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## Teachers' Levels of Dedication and Commitment to Their Professions and Attitudes to Their Professions

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The aim of the study is to examine the relationship between teachers' levels of dedication and commitment to their profession and their attitudes towards the teaching profession. The research was conducted using the relational screening model, one of the quantitative methods. The sample of the study comprised of 477 teachers reached using the easy sampling method. The "Teaching Profession Engagement Scale", "Teaching Profession Dedication Scale" and "Teaching Profession Attitude Scale" were employed with a view to data gathering. In the analysis of the data, arithmetic mean, standard deviation, Anova Pearson r Correlation and regression analyses were performed by using SPSS. As a result of the research, it was determined that the teachers who participated in the research had high levels of professional dedication, professional commitment, and teachers' attitudes towards the profession. It was also found out that female teachers' professional commitment and professional dedication levels are in the sub-dimensions, and their professional attitude levels are higher than those of the males. It was concluded that the levels of professional dedication and professional commitment of the teachers differ according to their seniority, branch, and level of duty, howbeit bear a resemblance in terms of their level of attitude towards their profession. The relationships between teachers' professional dedication, professional commitment sub-factors, and their attitudes towards their profession were scrutinized. It was figured out that teachers' level of commitment to their profession, their level of dedication to their profession and their attitude levels are predictors of each other.

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## **Introduction**

Educational institutions have emerged where the process is carried out in a planned manner in order to realize the desired behavioral changes. Educational institutions, which are open systems, have inputs and outputs (Celep, 2014). If the input is accepted as the student, the main actor who processes the student and conducts the process is the teacher. The output is the expected behavior changes. The teacher who plans the educational process provides the service and contacts the student is the most important part of the process. Teaching as a profession will never lose its importance in social life (Kandemir, 2019). While the cognitive gains are professional knowledge and experience, one of the effective gains is the teacher's dedication to his profession. Dedication is the responsibility employees feel towards their work. In other words, the degree to which employees feel responsible for their work shows their degree of dedication to their job (Celep, 2000). Dedicated employees perform their work with great enthusiasm and high energy. Devotion includes energy and personal identity dimension. For this reason, commitment is shaped by the identities and energies of the employees (Leiter & Bakker, 2010). Employees can also enjoy their jobs when they reflect their energies arising from this dedication to their work.

Professional dedication is the teacher's understanding of the importance of his work by accepting that the profession is an indispensable part of his life (Karagöz, 2007). Professional dedication is also the emotional bond that people establish with their profession (Shukla, 2014). The gains of any profession are a result of the dedication of the people who are engaged in this career. If the teacher achieves success as a result of his personal efforts, he is more devoted to his profession, school, and students (Celep, 2014). The fact that the teacher makes an effort for his students and is determined to continue his profession is an indicator of his dedication (Butucha, 2013). A dedicated teacher realizes the value of his profession and carries out quality educational activities with his students. At the end of this process, a successful education process emerges (Hoy & Miskel, 2010:68). People who define the teaching period as the most important period of their lives are dedicated to teaching (Garrison & Liston, 2004). It is stated that a teacher devoted to his profession will perform his duties and responsibilities in the best way and act under professional values. Thus, a healthy teacher-student communication develops, and students can behave in the desired direction (Celep, 2014). Crosswell and Elliot (2004) emphasized the necessity of dedication by expressing that it is not enough for teachers to participate in the educational processes with their brains, but also to participate with their hearts.

Another of the effective gains expected from the teacher for the educational process is being qualified in professional commitment. Commitment is the power that targets the person for any purpose or thing (Sears, 2010:4). Loyalty is defined as turning towards someone with feelings of love and respect and showing this with their attitudes and actions (TDK, 2021). Although motivation and commitment are similar, they are not the same thing. Commitment can affect behavior even when there is no external motivation or a positive situation (Meyer & Hersovitch, 2001:301). Even if there are no external motivators such as awards, congratulations, achievements, promotions, commitment affects the behavior of the individual (Ergen, 2016). Commitment can also be defined as an effective force that provides stability to work even if the desired environment and conditions are not ready (Scholl, 1981:593). Being a social creature, fulfilling its roles in society with loyalty can also be expressed as commitment. As can be seen, the concept of loyalty comes to the fore among the definitions of commitment. Commitment as a concept; Regardless of what the conditions are, it means that the person feels belonging to a person or group and accepts to be together (Çöl, 2004:47).



The feeling of commitment brings loyalty within. Loyalty provides stability in the profession (Yıldırım, 2019).

Professional commitment includes a dedication to one's profession and a willingness to fulfill the duties and responsibilities required by the profession (Lachman & Araya, 1986). Professional commitment can be defined as the identification of individuals with their profession by seeing their profession as the center of their life. The knowledge, experience, and experience they have gained while doing their profession are factors for this (Ataç, 2019). Commitment to a profession enables people to perform higher in their profession (Yıldız, 2020). Allen, Meyer, and Smith (1993) define professional commitment as the emotional attitudes that people develop towards their profession through their psychological relationships with their profession. Ergen (2016) expressed professional commitment as individuals' knowledge and skills, their emotional closeness to the work they do, their pleasure from their work, and their dedication.

The strength of the affective bond of the teacher towards his profession can be expressed as the professional commitment of the teacher (Coladarci, 1992:333). This affective attitude affects the bond that the teacher establishes with the school, administrators, and students. The high professional commitment of teachers will positively affect the results expected from educational activities. A teacher's commitment to his profession can enable him to continue his professional studies and personal development with inspiration and motivation (Chang, 2009). Crosswell and Elliot (2004) state that the level of commitment of teachers has an important place in education reforms and time. The energy should be spent to try innovations in education and improve education. In this case, it is related to professional commitment. For schools to achieve their goals, it depends on the high performance of teachers and that consequently showing this high performance by the teachers (Angin, Lumbanraja, & Absah, 2020: 72). Shukla (2014) states that teachers with professional commitment are concerned with both the academic development of students and their own professional development. The success of schools can also be seen as the success of education. As a result of teachers being committed to their profession, a more successful result can be achieved by increasing the quality of both the school and the education. A teacher with a high professional commitment is expected to provide the best professional service even under the most adverse conditions. The best service provided by the teacher under the most adverse conditions will also be one of the factors affecting educational success. For this reason, professional commitment is of great importance for the expectations of teachers, educational institutions, and society from education.

