913. With the proclamation of the Republic, various attempts were made in teacher education. To that end, educational scientists from European countries and the United States were invited to the country and students were sent to such countries for training. Then, Village Teacher Schools, Village Institutes, Teacher High Schools, Anatolian Teacher High Schools, Higher Teacher Training Schools, Education Institutes, and Education Faculties were opened in order to improve teacher training (Abazaoğlu, Yıldırım & Yıldızhan, 2016).

We know that approximately 1.2 million teachers work in Turkey as of 2022. In other words, teaching is a common profession in Turkey as in other countries of the world. For this reason, the teaching profession is both a public service (one of the foundations of social development and welfare) and an occupation. Occupation, as a concept, can be explained as the whole of activities in which individuals constantly strive to maintain their lives and meet their needs in this way (Basic-Royøen, 2002; Wu & Lin, 1999). Occupation not only allows individuals to earn income and thus purchase other needs; it is also effective as a determinant of social status (Faunce, 1990). One of the basic elements necessary for any profession to be maintained effectively and efficiently is commitment (Brown, 1997; Carter-Andrews, Richmond & Floden, 2018). Although commitment is defined as "love, respect, affinity, and showing loyalty" according to the Turkish Language Association, professional commitment can be defined as employees' adopting corporate goals, seeing the benefit of the institution above their interests, and maintaining corporate loyalty (Al-Jabari & Ghazzawi, 2019; Demirel, 2009; Özoğul & Ege, 2018).

## **1.2. Related Research**

As the high level of commitment in other professions increases professional efficiency, the high level of commitment in the teaching profession may enable the teacher to perform his/her profession with better performance (Yıldız, 2020). Many studies can be found in the literature on the teaching profession and professional commitment. It is stated that the point where these studies basically overlap is that low professional commitment in the teaching profession might cause leaving the profession, failure, negatively affecting the quality of education and burnout (Alicı & Yalçınkaya, 2019; Brockner & Higgins, 2001; Islam & Das, 2018; Uştu & Tümkaya, 2017). For this reason, we can assert that keeping teachers' professional commitment levels high is important for a successful education-teaching process.

The literature shows that studies on the commitment to the teaching profession are generally carried out with teachers. However, most of the studies in the field focus on teachers graduated from faculty of education, and overlook teacher candidates' professional commitment levels. For this reason, this study was conducted to examine the level of commitment to the teaching profession of university students from different departments and universities enrolled in the same pedagogical formation education certificate program.

## **1.3. Research Objectives**

In this study, it is aimed to determine the level of commitment to the teaching profession of teacher candidates enrolled in the pedagogical formation education certificate program. Furthermore, the study also aims to tackle situations of difference affecting candidates' commitment levels to the teaching profession within the scope of several variables such as gender, field (social sciences, natural sciences, health sciences), university, high school, income level, family residence, mother's/father's profession and, mother's/father's education level. With this research, the level of commitment to the teaching profession of pre-service teachers receiving training in the pedagogical formation education certificate program can be determined within the scope of the variables discussed; thus, various suggestions can be offered to support the professional commitment of teacher candidates. The research questions developed in order to achieve the aims of the study can be listed as follows:

1. What is the level of commitment of teacher candidates enrolled in pedagogical formation to the teaching profession?

2. Is there a significant difference between the commitment levels of teacher candidates registered in pedagogical formation to the teaching profession resulting from the following variables:

a. gender, b. field (social sciences, natural sciences, health sciences), c. university, d. high school, e. income level, f. family residence, g. mother's/father's profession, h. mother's/father's education level

## 2. Theoretical Framework

In the study published by Çelikten, Şanal, and Yeni (2005) and Karaçoban-Tuna (2015), the characteristics that teachers should have are stated as personal characteristics, professional characteristics, and general knowledge. Personal characteristics involve openness and impartiality towards students, caring about student needs, using science to solve educational problems, accepting interpersonal differences, accepting innovations, adapting to constant change, being aware of social events, and having knowledge about educational technologies. Professional characteristics relate to having sufficient knowledge about the field, recognizing teaching, organizing teaching, differentiating, and making teaching efficient-effective. General knowledge, on the other hand, is explained as the teacher's awareness of social life and considering the existing culture in communication with his/her students (Çavunduroğlu, 2016; Çelikten, Şanal & Yeni, 2005). Considering the characteristics that teachers should have, the importance of teacher training can be better understood.

Institutional size and the level of systematic structure (institutionality) of the institution are the leading factors affecting commitment. In addition, wages, management-leadership, justice, corporate culture, work, cooperation, encouragements (awards, bonuses, promotions, etc.), internal conflict-struggle, and supervision are also factors affecting commitment (Bilgic, 2017; Schulz, Martin & Meyer, 2017). Meyer, Allen, and Smith mentioned three dimensions of professional commitment in their study in 1993. These dimensions are; emotional, continuance, and normative commitment. Emotional attachment refers to the spiritual closeness of the individual to his/her profession. Continuance commitment is the continuation of the profession due to the costs/difficulties that the individual could face in case of leaving the profession. Normative commitment, on the other hand, is related to continuance because of obligations (Meyer, Allen, & Smith, 1993). We can maintain that individuals with an emotional level of professional commitment are more effective and productive in their profession (Blau, 2001; Carl, Jones-Layman & Quinn, 2022).

## 3. Method

### 3.1. Research Design

This study examines differences of teacher candidates' professional commitment levels according to various variables. To that end, a literature review was made and it was preferred to analyze the findings in depth using the survey model, which is one of the quantitative patterns. Therefore, the reasons and results of the research can be compared in detail with the relevant literature. In the validity and reliability analysis of the sample determined by the screening model, the data collected utilizing the historical data collection tools (Atalay-Mazlum & Mazlum, 2017; Karadeniz et al., 2019).

### 3.2. Population and Sample

In this study, the population consists of 267 teacher candidates enrolled in the pedagogical formation education certificate program in the 2021-2022 academic year at a university in the east of Turkey. The study does not rely on any sampling method in order to reach the entire population. Although 225 pre-service teachers who voluntarily agreed to participate in the study were reached, 9 scales were filled in incorrectly or incompletely. Thus, they were not included in the research and the analysis process was started with 216 scales. Table 1 shows the distribution of the sample according to the variables of gender, field (social sciences,

natural sciences, health sciences), university, high school, income level, family residence, mother's/father's occupation, and mother's/father's education level.

**Table 1.** Distribution of the Sample

	<b>VARIABLE</b>	<b>n</b>	<b>%</b>
<b>Gender</b>	Female	164	75.9
	Male	52	24.1
<b>Field</b>	Social Sciences	205	94.9
	Natural Sciences	8	3.7
	Health Sciences	3	1.4
<b>University</b>	Kafkas University	118	54.6
	Ardahan University	18	8.3
	Atatürk University	19	8.8
	Other	61	28.2
<b>High School</b>	General High school (GHS)	69	31.9
	Anatolian High school (AHS)	89	41.2
	Vocational High school (VHS)	33	15.3
	Other	25	11.6
<b>Income level</b>	0-3000 TRY	81	37.5
	3001-6000 TRY	86	39.8
	6001-12.000 TRY	29	13.4
	12.001 and above	20	9.3
<b>Family Residence</b>	City Centre	125	57.9
	Town Centre	58	26.9
	Village	33	15.3
<b>Mother's Profession</b>	Unemployed	191	88.4
	Farmer	3	1.4
	Civil Servant	2	.9
	Worker	4	1.9
	Teacher	2	.9
	Other	14	6.5
<b>Father's Profession</b>	Unemployed	23	10.6
	Farmer	36	16.7
	Civil Servant	29	13.4
	Worker	30	13.9
	Teacher	6	2.8
	Other	92	42.6
<b>Mother's Education Status (MES)</b>	Illiterate	54	25.0
	Primary	92	42.6
	Secondary	32	14.8
	High school	33	15.3
	University	5	2.3
<b>Father's Education Status (FES)</b>	Illiterate	35	16.2
	Primary	85	39.4
	Secondary	34	15.7
	High school	43	19.9
	University	19	8.8

### 3.3. Data Collection Tool

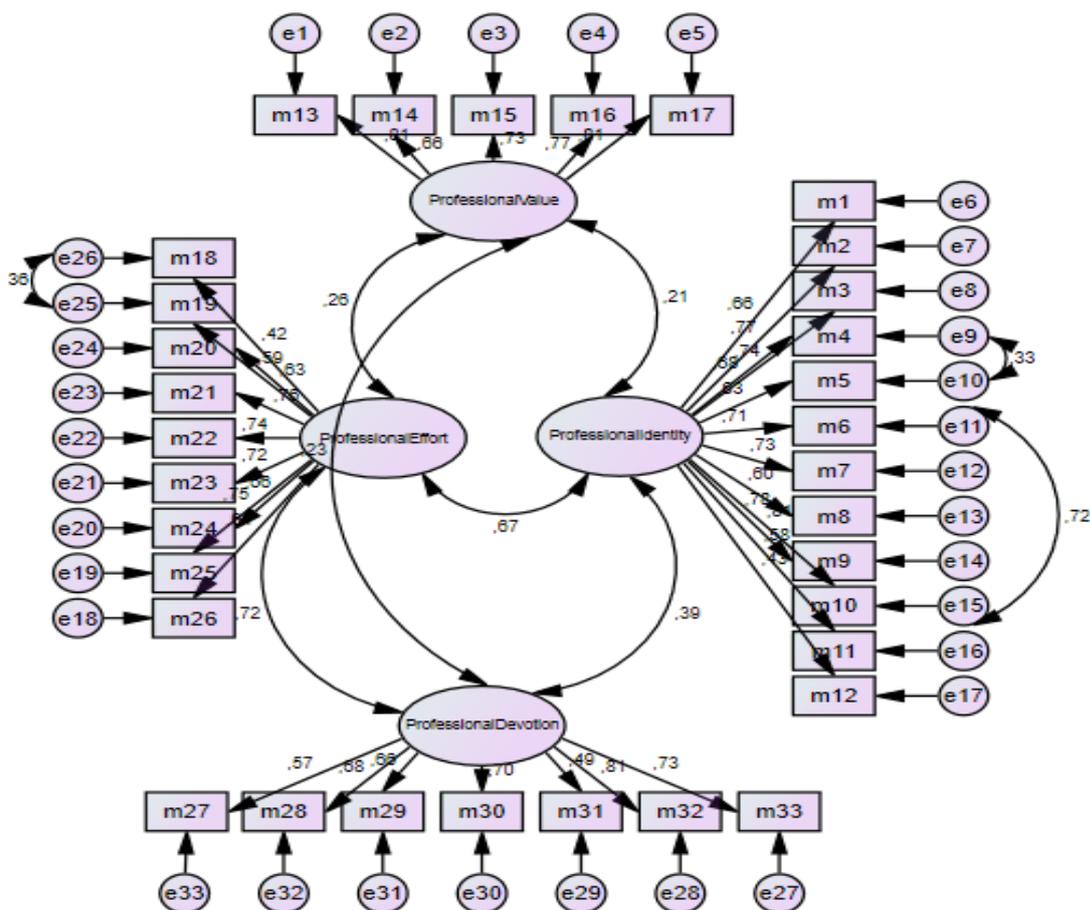
The data collection tool used in the study is the "Teaching Profession Engagement Scale-TPES". TPES was developed by Yıldız in 2020. TPES consists of four sub-dimensions and a total of 33 items. Sub-dimensions of TPES Professional-Identity (items 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12), Professional-Value (items 13, 14, 15, 16, 17) Professional-Effort (items 18, 19, 20, 21, 22, 23, 24, 25, 26) and Professional-Devotion (items 27, 28, 29, 30, 31, 32, 33). Since statements 6, 12, 14 and 15 in the scale contain negative meaning, they are reverse coded. The scale is 5-point Likert type. The score ranges in which the averages obtained from the scale are given in Table 2.

**Table 2.** TPES score intervals (Sullivan & Artino, 2013)

Option points	Points	Meaning
1.00	1.00-1.80	Very low
2.00	1.81-2.60	Low
3.00	2.61-3.40	Medium
4.00	3.41-4.20	High
5.00	4.21-5.00	Very high

The fit indices that Yıldız (2020) obtained in the Confirmatory Factor Analysis (CFA) that he conducted during the development of TPES were determined as RMSEA=.075, CFI=.89, TLI=.88 and  $\chi^2/sd=2.72$ . In the reliability analyzes performed by Yıldız (2020), the Cronbach Alpha internal consistency coefficient was determined as .92 in the Professional-Identity sub-dimension, .86 in the Professional-Value sub-dimension, .92 in the Professional-Effort sub-dimension, and .94 in the Professional-Commitment sub-dimension. When these data were evaluated, we see that the TPES was valid and reliable as stated by Cortina, 1993 and Schermelleh-Engel, Moosbrugger, and Müller 2003. On the other hand, in order to obtain data on the variables of gender, field (social sciences, natural sciences, health sciences), university, high school, income level, family residence, mother's/father's profession, and mother's/father's education status, the "Personal Data form" was used.