Another of the affective gains expected from the teacher for the education process to be qualified is the attitude towards the teaching profession. Attitudes are cognitive, affective, and behavioral attitudes towards any social situation or substance around the person (Akkaya, 2009:26). The way taken and the attitude taken are its equivalent in the Turkish dictionary (TDK, 2021). Attitude can be expressed as the state of influencing the emotion, thought, and behavior that will emerge when a new situation, event, or object is encountered, as a result of previous experiences. Plotrik and Kouyoumdjian (2010) state that attitudes are the predisposition function that directs the person to behave in a certain way, the interpretation function used by people when they interpret events and situations, and the interpretation function they use when deciding to approach or move away from them, and the evaluation process that prepares the ground for the person to stand behind their valuable beliefs and values.

We can consider the whole of individual's feelings, thoughts, attitudes, and commitment as a professional attitude (Hussain, Ali, Khan, Ramzan, & Qadeer, 2011). Emotions developed by people working in the field of the profession also meet the concept of professional attitude (Kaya & Nazıroğlu, 2008). According to Chakraborty and Mondal (2014), professional attitude is a person's feelings and attitudes and their commitment to the profession. The teacher's attitude towards the profession will determine his attitude in his professional life (Can, 1987). A teacher who has developed positive attitudes towards his profession is expected to establish good relations with students and strive to be successful in his profession (Gissy, 2010:7). A teacher who approaches his profession with positive attitudes will not only achieve his own professional satisfaction but also positively affect all stakeholders such as students, parents, and school administration (Recepoğlu, 2013:312). Professional attitudes of teachers are important for students to adopt a school and be successful. Positive teacher attitudes, including students with special conditions, bring success (Mahony, 2016). Teachers' developing positive attitudes towards their profession also depends on the education they received before starting the profession. If pre-vocational education gives a positive attitude, the teacher will perform well during the task (Çeliköz & Çetin, 2004:136).

As a result, as explained above, it can be said that professional dedication, professional commitment, and attitude towards the teaching profession come to the fore among the affective characteristics that a teacher should have in order to be more successful in his profession. In this context, the level of dedication and commitment of teachers to their profession and their attitudes towards their profession were examined in the study. When the literature is examined, no other study has been found in which these two independent variables are handled simultaneously with a professional attitude. For this reason, it is thought that in this study, the concepts of dedication and commitment, which can explain the attitude of the teacher towards the profession, can contribute to the literature.

### ***Research Question***

What are the teachers' levels of dedication and commitment to their profession and their attitudes towards the teaching profession?

### ***Sub-problems***

- (1) What are the teachers' levels of dedication and commitment and attitudes towards their profession?
- (2) Do teachers' level of dedication and commitment and attitudes towards their profession differ according to gender?
- (3) Do teachers' level of dedication and commitment and attitudes towards their profession differ according to seniority?
- (4) Is there a significant difference between the level of teachers' dedication and attitudes towards their profession according to the level they work for?
- (5) Is there a relationship between teachers' level of dedication and attitudes towards their profession?
- (6) Do teachers' level of dedication and attitudes towards their profession predict each other?

## Method

### Research Model

The relational screening model was used in the research. The relational screening model is a method that aims to determine the change between two or more variables. Although the application area of this method is very wide, the cause-effect comparison is not made with the data obtained as a result of the scanning method. The data obtained are used to make inferences between the variables (Karasar, 2017:114). In this study, this method was chosen because the relationship between teachers' commitment and dedication to their profession (CTS) and their (ATP) were examined.

### Research Group

This research consists of 8860 teachers working in Ordu province and its districts in the 2nd term of the 2020-2021 academic year, and the sample consists of 477 teachers. While choosing the study group of the research, the easy sampling method, one of the sampling methods, was used. The easy sampling method is the sample group that the researcher can easily reach (Köksal, 2018). Attention was also paid to the proportion of the study group. The distribution of the teachers forming the sample by gender and branch is presented in Table 1.

**Table 1:** Distribution of the sample by gender and branch

Branch	Gender		Total
	Female	Male	
Kindergarten Teaching	104	13	117
Classroom teaching	74	19	93
Math teaching	68	31	99
English teacher	22	5	27
Religious Culture Teaching	13	7	20
Technology, Art and Sports Branches	16	20	36
Social Studies, History Teaching	7	16	23
Turkish, Literature Teaching	11	10	21
Science Group Branches	29	12	41
<b>Total</b>	<b>344</b>	<b>133</b>	<b>477</b>

As can be seen in Table 1, since the number of teachers in some branches was less than 20, they were combined with close branches. For example, branches of Information Technologies, Technology and Design, Visual Arts, Music, and Physical Education Teaching are grouped as Technology, Art, and Sports Branches. Social Studies and History Teaching branches Social Studies, History Teaching; Turkish and Turkish Language and Literature branches are Turkish, Literature Teaching; Physics, Chemistry and Biology Teaching branches were grouped as Science Group Branches.

### Data Collection Tools

#### Scale of commitment to teaching profession

In this study, the Scale of Commitment to the Teaching Profession (ÖMBÖ) developed by Yıldız (2020) was used to determine the level of commitment of teachers to profession. The scale consists of 4 factors and 33 items. The Cronbach Alpha coefficients for the factors range between 0.80 and 0.92, and the McDonald Omega coefficients range between .89 and .94 for the factors. The Cronbach Alpha coefficient of the SMD was determined as 0.93 and the McDonald Omega coefficient as 0.93. Similarly, the Cronbach

Alpha coefficient calculated over the sample group of this study was calculated as 0.93. The scale is a 5-point Likert type.