The study draws upon internal consistency coefficient (Cronbach's Alpha) and two-half test technique to control the validity of the TPES and the reliability of the CFA. The fit indices obtained with the CFA diagram, in which the construct validity of the scale was tested, are given in Figure 1 and Table 3.



**Figure 1.** TPES CFA Diagram

In Figure 1, the CFA diagram of the TPES is shown. The item factor loads of TPES (from item 1 to item 33) were found to be 66, 77, 74, 68, 63, 71, 73, 60, 78, 64, 58, 43, 61, 66, 73, 77, 61, 42, 59,

53, 76, 74, 72, 66, 75, 65, 57, 68, 69, 70, 49, 81, 73. According to Harrington (2009), item factor loads above .30 indicate that the relevant item can be used for the scale. In this context, since it was seen that the item factor loads were not below .30, it was not necessary to remove any item from the scale.

In order to improve the fit indices of the TPES, it was deemed appropriate to make adjustments between the items 'm4-m5', 'm6-m10' and 'm18-m19'. The fit indices determined after the CFA and regulations are shown in Table 3.

**Table 3.** TPES CFA Compliance Indexes

Index	References		Result	Decision
	Good coherence(GC)	Appropriate coherence(AC)		
CMIN/DF	$0 < \chi^2/sd \leq 3$	$3 < \chi^2/sd \leq 5$	1.857	GC
RMSEA	$0 \leq RMSEA \leq .05$	$.05 \leq RMSEA \leq .08$	.063	AC
GFI	$.95 < GFI \leq 1$	$.90 < GFI \leq .94$	.91	AC
NFI	$.95 < NFI \leq 1$	$.90 < NFI \leq .94$	.90	AC
CFI	$.95 < CFI \leq 1$	$.90 < CFI \leq .94$	.91	AC
RMR	$0 \leq SRMR \leq .05$	$0.05 \leq SRMR \leq .10$	.08	AC
TLI	$.95 < TLI \leq 1$	$.90 < TLI \leq .94$	.91	AC
Sd			486	

In Table 3, RMSEA=.063; RMR=.08; TLI=.91; GFI=.91; NFI=.90; It is seen that CFI=.91 and  $\chi^2/sd=1.857$ . These values meet the reference ranges according to Schermelleh-Engel, Moosbrugger and Müller (2003) and Harrington (2009), Yıldırım and Naktiyok (2017), Yüce and Korucuk (2020). For this reason, the four-dimensional structure of TPES has been used in the evaluations made within the scope of this study.

The Cronbach Alpha internal consistency coefficient (Cra) was calculated in order to check the reliability of the TPES. Then, the reliability was checked with a two-half test. Cra evaluation intervals are presented in Table 4.

**Table 4.** Cra Evaluation Intervals

Space ( $\alpha$ )	Evaluation(Reliability)
.00-.40	Insufficient
.40-.60	Low
.60-.80	Medium
.80-1.00	High

As shown in Table 4, Cra must be at least .60 for a scale to be reliable. The results achieved in this context are shown in Table 5.

**Table 5.** Reliability Analysis (Internal Consistency Coefficient and Two Half Test)

Sub dimensions	Cronbach Alpha Coefficients ( $\alpha$ )	Two-half Test Results	
		First Part	Second Part
Professional-Identity (1-12 numbered items)	.908		
Professional-Value (13-17 numbered items)	.864		
Professional-Effort (19-26 numbered items)	.872		
Professional-Devotion (27-33 numbered items)	.825	.897	.850
<b>Full scale (1-33)</b>	<b>.919</b>		

As seen in Table 5, the Cronbach Alpha internal consistency coefficients were found to be .908 for Professional-Identity, .864 for Professional-Value, .872 for Professional-Effort, .825 for Professional-Devotion, and .919 for the whole of the TPES. On the other hand, the results obtained with the two-half test technique were .897 for the first part of the scale and .850 for the other part. These data show that TPES has high reliability.

### 3.4. Data Analysis

This chapter explains how the data is processed and analyzed according to the research method and design.

After the research data were carefully entered into the statistics program, the homogeneity and distribution of the data were checked. At this stage, Levene test data ( $p < .05$ ) was taken as reference for homogeneity; In order to determine the normality of the distribution, skewness and kurtosis, scatter plots (histogram, Q-Q Plot and boxplot) and normality tests (Kolmogorov-Smirnov and Shapiro-Wilk tests) were taken as reference. Normality tests and Skewness-Kurtosis data for all sub-dimensions of TPES are given in Table 6.

**Table 6.** Normality Tests and Skewness-Kurtosis Data of TPES

Scale	Kolmogorov-Smirnov			Shapiro-Wilk			Skewness	Kurtosis
	Statistics	df	p	Statistics	df	p		
Professional- Identity	.087	216	.000	.964	216	.000	-.604	.224
Professional- Value	.201	216	.000	.886	216	.000	-1.286	1.508
Professional – Effort	.102	216	.000	.904	216	.000	-1.317	3.169
Professional – Devotion	.130	216	.000	.910	216	.000	-1.024	1.420
<b>Full scale</b>	.056	216	.043	.957	216	.000	-.815	2.639

When the normality tests and skewness-kurtosis data in Table 6 are examined; we see that the data are not normally distributed. In addition, since the Levene test value was used for all sub-dimensions and the full scale ( $p < .05$ ), Mann-Whitney U (MWU) test and Kruskal Wallis (KW) test, which are nonparametric statistical techniques, were preferred in order to analyze the research questions. The level of significance in the applied tests was determined as .05. In nonparametric difference tests, if the level of a variable is two, the MWU test is used, and if it is more than two, the KW test is used. When the difference is detected with the MWU test, since there are only two variables, it can be clearly seen which variable is in favor of the difference; when the difference is detected with the KW test, the MWU test can be applied between each group pair to determine which variable the difference is in favor of. At this stage, the significance level of .05 was found by dividing the number of MWU tests performed between couples. Thus, both within-group differences can be found correctly and the chance of avoiding Type 1 error increases. This process is called Bonferroni regulation; and, this study involves Bonferroni arrangement. Since the variables of area and settlement consisted of 3 sub-dimensions, a total of 3 MWU tests were performed within the group and the new significance level was determined as .016. As the variables of university, high school type and income consist of 4 sub-dimensions, a total of 6 MWU tests were conducted within the group and the new significance level was determined as .008. On account of the mother's/father's education level variable consists of 5 sub-dimensions, a total of 10 MWU tests were performed within the group and the new significance level was determined as .005. Since the mother's/father's profession variable consists of 6 sub-dimensions, a total of 15 MWU tests were performed within the group and the new significance level was determined as .003. In addition, the data collection process of the study was done on a voluntary basis and data collection permission was obtained from the institution from which the data were obtained.