### *Scale of Dedication to The Teaching Profession*

The Teaching Profession Scale (ÖMAÖ) developed by Kozikoğlu and Senemoğlu (2018) was used to determine the level of teachers' dedication to their teaching profession. The scale consists of 3 factors and 20 items. Cronbach Alpha was calculated as .92 for the factor of commitment to the profession, .86 for the factor of dedication to students, and .70 for the self-sacrificing factor. The total Cronbach Alpha value of the ÖMAÖ was .90. Similarly, the Cronbach Alpha coefficient calculated over the sample group of this study was calculated as 0.92. The scale is a 5-point Likert type

### *Scale of Attitude towards Teaching Profession*

The Attitude towards the Teaching Profession Scale (ÖMYTÖ) developed by Kahramanoğlu, Yokuş, Cücük, Vural, and Şiraz (2018) was used to measure teachers' attitudes towards their profession. The scale consists of a single factor and 12 items. Cronbach Alpha coefficient of the scale was calculated as .85. The reliability coefficients of the two equivalent halves of the scale were between .76 and .80. The overall reliability coefficient of the ÖMYTÖ was calculated as .76. Similarly, the Cronbach Alpha coefficient calculated over the sample group of this study was calculated as 0.87. The scale is a 5-point Likert.

### *Data Collection Process*

Due to the epidemic, the applications could not be made face to face. For this reason, the data collection tools that are applied in the research process were arranged through Google Forms.

### *Data Analysis*

To determine whether parametric analyzes can be performed on the collected data, it was analyzed whether the data were normally distributed, and the results are presented in Table 2.

**Table 3:** Normality test results

Factors		Kolmogorov-Smirnov (Sig.)	Skewness	Kurtosis
Commitment to the Teaching Profession	F1: Professional dedication	.00	-0,683	0,146
	F2: Professional effort	.00	-1,226	1,452
	F3: Professional value	.00	-0,480	-0,094
	F4: Occupational identification	.00	-1,285	-0,052
	<b>Total Points</b>	<b>.00</b>	<b>-0,693</b>	<b>0,658</b>
Dedication to the Teaching Profession	F1: Professional commitment	.00	-1,456	1,414
	F2: Dedication to students	.00	-1,043	1,135
	F3: Dedicated work	.00	-1,422	1,454
	<b>Total Points</b>	<b>.00</b>	<b>-1,472</b>	<b>1,418</b>
<b>Attitude Towards the Teaching Profession</b>		<b>.00</b>	<b>-1,164</b>	<b>1,460</b>

It is seen that the significance level of the data collected for all three scales according to the Kolmogorov-Smirnov test results is less than 0.05, in other words, the data are not normally distributed in Table 2. However, since the skewness and kurtosis coefficients are examined, it



is seen that these coefficients are between +2 and -2, and accordingly, the data can be considered normal (George & Mallery, 2010). The scores obtained in this framework were analyzed using arithmetic mean, t, standard deviation, Anova and Pearson r correlation, and regression analyses.

## Findings

The findings regarding teachers' dedication to their teaching profession, commitment, and attitudes towards their profession are summarized in Table 3.

Table 3. Teachers' Levels of Dedication and Engagement to Their Professions and Their Attitudes Towards Their Professions

Factors	N	Lowest	Highest	X	S
Commitment to the Teaching Profession	F1: Professional dedication	12	60	45,9	10,1
	F2: Professional effort	8	30	27,4	2,9
	F3: Professional value	17	40	32,1	5,1
	F4: Occupational identification	16	35	28,9	3,6
	Total Points	62	165	134,3	17,2
Dedication to the Teaching Profession	F1: Professional commitment	8	40	34,6	5,9
	F2: Dedication to students	4	20	16,7	2,5
	F3: Dedicated work	9	40	35,1	4,3
	Total Points	21	100	86,3	10,7
<b>Attitude Towards the Teaching Profession</b>		16	60	52,3	4,8

When Table 3 is examined, the lowest score that can be obtained in the professional dedication factor of the scale of teachers' commitment to their profession was calculated as 12, the highest as 60 and the average as 45.9. The lowest score of the professional effort factor was calculated as 8, the highest as 30 points, and the average as 27.4. The lowest score of the professional value factor was calculated as 17, the highest as 40, and the average was 32.1. The lowest score of the occupational identification factor was 16, the highest was 35, and the average was 28.9. The lowest score that can be taken into the total score of the scale of commitment to the teaching profession (CTP) was calculated as 62, the highest as 165, and the average as 134.3. The averages of the sub-factors and the total score of the scale of CTP were calculated as high. According to these averages, it can be said that teachers' commitment to their profession is high.

The lowest score of the professional commitment factor of the teachers' dedication to their profession scale was calculated as 8, the highest as 40 points and the average as 34.6. The lowest score of the factor of dedication to students was calculated as 4, the highest was 20 points and the average was 16.7. The lowest score of the self-sacrificing factor was calculated as 9, the highest was 40 points, and the average was 35.1. The lowest score that can be taken into the total score of the scale of dedication to the teaching profession was calculated as 21, the highest score as 100, and the average as 86.3. The averages of the sub-factors and the total score of the scale of dedication to the teaching profession were calculated as high. According to these averages, it can be said that teachers' dedication to their profession is high.

When the teachers' attitudes towards the profession was examined, the lowest score was calculated as 16, the highest as 60, and the average was 52.3. The average total score of the scale of attitude towards the teaching profession was calculated as high. According to these averages, it can be said that teachers' ATP are high. Table 4 summarizes the findings on whether the teachers' commitment to their teaching profession, their commitment to their

teaching profession and their ATP differ according to their gender.

**Table 4:** Teachers' Levels of Dedication and Engagement to Their Professions and Attitudes Towards Their Professions by Gender

				N	X	S	t	sd	p	
Commitment to the Teaching Profession	F1: Professional dedication	Female	344	47,0	9,7	4,076	475		0,000	
		Male	133	42,8	10,5					
	F2: Professional effort	Female	344	27,7	2,6	3,745				
		Male	133	26,6	3,5					
	F3: Professional value	Female	344	32,1	5,1	0,424				
		Male	133	31,9	4,9					
	F4: Occupational identification	Female	344	29,4	3,6	3,432				
		Male	133	28,1	3,6					
<b>Total Points</b>		Female	344	136,2	16,2	3,912				
		Male	133	129,4	18,6					
Dedication to the Teaching Profession	F1: Professional commitment	Female	344	35,1	5,5	3,436	475		0,001	
		Male	133	33,1	6,7					
	F2: Dedication to students	Female	344	16,9	2,5	1,803				
		Male	133	16,4	2,8					
	F3: Dedicated work	Female	344	35,5	3,9	3,657				
		Male	133	33,9	5,1					
	<b>Total Points</b>		Female	344	87,5	9,6				3,818
			Male	133	83,4	12,7				
<b>Attitude Towards the Teaching Profession</b>		Female	344	53,1	5,4	4,852		0,000		
		Male	133	50,3	6,2					

When Table 4 is examined, the teachers' CTP according to their gender is determined by both the total score ( $t_{(2-475)}=3.912$ ,  $p<0.05$ ) and professional dedication ( $t_{(2-475)}=4.076$ ,  $p<0.05$ ), professional effort ( $t_{(2-475)}=3.745$ ,  $p<0.05$ ) and professional identification ( $t_{(2-475)}=3.432$ ,  $p<0.05$ ) factors differed significantly but were similar in terms of professional value factor. When the averages are examined, it is seen that the differentiation is in favor of female teachers. Accordingly, it can be said that female teachers' levels of CTP compared to male teachers are significantly higher than male teachers in terms of professional dedication, professional identification, and total score, and they are similar in terms of professional value.

When Table 4 is examined, the teachers' CTP according to their gender, both the total score ( $t_{(2-475)}=3.818$ ,  $p<0.05$ ) and the commitment to the profession ( $t_{(2-475)}=3.436$ ,  $p<0.05$ ) and self-sacrificing and self-sacrificing work ( $t_{(2-475)}=3.657$ ,  $p<0.05$ ) factors differ significantly, however, it is different in terms of dedication to students. When the averages are examined, it is seen that the differences are in favor of female teachers. According to this, it can be said that female teachers' level of dedication to the profession is significantly higher than male teachers in terms of commitment to the profession, self-sacrificing work, and total score, compared to male teachers, and similar in terms of devotion to students.

When Table 4 is examined, it is seen that teachers' ATP differ significantly in terms of the total score ( $t_{(2-475)}=4.852$ ,  $p<0.05$ ) according to their gender. When the averages are examined, it is seen that the differentiation is in favor of female teachers. According to this, it can be said that female teachers' ATP are significantly higher than male teachers in terms of total scores compared to male teachers. The findings regarding the level of commitment of teachers to their teaching profession by seniority are summarized in Table 5.



**Table 5:** Teachers' Level of Occupation by Seniority

Factors	Level	N	X	S
F1: Professional dedication	1-5 Years	87	47,1	9,2
	6-10 Years	153	43,5	10,1
	11-15 Years	100	48,0	9,6
	16-20 Years	47	44,4	11,1
	21 Years and above	90	47,0	10,5
F2: Professional effort	1-5 Years	87	47,0	9,2
	6-10 Years	153	43,5	10,1
	11-15 Years	100	48,0	9,6
	16-20 Years	47	44,4	11,1
	21 Years and above	90	47,0	10,5
F3: Professional value	1-5 Years	87	33,2	4,6
	6-10 Years	153	31,2	4,9
	11-15 Years	100	31,9	5,4
	16-20 Years	47	32,6	5,7
	21 Years and above	90	32,2	4,7
F4: Occupational identification	1-5 Years	87	29,3	3,5
	6-10 Years	153	28,5	3,6
	11-15 Years	100	28,9	3,4
	16-20 Years	47	29,0	4,6
	21 Years and above	90	29,6	3,6
CTP	1-5 Years	87	137,4	16,1
<b>Total Score</b>	6-10 Years	153	130,2	16,3
	11-15 Years	100	136,3	17,6
	16-20 Years	47	132,7	20,2
	21 Years and above	90	136,9	16,6

When Table 5 is examined, it is seen that there are differences in the averages in terms of seniority among teachers' levels of commitment to their profession. The results of the analysis of variance to understand whether these differences are significant or not are summarized in Table 6.

**Table 6:** The Difference Between Teachers' Levels of Commitment to Their Professions by Seniority

		Sum of Squares	sd	Average of Squares	F	p	Difference
F1: Professional dedication	Between G.	1668,228	4	417,057	4,148	,003	• Between 6-10 years and 1-5, 11-15 and over 21
	Withing G.	47456,980	472	100,544			
	Total	49125,208	476				
F2: Professional effort	Between G.	111,738	4	27,934	3,208	,013	• Between 1-5 and 6-10 and 16-20 • Between 6-10 years and 21 and over
	Withing G.	1668,228	4	417,057			
	Total	47456,980	472	100,544			
F3: Professional value	Between G.	49125,208	476		2,334	,055	No
	Withing G.	111,738	4	27,934			
	Total	4110,405	472	8,708			
F4: Occupational identification	Between G.	72,087	4	18,022	1,348	,251	No
	Withing G.	6310,911	472	13,371			
	Total	6382,998	476				
CTP Total Score	Between G.	4544,854	4	1136,213	3,933	,004	Between 6-10 years and 1-5, 11-15, over 21
	Withing G.	136357,603	472	288,893			
	Total	140902,457	476				

When Table 6 is examined, it is seen that there is a significant difference between the professional commitment levels of teachers according to their years of seniority ( $f_{(4-472)}=4.148$ ,  $p<0.05$ ). According to the results of the LSD test conducted to determine the source of the difference, it was determined that the differentiation was between teachers with 6-10 years of seniority and teachers with more than 1-5, 11-15, and 21 years of seniority. When the averages in Table 6 are examined, it can be said that the professional dedication levels of teachers with 6-10 years of seniority are significantly lower than other seniority groups.