#### 4. Findings

In this chapter, the research questions are answered in order. The analyzes made and the findings obtained with the aim of responding to the first research "What is the level of commitment of the teacher candidates enrolled in the pedagogical formation education certificate program to the teaching profession?" are given in Table 7.

**Table 7.** Mean, Standard Deviation, and Corresponding Value of the TPES

Scale and Sub Dimensions	n	$\bar{X}$	sd	Corresponding Level
Professional- Identity	216	3.78	.81	High
Professional- Value	216	4.09	1.13	High
Professional – Effort	216	4.23	.61	Very High
Professional – Devotion	216	4.32	.57	Very High
<b>Full scale</b>	216	4.06	.56	High

Table 7 shows the mean ( $\bar{x}$ ) and standard deviation (sd) values of the pre-service teachers enrolled in the pedagogical formation education certificate program for the sub-dimensions and all of the TPES. While the scores were found to be  $\bar{x}$  =3.78, sd=.81 for the Professional-Identity sub-dimension, and  $\bar{x}$  =4.09, sd=1.13 for the Professional-Value sub-dimension; For the Professional-Effort sub-dimension  $\bar{x}$  =4.23, sd=.61 and for the Professional-Devotion sub-dimension  $\bar{x}$  =4.32, sd=.57, it was determined as very high. On the other hand, it resulted that the whole TPES was at a high level with  $\bar{x}$  =4.06, sd=.56. Based on these data, we can state that the professional commitment levels of pre-service teachers enrolled in the pedagogical formation education certificate program were high. Teacher candidates' identification with the teaching profession and the level of value they attach to the profession are high; we can claim that the levels of professional-effort and devotion are very high.

The second research question, which was addressed and aimed to be resolved in the study, was "Is there a significant difference between the commitment levels of teacher candidates registered in pedagogical formation to the teaching profession resulting from the given variables? The analyzes made and the findings obtained in order to find an answer to the question "Is there a significant difference between the variables of mother's/father's profession and mother's/father's education status?" are presented in Tables 8, 9, 10, 11 and 12.

**Table 8.** MWU Test of Gender and Level of Commitment to Teaching Profession

Scale and Sub Dimensions	Gender	n	Rank Average	Rank Total	U	z	p
Professional- Identity	Female	164	109.61	17976.00	4082.000	-.464	.643
	Male	52	105.00	5460.00			
Professional-Value	Female	164	109.83	18012.50	4045.500	-.569	.569
	Male	52	104.30	5423.50			
Professional-Effort	Female	164	106.77	17509.50	3979.500	-.726	.468
	Male	52	113.97	5926.50			
Professional-Devotion	Female	164	109.41	17942.50	4115.500	-.380	.704
	Male	52	105.64	5493.50			
<b>Full scale</b>	Female	164	109.22	17912.50	4145.500	-.302	.763
	Male	52	106.22	5523.50			

The data showing the gender, sub-dimensions of TPES and the difference status of all teacher candidates enrolled in the pedagogical formation education certificate program are presented in Table 8. In this regard, no statistically significant difference was found between the genders of the pre-service teachers and the sub-dimensions of TPES and all [(UProfessional- Identity=4082.000, z=-.464, p=.643); (UProfessional-Value=4045.500, z=-.569, p=.569); (UProfessional-Effort=3979.500, z=-.726, p=.468); (UProfessional-Devotion=4115.500, z=-.380, p=.704); (UFullScale =4145.500, z=-.302, p=.763)]. Based on these data, we can say that the level of commitment of teacher candidates towards the teaching profession does not differ significantly according to the gender variable.

**Table 9.** KW Test of Area and Family's Residence and Level of Commitment to Teaching Profession (\*p≤0.05, \*\*p≤0.05/3=0.016)

Scale and Sub Dimensions	Variable	n	Rank Avg.	df	X <sup>2</sup>	p	Difference
Professional-Identity	Social (1)	205	110.16	2	2.885	.236	---
	Science (2)	8	80.31				
	Health (3)	3	70.50				
Professional-Value	Social (1)	205	108.69	2	.515	.773	---
	Science (2)	8	97.25				
	Health (3)	3	125.83				
Professional-Effort	Social (1)	205	108.46	2	3.142	.208	---
	Science (2)	8	129.63				
	Health (3)	3	54.83				
Professional-Devotion	Social (1)	205	110.22	2	6.427	<b>.040*</b>	1>2, 1>3**
	Science (2)	8	67.44				

		Health (3)	3	20.50				
<b>Full scale</b>		Social (1)	205	109.62				
		Science (2)	8	99.38	2	2.328	.312	---
		Health (3)	3	56.33				
	Professional-Identity	City Centre (1)	125	107.98				
		Town Centre(2)	58	112.91	2	.581	.748	---
		Village(3)	33	102.71				
Professional-Value	<b>Family's Residence</b>	City Centre (1)	125	108.54				
		Town Centre(2)	58	110.22	2	.134	.935	---
		Village(3)	33	105.35				
Professional-Effort		City Centre (1)	125	105.08				
		Town Centre(2)	58	117.59	2	1.686	.430	---
		Village(3)	33	105.50				
Professional-Devotion	<b>Family's Residence</b>	City Centre (1)	125	105.86				
		Town Centre(2)	58	111.78	2	.539	.764	---
		Village(3)	33	112.71				
<b>Full scale</b>		City Centre (1)	125	106.53				
		Town Centre(2)	58	115.45	2	1.033	.597	---
		Village(3)	33	103.74				

The data showing the fields of pre-service teachers enrolled in pedagogical formation, their families' residence, sub-dimensions of SMCQ and the difference status of all are given in Table 9. When the data were evaluated; we understand that there is a statistically significant difference between the fields of teacher candidates and their Professional-Devotion levels. ( $X^2_{(2)Professional-Devotion}=6.427, p<.05$ ). According to the results of the MWU test, which was conducted to determine which variables in the group favored the difference, the mean rank of the pre-service teachers studying in the field of social sciences (Rank Average=110.22) and natural sciences (Rank Average=67.44) and health sciences (Rank Average=20.50), It was determined that there was a difference in the mean rank in favor of teacher candidates who received higher education in the field of social sciences. However, no significant difference was found between the fields of pre-service teachers and the sub-dimensions of Professional-Identity, Professional-Value, Professional-Effort and the full scale [ $(X^2_{(2)Professional-Identity}=2.885, p>.05)$ ;  $(X^2_{(2)Professional-Value}=.515, p>.05)$ ;  $(X^2_{(2)Professional-Effort}=3.142, p>.05)$ ;  $(X^2_{(2)FullScale}=2.328, p>.05)$ ]. In addition, no significant difference was found between the residential areas of the prospective teachers' families and the sub-dimensions of TPES and the full scale [ $(X^2_{(2)Professional-Identity}=.581, p>.05)$ ;  $(X^2_{(2)Professional-Value}=.134, p>.05)$ ;  $(X^2_{(2)Professional-Effort}=1.686, p>.05)$ ;  $(X^2_{(2)Professional-Devotion}=.539, p>.05)$ ;  $(X^2_{(2)FullScale}=1.033, p>.05)$ ].

**Table 10.** KW Test for University, High School, Income Level, and Level of Commitment to Teaching Profession (\* $p\leq 0.05$ , \*\* $p\leq 0.05/6=0.008$ )

Scale and Sub Dimensions	Variable	n	Rank Avg.	df	X <sup>2</sup>	p	Difference
Professional-Identity	Kafkas University(1)	118	103.59				
	Ardahan University(2)	18	103.39	3	3.625	.305	---
	Atatürk University (3)	19	131.32				
	Other(4)	61	112.40				
Professional-Value	Kafkas University(1)	118	105.45				
	Ardahan University(2)	18	85.36	3	5.781	.123	---
	Atatürk University (3)	19	106.68				
	Other(4)	61	121.80				
Professional-Effort	Kafkas University(1)	118	103.52				
	Ardahan University(2)	18	101.50	3	3.235	.357	---
	Atatürk University (3)	19	127.24				
	Other(4)	61	114.36				
Professional-Devotion	Kafkas University(1)	118	109.05				
	Ardahan University(2)	18	95.39	3	1.964	.580	---
	Atatürk University (3)	19	123.45				
	Other(4)	61	106.66				
<b>Full scale</b>	Kafkas University(1)	118	103.23				
	Ardahan University(2)	18	95.61	3	4.834	.184	---

	Atatürk University (3)	19	131.00				
	Other(4)	61	115.49				
Professional-Identity	GHS(1)	69	131.44	3	6.753	<b>.040*</b>	1>2**
	AHS(2)	89	86.49				
	VHS (3)	33	106.88				
	Other(4)	25	120.44				
Professional-Value	GHS(1)	69	111.85	3	4.246	.236	---
	AHS(2)	89	104.41				
	VHS (3)	33	97.62				
	Other(4)	25	128.18				
Professional-Effort	GHS(1)	69	108.57	3	1.209	.751	---
	AHS(2)	89	109.20				
	VHS (3)	33	99.62				
	Other(4)	25	117.56				
Professional-Devotion	GHS(1)	69	110.99	3	1.438	.697	---
	AHS(2)	89	107.60				
	VHS (3)	33	98.91				
	Other(4)	25	117.48				
<b>Full scale</b>	GHS(1)	69	116.67	3	3.598	.308	---
	AHS(2)	89	102.76				
	VHS (3)	33	98.39				
	Other(4)	25	119.70				
Professional-Identity	0-3000 TRY(1)	81	105.85	3	2.034	.565	---
	3001-6000TRY(2)	86	110.03				
	6001-12.000TRY(3)	29	100.24				
	12.001 and above(4)	20	124.60				
Professional-Value	0-3000 TRY(1)	81	111.62	3	5.699	.127	---
	3001-6000TRY(2)	86	115.78				
	6001-12.000TRY(3)	29	92.03				
	12.001 and above(4)	20	88.43				
Professional-Effort	0-3000 TRY(1)	81	106.62	3	3.495	.321	---
	3001-6000TRY(2)	86	106.50				
	6001-12.000TRY(3)	29	102.79				
	12.001 and above(4)	20	133.00				
Professional-Devotion	0-3000 TRY(1)	81	109.99	3	4.707	.195	---
	3001-6000TRY(2)	86	108.89				
	6001-12.000TRY(3)	29	89.66				
	12.001 and above(4)	20	128.10				
<b>Full scale</b>	0-3000 TRY(1)	81	108.59	3	3.518	.318	---
	3001-6000TRY(2)	86	112.33				
	6001-12.000TRY(3)	29	89.67				
	12.001 and above(4)	20	118.98				

Table 10 shows the data related to the universities the universities where the teacher candidates completed their undergraduate studies, the types of high schools they graduated from and their income, and the sub-dimensions of TPES and the difference status of all. When the data were evaluated; we observed that there is a statistically significant difference between the types of high schools from which the teacher candidates graduated and their Professional-Identity levels ( $X^2_{(2)}\text{Professional-Identity}=6.753$ ,  $p<.05$ ). According to the results of the MWU test, which was conducted to determine which variables are in favor of the difference within the group, the mean rank of the GHS graduate teacher candidates was 131.44 (Rank Average=131.44) and the average rank of the AHS graduate teacher candidates was 86.49 (Rank Average=86.49) It was also resulted that there was a difference in favor of the candidates. Besides, no significant difference was found between the high school types of teacher candidates and the full scale of Professional-Value, Professional-Effort and Professional-Devotion, which are sub-dimensions of TPES [( $X^2_{(3)}\text{Professional-Value}=4.246$ ,  $p>.05$ ); ( $X^2_{(3)}\text{Professional-Effort}=1.209$ ,  $p>.05$ ); ( $X^2_{(3)}\text{Professional-Devotion}=1.438$ ,  $p>.05$ ); ( $X^2_{(3)}\text{FullScale}=3.598$ ,  $p>.05$ )].