When Table 6 is examined, it is seen that there is a significant difference between the professional effort of teachers ( $f_{(4-472)}=3.208$ ,  $p<0.05$ ) according to their years of seniority. According to the results of the LSD test conducted to determine the source of the difference, it was determined that the differentiation was between teachers with 1-5 years of seniority, teachers with 6-10 and 16-20 years of seniority, and teachers with 6-10 years of seniority and teachers with more than 21 years of seniority. When the averages are examined in Table 6, it is seen that the professional effort levels of the teachers with 1-5 years of seniority are significantly lower than those of the 6-10 and 16-20 seniority groups and that the professional effort levels of the teachers with 6-10 years of seniority are more than 21 years old. can be said to be significantly lower than

When Table 6 is examined, it is seen that there is a significant difference between the level of commitment of teachers to their profession according to their years of seniority and the total score of CTP ( $f_{(4-472)}=3.933$ ,  $p<0.05$ ). According to the results of the LSD test conducted to determine the source of the difference, it was determined that the differentiation was between teachers with 6-10 years of seniority and teachers with more than 1-5, 11-15, and 21 years of seniority. When the averages in Table 6 are examined, it can be said that the level of commitment to the profession of teachers with 6-10 years of seniority is significantly lower than other seniority groups. The findings regarding the level of commitment of teachers to their teaching profession by seniority are summarized in Table 7.

**Table 7:** Teachers' Level of Dedication to Their Professions by Seniority

Factors	Level	N	X	S
F1: Professional commitment	1-5 Years	87	34,7	5,6
	6-10 Years	153	33,5	5,8
	11-15 Years	100	34,9	6,8
	16-20 Years	47	34,4	6,7
	21 Years and above	90	35,9	4,6
F2: Dedication to students	1-5 Years	87	16,6	2,4
	6-10 Years	153	16,4	2,7
	11-15 Years	100	16,5	2,8
	16-20 Years	47	17,4	2,4
	21 Years and above	90	17,3	2,2
F3: Dedicated work	1-5 Years	87	35,2	3,9
	6-10 Years	153	34,9	4,1
	11-15 Years	100	34,4	5,6
	16-20 Years	47	35,9	4,2
	21 Years and above	90	35,6	3,5
Dedication to the Teaching Profession Total Score	1-5 Years	87	86,4	10,2
	6-10 Years	153	84,8	9,9
	11-15 Years	100	85,8	13,7
	16-20 Years	47	87,7	10,9
	21 Years and above	90	88,8	7,9

When Table 7 is examined, it is seen that there are differences in the averages in terms of seniority among teachers' levels of dedication to their profession. The results of the analysis of variance to understand whether these differences are significant or not are summarized in Table 8.

**Table 8:** The Difference Between Teachers' Levels of Commitment to Their Professions by Seniority

			Sum of Squares	sd	Average of Squares	F	p	Difference
F1: Professional commitment	Between G.		349,744	4	87,436	2,524	,040	Between 6-10 years and over 21
	Withing G.		16351,011	472	34,642			
	Total		16700,755	476				
F2: Dedication to students	Between G.		73,122	4	18,281	2,764	,027	Between 6-10 years and 16-20 years and over 21
	Withing G.		3121,234	472	6,613			
	Total		3194,356	476				
F3: Dedicated work	Between G.		105,908	4	26,477	1,412	,229	No
	Withing G.		8850,206	472	18,750			
	Total		8956,113	476				
Dedication to the Teaching Profession Score	Between G.		1004,023	4	251,006	2,196	,068	No
	Withing G.		53939,100	472	114,278			
	Total		54943,124	476				

When Table 8 is examined, it is seen that there is a significant difference between the professional commitment levels of teachers according to their years of seniority ( $f_{(4-472)}=2.524$ ,  $p<0.05$ ). According to the results of the LSD test conducted to determine the source of the difference, it was determined that the differentiation was between teachers with 6-10 years of seniority and teachers with more than 21 years of seniority. When the averages in Table 8 are examined, it can be said that the professional commitment levels of teachers with a seniority of 6-10 years are significantly lower than those of teachers with a seniority of more than 21 years.

When Table 8 is examined, it is seen that there is a significant difference between the levels of teachers' dedication to their profession according to their seniority years ( $f_{(4-472)}=2.764$ ,  $p<0.05$ ). According to the results of the LSD test conducted to determine the source of the difference, it was determined that the differentiation was between teachers with 6-10 years of seniority and teachers with 16-21 and more than 21 years of seniority. When the averages in Table 8 are examined, it can be said that the professional dedication levels of teachers with 6-10 years of seniority are significantly lower than those with 16-21 and more than 21 years of seniority. The findings regarding teachers' attitudes towards the teaching profession by seniority are summarized in Table 9.

**Table 9:** Teachers' Attitudes Towards Their Professions by Seniority

Factors	Level	N	X	S
Attitude Towards the Teaching Profession	1-5 Years	87	52,9	6,3
	6-10 Years	153	51,5	6,0
	11-15 Years	100	52,7	5,3
	16-20 Years	47	52,8	6,0
	21 Years and above	90	52,7	5,1

When Table 9 is examined, it is seen that there are differences in the averages in terms of

seniority among the attitudes of teachers towards their profession. The results of the analysis of variance to understand whether these differences are significant or not are summarized in Table 10.