In addition to these data, we also determined that there was no significant difference between the universities that teacher candidates graduated from and their income, the details regarding sub-dimensions of TPES and the full scale are as follows: [( $X^2_{(3)}\text{UNIVERSITY-Professional-Identity}=3.625$ ,  $p>.05$ ); ( $X^2_{(3)}\text{UNIVERSITY-Professional-Value}=5.781$ ,  $p>.05$ ); ( $X^2_{(3)}\text{UNIVERSITY-Professional-Effort}=3.235$ ,

$p > .05$ ); ( $X^2_{(3)} \text{ UNIVERSITY-Professional-Devotion} = 1.964, p > .05$ ); ( $X^2_{(3)} \text{ UNIVERSITY-Full Scale} = 4.834, p > .05$ )/( $X^2_{(3)} \text{ INCOME-Professional-Identity} = 2.034, p > .05$ ); ( $X^2_{(3)} \text{ INCOME-Professional-Value} = 5.699, p > .05$ ); ( $X^2_{(3)} \text{ INCOME-Professional-Effort} = 3.495, p > .05$ ); ( $X^2_{(3)} \text{ INCOME-Professional-Devotion} = 4.707, p > .05$ ); ( $X^2_{(3)} \text{ INCOME-FullScale} = 3.518, p > .05$ )]).

**Table 11.** KW Test of Educational Status of Parents and Their Levels of Commitment to Teaching Profession (\* $p < 0.05$ , \*\* $p < 0.05/10 = 0.005$ )

Scale and Sub Dimensions	Variable	n	Rank Avg.	df	X <sup>2</sup>	p	Difference
Professional-Identity	Illiterate (1)	54	106.00	4	6.908	<b>.041*</b>	5>1, 5>2, 5>3, 5>4**
	Primary (2)	92	101.92				
	Secondary (3)	32	110.56				
	High School (4)	33	119.76				
	University (5)	5	169.00				
Professional-Value	Illiterate (1)	54	110.43	4	4.004	.405	---
	Primary (2)	92	112.80				
	Secondary (3)	32	113.88				
	High School (4)	33	89.85				
	University (5)	5	97.20				
Professional-Effort	Illiterate (1)	54	112.16	4	3.125	.537	---
	Primary (2)	92	103.19				
	Secondary (3)	32	103.33				
	High School (4)	33	117.36				
	University (5)	5	141.30				
Professional-Devotion	Illiterate (1)	54	115.98	4	4.517	.341	---
	Primary (2)	92	100.66				
	Secondary (3)	32	114.77				
	High School (4)	33	106.24				
	University (5)	5	146.80				
<b>Full scale</b>	Illiterate (1)	54	108.41	4	2.813	.590	---
	Primary (2)	92	104.37				
	Secondary (3)	32	111.00				
	High School (4)	33	111.33				
	University (5)	5	150.80				
Professional-Identity	Illiterate (1)	35	102.34	4	1.282	.864	---
	Primary (2)	85	105.18				
	Secondary (3)	34	112.34				
	High School (4)	43	113.74				
	University (5)	19	115.95				
Professional-Value	Illiterate (1)	35	101.11	4	7.840	.098	---
	Primary (2)	85	111.59				
	Secondary (3)	34	129.18				
	High School (4)	43	102.38				
	University (5)	19	85.11				
Professional-Effort	Illiterate (1)	35	106.97	4	.263	.992	---
	Primary (2)	85	111.19				
	Secondary (3)	34	106.37				
	High School (4)	43	106.71				
	University (5)	19	107.16				
Professional-Devotion	Illiterate (1)	35	115.74	4	2.123	.713	---
	Primary (2)	85	111.09				
	Secondary (3)	34	105.07				
	High School (4)	43	107.60				
	University (5)	19	91.71				
<b>Full scale</b>	Illiterate (1)	35	103.43	4	1.189	.880	---
	Primary (2)	85	107.91				
	Secondary (3)	34	118.25				
	High School (4)	43	108.30				
	University (5)	19	103.47				

The data showing the mother's/father's education status, sub-dimensions of TPES and the difference status of all teacher candidates enrolled in the pedagogical formation education certificate program are given in Table 11. When the data were evaluated; we determined a statistically significant difference between the mother's education status of teacher candidates and their Professional-Identity levels ( $X^2_{(4)Professional-Identity}=6.908$ ,  $p<.05$ ). According to the results of the MWU test, which was carried out in order to determine which variables the difference was in favor of; the mean rank of the teacher candidates whose mothers were graduates of higher education was 169.00 (Rank Average=169.00) and the average rank of the teacher candidates with other education levels was as follows: (Rank Average Literacy=106.00; Rank Average Primary School=101.92; Rank Average Secondary School=110.56; Rank Average High School=119.76); the results presented here indicate that the difference is in favor of teacher candidates whose mothers graduated from higher education. No significant difference was found between the education levels of the mothers of the teacher candidates and the scale of Professional-Value, Professional-Effort and Professional-Devotion, which are sub-dimensions of TPES [ $(X^2_{(4)Professional-Value}=4.004$ ,  $p>.05$ );  $(X^2_{(4)Professional-Effort}=3.125$ ,  $p>.05$ );  $(X^2_{(4)Professional-Devotion}=4.517$ ,  $p>.05$ );  $(X^2_{(4)FullScale}=2.813$ ,  $p>.05$ )].

In addition, no significant difference was found between prospective teachers' fathers' education levels and the sub-dimensions of TPES and the full scale [ $(X^2_{(4)Professional-Identity}=1.282$ ,  $p>.05$ );  $(X^2_{(4)Professional-Value}=7.840$ ,  $p>.05$ );  $(X^2_{(4)Professional-Effort}=0.263$ ,  $p>.05$ );  $(X^2_{(4)Professional-Devotion}=2.123$ ,  $p>.05$ );  $(X^2_{(4)FullScale}=1.189$ ,  $p>.05$ )].

**Table 12.** KW Test of Parental Profession and Teaching Profession Engagement (\* $p\leq 0.05$ , \*\* $p\leq 0.05/15=0.003$ )