**Table 10:** The Difference Between Teachers' Levels of Attitudes towards their Professions by Seniority

		Sum of Squares	sd	Average of Squares	F	p	Difference
Attitude	Between Groups	157,688	4	39,422	1,175	,321	-
	In-group	15833,436	472	33,545			
	Total	15991,124	476				

When Table 10 is examined, it is observed that there is no significant difference between the attitudes of teachers towards their profession according to their years of seniority ( $f_{(4-472)}=1.175, p>0.05$ ). Accordingly, it can be said that teachers' attitudes towards the teaching profession are similar according to their years of seniority. The findings regarding the teachers' level of dedication to their profession and their commitment to their teaching profession and their attitudes towards their teaching profession are summarized in Table 11.

**Table 11:** The Relationship Between Teachers' Levels of Commitment and Commitment to Their Professions and Their Attitudes Towards Their Professions

		F1: Prof. comm.	F2: Dedication to students	F3: Dedicated work	Dedication to the Teaching Profession Total Score	Attitude
<b>F1: Professional dedication</b>	r	,818(**)	,356(**)	,337(**)	,673(**)	,624(**)
	p	,000	,000	,000	,000	,000
	N	477	477	477	477	477
<b>F2: Professional effort</b>	r	,605(**)	,254(**)	,397(**)	,555(**)	,587(**)
	p	,000	,000	,000	,000	,000
	N	477	477	477	477	477
<b>F3: Professional value</b>	r	,388(**)	,555(**)	,425(**)	,519(**)	,511(**)
	p	,000	,000	,000	,000	,000
	N	477	477	477	477	477
<b>F4: Occupational identification</b>	r	,392(**)	,444(**)	,595(**)	,563(**)	,595(**)
	p	,000	,000	,000	,000	,000
	N	477	477	477	477	477
<b>CTP Total Score</b>	r	,785(**)	,511(**)	,519(**)	,765(**)	,746(**)
	p	,000	,000	,000	,000	,000
	N	477	477	477	477	477

According to Table 11, when the correlation coefficients between teachers' levels of dedication and commitment to their profession and their ATP are examined,  $r = .818$  ( $p < 0.01$ ) between professional dedication and commitment to the profession,  $r = .673$  ( $p < 0.01$ ) between the total score of dedication to the teaching profession. Between  $< 0.01$ ) and attitude,  $r = .624$  ( $p < 0.01$ ), linear positive and high, between dedication to students  $r = .356$  ( $p < 0.01$ ) and self-sacrificing  $r = .337$  (It was determined that there was a linear positive and low-level significant relationship at the level of  $p < 0.01$ ).  $r = .605$  ( $p < 0.01$ ) between professional effort and commitment to the profession,  $r = .519$  ( $p < 0.01$ ) between the total score of dedication to the teaching profession, and  $r = .587$  ( $p < 0.01$ ) between attitude It was determined that there was a linear positive and moderate correlation between dedication to students,  $r = .254$  ( $p < 0.01$ ), and

$r = .397$  ( $p < 0.01$ ) between self-sacrificing work, linearly positive and at a low level. Between professional value and commitment to the profession,  $r = .388$  ( $p < 0.01$ ), linear positive and low level, between the total score of dedication to the teaching profession  $r = .519$  ( $p < 0.01$ ), between attitude  $r = .511$  It was determined that there was a linear positive and moderately significant correlation between  $p < 0.01$ ), dedication to students,  $r = .555$  ( $p < 0.01$ ), and  $r = .425$  ( $p < 0.01$ ) between self-sacrificing work.

$r = .392$  ( $p < 0.01$ ) between professional identification and commitment to the profession,  $r = .563$  ( $p < 0.01$ ) between total score of dedication to the teaching profession,  $r = .595$  ( $p < 0.01$ ) between attitude, It was determined that there was a linear positive and moderately significant relationship between devotion to students at the level of  $r = .444$  ( $p < 0.01$ ) and between self-sacrificing work at the level of  $r = .595$  ( $p < 0.01$ ).  $r = .785$  ( $p < 0.01$ ) between the total score of CTP and commitment to the profession,  $r = .765$  ( $p < 0.01$ ) between the total score of commitment to the teaching profession,  $r = .746$  ( $p < 0.01$ ) between the attitude ( $p < 0.01$ ) level, there is a linear positive and moderately significant correlation between dedication to students,  $r = .511$  ( $p < 0.01$ ) and self-sacrificing work at  $r = .519$  ( $p < 0.01$ ) level. detected. The findings regarding the prediction of teachers' level of dedication and commitment to their profession and their attitudes towards the teaching profession are summarized in Table 12.

**Table 12:** Predicting Attitudes Towards Their Professions by Teachers' Levels of Commitment and Engagement to Their Professions

Variable	B	SE <sub>B</sub>	$\beta$	$\beta^2$	t	P
Still	15,750	1,466	-	-	10,745	,000
Commitment to the Teaching Profession	,190	,016	,564	0,318	12,201	,000
Dedication to the Teaching Profession	,128	,025	,238	0,056	5,139	,000

R=0,762, R<sup>2</sup>=0,580  
 F(2, 474)= 327,585, p=0,000  
 Y=15,750+0,190 Commitment + 0,128 Devotion

When the results of the regression analysis are examined in Table 12, it is seen that the levels of CTP and the Variable of CTP together explain 58% of the variance in the scores of the ATP ( $F_{(2, 474)}=327,585$ ,  $p < 0.05$ ). It is seen that the  $F=327.585$  value calculated for the significance of the regression model and its  $p=0.000$  significance level are the same as the F value for the significance of the model in the ANCOVA application, and the variance explained by the regression model is equal to the variance explained by the ANCONA model. Accordingly, it can be said that the levels of CTP and the scores of Dedications to the Teaching Profession, which are included in the analysis as independent (predictive) variables, are important predictors of the attitude scores, in other words, they are effective on their attitudes towards the teaching profession. The findings regarding the prediction of teachers' level of dedication to their profession and their attitudes towards their teaching profession and their commitment to their teaching profession are summarized in Table 13.