Scale and Sub Dimensions	Variable	n	Rank Avg.	df	X <sup>2</sup>	p	Difference
Professional-identity	Unemployed (1)	191	107.96	5	3.226	.665	---
	Farmer (2)	3	160.33				
	Civil Servant(3)	2	124.75				
	Worker (4)	4	77.75				
	Teacher (5)	2	116.00				
	Other (6)	14	110.18				
Professional-Value	Unemployed (1)	191	109.47	5	7.671	<b>.035*</b>	2>5**
	Farmer (2)	3	179.00				
	Civil Servant(3)	2	91.75				
	Worker (4)	4	118.75				
	Teacher (5)	2	41.25				
	Other (6)	14	87.79				
Professional-Effort	Unemployed (1)	191	107.70	5	5.807	<b>.047*</b>	3>6**
	Farmer (2)	3	149.33				
	Civil Servant(3)	2	176.50				
	Worker (4)	4	134.75				
	Teacher (5)	2	129.50				
	Other (6)	14	90.46				
Professional-Devotion	Unemployed (1)	191	109.08	5	2.161	.827	---
	Farmer (2)	3	124.67				
	Civil Servant(3)	2	141.25				
	Worker (4)	4	105.00				
	Teacher (5)	2	128.50				
	Other (6)	14	90.57				
Full scale	Unemployed (1)	191	108.81	5	4.177	<b>.044*</b>	2>6**
	Farmer (2)	3	170.83				
	Civil Servant(3)	2	119.50				
	Worker (4)	4	106.00				
	Teacher (5)	2	102.25				
	Other (6)	14	91.00				
Professional-Identity	Unemployed (1)	23	107.11	5	3.027	.696	---
	Farmer (2)	36	96.81				
	Civil Servant(3)	29	122.03				
	Worker (4)	30	114.92				

	Teacher (5)	6	103.00				
	Other (6)	92	107.42				
Professional-Value	Unemployed (1)	23	127.28	5	7.392	.193	---
	Farmer (2)	36	95.06				
	Civil Servant(3)	29	104.98				
	Worker (4)	30	119.40				
	Teacher (5)	6	69.75				
	Other (6)	92	109.15				
Professional-Effort	Unemployed (1)	23	124.48	5	2.060	.841	---
	Farmer (2)	36	110.13				
	Civil Servant(3)	29	108.52				
	Worker (4)	30	109.07				
	Teacher (5)	6	102.08				
	Other (6)	92	104.10				
Professional-Devotion	Unemployed (1)	23	118.54	5	4.196	.521	---
	Farmer (2)	36	113.35				
	Civil Servant(3)	29	91.43				
	Worker (4)	30	113.28				
	Teacher (5)	6	83.33				
	Other (6)	92	109.55				
<b>Full scale</b>	Unemployed (1)	23	117.74	5	2.334	.801	---
	Farmer (2)	36	100.25				
	Civil Servant(3)	29	113.53				
	Worker (4)	30	115.77				
	Teacher (5)	6	89.92				
	Other (6)	92	106.67				

Table 12 shows the data related to the difference between the mother's/father's education status and the sub-dimensions of TPES and all of the pre-service teachers enrolled in the pedagogical formation education certificate program. When the data are evaluated; we have observed that there is a statistically significant difference between the profession of the mothers of the teacher candidates and their Professional-Value levels ( $X^2_{(5)Professional-Value}=7.671$ ,  $p<.05$ ). According to the results of the MWU test, which was carried out in order to determine which variables the difference was in favor of; we have determined that there is a difference between the mean rank of the teacher candidates whose mother is a farmer (Rank Average=179.00) and the average rank of the teacher candidates whose mother is a teacher (Rank Average=41.25). The results indicate that the difference is in favor of the teacher candidates whose mother is a farmer.

The data also revealed that there was a statistically significant difference between the profession of the mothers of the prospective teachers and the levels of Professional-Effort ( $X^2_{(5)ProfessionalEffort}=5.807$ ,  $p<.05$ ). According to the results of the MWU test, it was found that there was a significant difference between the mean rank of the pre-service teachers whose mothers were civil servants (Rank Average=176.50) and the mean rank of those whose mothers were from other professions (Rank Average=90.46) in favor of the pre-service teachers whose mothers were civil servants.

We also observed that there was a statistically significant difference between the profession of the prospective teachers' mothers and their level of commitment to the teaching profession ( $X^2_{(5)TPESGeneral}=4.177$ ,  $p<.05$ ). According to the results of the MWU test, it was found that there was a difference between the mean rank of the teacher candidates whose mothers were farmers (Average=170.83) and the mean rank of the teacher candidates whose mothers were from other professions (Average=91.00) in favor of the teacher candidates whose mothers were farmers.

In addition, we also determined that there was no significant difference between the profession of the prospective teachers' fathers and the sub-dimensions of TPES and the full scale [ $(X^2_{(5)Professional-Identity}=3.027$ ,  $p>.05$ );  $(X^2_{(5)Professional-Value}=7.392$ ,  $p>.05$ );  $(X^2_{(5)Professional-Effort}=2.060$ ,  $p>.05$ );  $(X^2_{(5)Professional-Devotion}=4.196$ ,  $p>.05$ );  $(X^2_{(5)FullScale}=2.334$ ,  $p>.05$ )].

## 5. Discussion

Examining the level of commitment to the teaching profession of teacher candidates enrolled in the pedagogical formation education certificate program, the professional commitment levels of the prospective teachers were examined by gender, field (social sciences, natural sciences, health sciences), university, high school, income level, family residence, mother's/father's profession. The survey model was used in the study carried out in order to determine the differentiation status in terms of the variables of education level of the parents. While the main population targeted to be reached within the scope of the research consisted of 267 teacher candidates enrolled in the pedagogical formation education certificate program in a university in the east of Turkey in 2022, the sample from which the data consisted of 216 teacher candidates determined by simple random sampling method. The data collection tool used in the study is the "Teaching Profession Engagement Scale-TPES", which was developed by Yıldız in 2020 and consists of four sub-dimensions, and the "Personal Data Form" created by the researcher. When the data obtained with the TPES were examined, the analysis process was carried out with the MWU test and KW test, which are nonparametric statistical analysis techniques, were used since the data did not meet the parametric test assumptions (not exhibiting normal distribution and homogeneity of variance). In order to increase the comprehensibility of the results obtained in the study, it was deemed appropriate to focus on the research questions and to explain the results in order.

The first research question was, "What is the level of commitment to the teaching profession of the teacher candidates enrolled in the pedagogical formation education certificate program?" It was high for the Professional-Identity and Professional-Value sub-dimensions, while it was very high for the Professional-Effort and Professional-Commitment sub-dimensions. We have observed that the average value of the whole of the TPES obtained from the pre-service teachers is at a high level. Based on these results, we can assert that the professional commitment of the teacher candidates registered in the pedagogical formation education certificate program was high. In addition, teacher candidates' identification with the teaching profession and the level of value they attach to the profession are high; we can claim that the levels of professional-effort and devotion were also very high.