**Table 13:** Predicting Professional Commitment Levels by Teachers' Levels of Commitment and Attitudes to Their Professions

Variable	B	SE <sub>B</sub>	β	β <sup>2</sup>	t	P
Still	1,852	4,203	-	-	,441	,660
Dedication to the Teaching Profession	,772	,056	,482	0,232	13,881	,000
Attitude towards the Teaching Profession	1,257	,103	,424	0,058	12,201	,000

R=0,828, R<sup>2</sup>=0,685  
 F(2, 474)= 515,197, p=0,000  
 Y=1,852+0,772 Devotion +1,257 Attitude

When the results of the regression analysis are examined in Table 13, it is seen that the variables of Commitment to Teaching Profession and attitude together explain 68% of the variance in the scores of CTP ( $F_{(2, 474)}=515,197, p<0.05$ ). It is seen that the  $F=515,197$  value calculated for the significance of the regression model and its  $p=0.000$  significance level are the same as the  $F$  value for the significance of the model in the ANCOVA application, and the variance explained by the regression model is equal to the variance explained by the ANCONA model. Accordingly, it can be said that the scores of Dedication to the Teaching Profession and attitude scores included as independent (predictive) variables in the analysis are important predictors of the levels of Commitment to the Teaching Profession, in other words, they are effective on the levels of Commitment to the Teaching Profession. The findings regarding the prediction of teachers' level of commitment to their profession and their attitudes towards their teaching profession and their commitment to their teaching profession are summarized in Table 14.

**Table 14:** Prediction of Professional Commitment Levels by Teachers' Levels of Commitment and Attitudes to Their Professions

Variable	B	SE <sub>B</sub>	β	β <sup>2</sup>	t	P
Still	14,501	2,852	-	-	5,085	,000
Attitude towards the Teaching Profession	,412	,080	,222	0,049	5,139	,000
Commitment to the Teaching Profession	,375	,027	,600	0,360	13,881	,000

R=0,780, R<sup>2</sup>=0,608  
 F(2, 474)= 367,302, p=0,000  
 Y=14,501+0412 Attitude +0,375 Commitment

When the results of the regression analysis are examined in Table 14, it is seen that the variables of Commitment to Teaching Profession and attitude together explain 61% of the variance in the scores of CTP ( $F_{(2, 474)}=367,302, p<0.05$ ). It is seen that the  $F=367,302$  value calculated for the significance of the regression model and its  $p=0.000$  significance level are the same as the  $F$  value for the significance of the model in the ANCOVA application, and the variance explained by the regression model is equal to the variance explained by the ANCOVA model. Accordingly, it can be said that the scores of CTP and attitude scores included as independent (predictive) variables in the analysis are important predictors of the levels of commitment to the teaching profession, in other words, they are effective on the levels of commitment to the teaching profession. As a result, it can be said that these three variables predict each other at a significant level.



## **Discussion, Conclusions and Recommendations**

According to the results obtained in the study, it was determined that teachers' professional dedication, professional commitment, and teachers' attitudes towards the profession were high. When the relevant literature was reviewed, similar results were obtained regarding devotion (Sivik, 2018; Altunay, 2017; Kozikoğlu, 2016; Altunel, 2015; Ekinci, 2012). In the study conducted by Örer (2020), it was stated that the teachers were committed to their profession during the task process, and they showed self-sacrificing working attitudes during the professional work process. In the study conducted by Delima (2015) they found that teachers' professional commitment levels are high and at the same time, there is a positive relationship between their professional dedication and their professional performance. In the study of Crossman and Harris (2006) it was concluded that the group with high job satisfaction of teachers was in independent and privately managed schools, while teachers working in foundation schools had low job satisfaction. In his study, Michel (2013) determined that teachers who have just started their teaching profession do their job with passion and their professional dedication is quite high. In addition, Doğan (2015) and Afacan (2011) found that teachers' organizational commitment was moderate in their studies, while Arjunan and Balamurugan (2013) found teachers' professional commitment at medium and low levels in their study. Bozdaş (2013) determined the professional dedication of teachers at a low level in his study. As a result of the research, it is detected that the teachers' commitment to their profession is at a high level.

When the relevant literature was reviewed, Ataç (2019) found a high level of teachers' commitment to their profession in his study. In the study conducted by Ünal (2015), it was determined that the professional commitment levels of teachers were above the middle. Similar to these studies, Bogler and Nir's (2014), Sorensen and McKim (2014), Okçu (2011), and Karataş and Güleş (2010) studies determined the level of commitment to be high. It is also possible to come across those who found different results in their studies. Uğraşoğlu and Çağanağa (2017), Karagüzel (2012), Güçlü and Zaman (2011) determined in their study that teachers' organizational commitment levels are moderate. In the study of Yeşilyurt (2015), teachers' commitment to the school was determined as medium level. As a result of the research, it was seen that the professional commitment of the teachers was at a high level.

In the literature on teachers' professional attitudes, Gürler's (2020) study with 422 teachers found that teachers' professional attitude levels were high. In the study conducted by Küçük (2012), it was determined that music teachers had positive attitudes towards their profession. Şenol (2004) obtained positive results by examining teachers' professional attitudes and perceptions about school management in his study. Doğan (2017), Karatekin, Meray, and Keçe (2015) and Dönmez and Uslu (2013) examined the professional attitudes of social studies teachers in their studies and found their level of attitude to be high. Khan, Nadeem and Basu (2013) examined the professional attitudes of secondary school teachers and determined their professional attitudes to be moderate or less positive. At the same time, teachers saw their profession as a stressful profession. As a result of the research, it was seen that the professional attitudes of the teachers, in general, were at a high level.