The second question aimed to determine if the commitment of teacher candidates, who enrolled in the pedagogical formation education certificate program, to the teaching profession differed depending upon gender, field (social sciences, natural sciences, health sciences), university, high school, income level, family residence, and parent's profession. In the analysis carried out to answer the follow-up question "Is there a significant difference between the variables of mother's/father's education status?" We observed that there were statistically significant differences between the commitment of the teacher candidates registered in the pedagogical formation education certificate program to the teaching profession (Professional-Devotion levels) and their fields. We also concluded that this difference is in favor of pre-service teachers who received higher education in the field of social sciences rather than pre-service teachers who received higher education in the field of natural sciences and health sciences. Additionally, we found that there was a significant difference between the commitment to the teaching profession (Professional-Identity Levels) of the pre-service teachers enrolled in the pedagogical formation education certificate program and the high schools they graduated from. We noticed that the professional commitment levels of the 'GHS' graduate teacher candidates were higher than the AHS graduate teacher candidates. Moreover, we observed that there was a significant difference between the commitment to the teaching profession (Professional-Identity Levels) of the teacher candidates enrolled in the pedagogical formation education certificate program and the educational status of their mothers. We also found that this difference was in favor of the teacher candidates whose mothers were graduates of higher education when compared to the prospective teachers whose mothers have other (illiterate, primary, secondary, and high school) education levels. We concluded that there was a statistically

significant difference between the commitment of teacher candidates enrolled in the pedagogical formation education certificate program to the teaching profession (Professional-Value, Professional -Effort levels, and all of their TPES) and their mothers' profession. The first of these differences was in the Professional-value sub-dimension. The first difference was in the Professional-value sub-dimension, and contrary to those whose mothers were teachers, it was in favor of the teacher candidates whose mothers were farmers. In addition to this result, in the Professional Effort sub-dimension, it was found that there was a difference in favor of the pre-service teachers whose mothers were civil servants as opposed to those whose mothers have other professions. In addition, compared to those whose mothers have other professions, it was concluded that there was a difference in favor of the teacher candidates whose mothers are farmers. In addition to these results, it was concluded that there was no significant difference between the variables of gender, family residence, university, income, father's education level and father's profession, and the level of their commitment to the teaching profession of pre-service teachers enrolled in the pedagogical formation education certificate program. It was found that the pre-service teachers enrolled in the pedagogical formation education certificate program with an income of 12.000 TRY and above participating in the research were at a higher level in all sub-dimensions (Professional-Identity, Professional-Effort, and Professional-Devotion) and in general than the pre-service teachers in other income levels, except for the Professional-Value sub-dimension. however, it can be concluded that this difference was not at a significant level. The prospective teachers studying at Atatürk University and enrolled in the pedagogical formation education certificate program participated in the research, in other sub-dimensions (Professional-Identity, Professional-Effort, and Professional-Devotion) other than the Professional-Value sub-dimension, and pedagogical formation education certificates in other universities throughout the TPES. It was also seen that this difference was at a higher level than the pre-service teachers enrolled in the program, but this difference was not at a significant level. The teacher candidates enrolled in the pedagogical formation education certificate program who participated in the research were at a lower level in the other sub-dimensions (Professional-Value, Professional-Effort, and Professional-Devotion) except for the Professional-Identity sub-dimension, and were lower than the prospective teachers who graduated from other high schools in general. It can be concluded that the difference is not significant.

When the literature was examined, it was seen that there were consistent and contradictory results with the results obtained in this study. Related studies are listed according to years (from near to far). In the research conducted by Hariri and Sumintono in 2020, it was concluded that teachers' professional commitment levels could positively affect motivation, therefore, success. In 2019, Ataç determined that the professional commitment of teachers was at a high level and the professional commitment of teachers differed according to gender. In the study conducted by Uştu and Tümkaya in 2017, it was seen that the professional commitment of teachers was low. In the study published by Lauer mann, Karabenick, Carpenter, and Kuusinen in 2017, it was stated that the professional commitment of teachers should be supported during the pre-vocational education process, in order to increase the professional success of teachers. In Çavunduroğlu' study conducted in 2016, it was seen that the professional commitment of teachers was moderate and their professional commitment did not differ according to gender. In the same year, Hussein, Tegegn, and Teshome reported that teachers' professional commitment levels were low and this situation affected their professional success and satisfaction. In the study conducted by Karaçoban-Tuna in 2015, teachers' professional commitment was determined to be high. Özdemir, in 2015, indicated that the professional commitment levels of teachers were at a moderate level. In the study conducted by Özkan in 2012, it was understood that the students of the pedagogical formation education certificate program had a positive attitude towards the teaching profession. In 2011, Wagoner concluded that the professional commitment of teachers did not differ according to gender. When related studies are evaluated as a whole; it was seen that the results obtained in this study were supported, the studies were generally carried out with teacher candidates or teachers, and there was no comprehensive study conducted with pedagogical formation education certificate program students.

## 6. Conclusion

When the research findings were evaluated as a whole, it was seen that the professional commitment levels of the pre-service teachers enrolled in the pedagogical formation education certificate program were high; pre-service teachers studying in the field of social sciences showed more devotion to the teaching profession, teacher candidates who were 'General high school' graduates or whose mothers were enrolled in the pedagogical formation education certificate program were more likely to identify themselves with the teaching profession. It can be concluded that pre-service teachers whose mothers are farmers and registered to the pedagogical formation education certificate program valued the teaching profession more and had a higher commitment to the profession and that the pre-service teachers whose mothers are civil servants had higher Professional Efforts.

## Limitations

The population in which the study is applied consists of 267 teacher candidates registered in pedagogical formation in 2022 at a university in the east of Turkey. Although there are some limitations in this respect, it has been tried to reach the largest sample (216) as possible in order to overcome these limitations.

## Recommendations

Various suggestions have been developed as a result of the research. The first of these suggestions is to organize career days, seminars, and in-school and out-of-school activities in order to increase the Professional-Identity and Professional-Value levels of teacher candidates registered in pedagogical formation. It can be suggested that practices that can support the level of commitment to the teaching profession of teacher candidates registered in pedagogical formation as a whole should be employed in the education-teaching processes. By including elective courses related to the teaching profession in science and health science education programs, students' level of dedication to the teaching profession can be supported. It can be suggested to organize activities to promote the teaching profession in vocational high schools and to carry out activities to improve the knowledge and emotional levels of students about the teaching profession. It can be suggested that the level of commitment towards the teaching profession should be increased by the parents being better role models in their children's choice of profession and communicating effectively. It may be recommended to conduct qualitative or mixed-pattern studies that provide in-depth analysis with variables other than those discussed in this study and with different samples.

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## Conflict of Interest

The authors declared no conflict of interest.

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