The level of CTP of female teachers compared to male teachers was found to be significantly higher in terms of professional dedication, professional identification, and total score, and similar in terms of professional value. When the relevant literature was examined, Zedef's (2017) study found that female teachers had higher levels of commitment than male teachers in the sub-dimension of continuance commitment. Uştu (2014) found female teachers' professional commitment to be higher than male teachers. Some studies show that female

teachers have higher professional commitment than male teachers (Jackson, 2004; Koslovsk & Dov, 2001; Mcclurg, 1999; Blau & Lunz, 1998; Fresko, Kfir & Nasser 1997). Çoban and Demirtaş (2011) found that male teachers' professional commitment is higher than female teachers in their study. In the study of Karayazı (2020), the organizational commitment of physical education teachers was found to be significant in favor of male teachers. Dermircan (2019) found that male teachers' professional commitment levels were higher than female teachers. In addition to these studies, some studies did not find a significant difference between male and female professional commitment (Uğraşoğlu & Çağanağa, 2017; Sorensen & McKim, 2014; Goulet & Singh, 2002; Hung & Liu, 1999; Morrow & Wirth 1989). As a result of the research, it was seen that the professional commitment of female teachers compared to male teachers is at a higher level.

Compared to male teachers, female teachers were found to be significantly higher than male teachers in terms of commitment to the profession, self-sacrificing work, and total score, and similar in terms of devotion to students. Looking at the studies in the literature, Yıldırım (2019) and Ekinçi (2012) found that female teachers have higher levels of dedication to the profession than male teachers. In the study conducted by Keskin (2005), it was determined that female teachers' level of dedication to schoolwork was higher than that of male teachers. Doğan (2015) examined the organizational commitment levels of teachers working in private education institutions in his study and found that male teachers had higher levels of commitment than female teachers. In addition to these studies, they could not detect any difference in teachers' commitment levels by gender (Sivik, 2018; Bulut, 2018; Bahadır & Certel, 2016; Altunel, 2015; Arslan & Günay, 2015; Arslanhan, 2014; Babil, 2009; Crossman & Harris, 2006). ). As a result of the research, it was seen that the professional dedication of teachers was at a high level. However, there are also quite a few studies that have determined that teachers' commitment levels do not differ by gender.

It has been found that female teachers' attitudes towards the teaching profession are significantly higher than male teachers in terms of their total score. İpek (2015) found that the professional attitudes of female teachers were higher than male teachers in the study she conducted with teachers working in basic education. Aşkar and Erden (1987) concluded in their study that the professional attitude levels of female teachers are higher than male teachers. Doğan (2017) found that the professional attitudes of teachers did not differ according to gender in the study he conducted with social studies teachers. Contrary to these studies, Eraslan and Çakıcı (2011), Karahan (2005) and Driver (1997) found that male teachers' professional attitude levels are higher than female teachers. Gürler (2020) found in his study that the professional attitude levels of teachers do not differ according to gender. There are also studies that have similar results to Gürler's (2020) result (Sadık & Korkmaz, 2011; Eş, 2010; Korkmaz, 2009; Semerci & Semerci, 2004; Şenol, 2004). This research illustrates that the professional attitudes of the teachers, in general, were at a high level.

According to the seniority of the teachers, professional dedication levels of teachers with 6-10 years of seniority are lower than other seniority groups. The professional effort levels of teachers with 1-5 years of seniority are lower than those of 6-10 and 16-20 seniority groups, and the professional effort levels of teachers with 6-10 years of seniority are lower than those of teachers with more than 21 years of seniority. It was concluded that the level of commitment to the profession of teachers with 6-10 years of seniority is lower than other seniority groups. In his study, Ataç (2019) found that the emotional commitment of teachers with a professional year of 5 years or less is higher than those of teachers with professional seniority of 6-10 years, and the emotional commitment of teachers with a seniority of 21 years

is higher. Çoban and Demirtaş (2011) determined that teachers' organizational commitment is higher than that of teachers with professional seniority of 21 years or more. In his study, Uştu (2014) determined that the emotional commitment of teachers with professional seniority of 21 years and above is higher than other teachers. In addition to these studies, Uğraşoğlu and Çağanağa (2017), Ünal (2015), Kurşunoğlu, Bakay, and Tanrıöğen (2010), Cha (2008), Fresko et al. (1997) did not detect any differentiation in the professional commitment of teachers according to their years of seniority. As a result of the research, it is obvious that the fact that teachers have less seniority, as in this research, reduces professional commitment.

According to the seniority of the teachers, the professional commitment levels of the teachers who have 6-10 years of seniority are lower than the teachers who have more than 21 years of seniority. It has been understood that the professional dedication levels of teachers with 6-10 years of seniority are lower than teachers with 16-21 and more than 21 years of seniority. Kandemir (2019) determined that teachers with 0-5 years of professional seniority have higher professional dedication than other teachers. In his study, Sivik (2018) found that teachers with 11-15 years of organizational commitment and 16 years or more were higher than teachers with 1-5 years and 6-10 years of service. Altunay (2017) saw in his study that his professional dedication increased as seniority increased. Kızıl (2014) The professional dedication levels of teachers with a seniority of 21 years and above were higher than the other teachers. Mathieu and Zajac (1990) found that organizational commitment increases linearly with increasing seniority. Contrary to these studies, some studies have determined that professional dedication does not differ according to seniority (Çoban, 2020; Yıldırım, 2019; Doğan, 2015; Arslan & Günay, 2015; Arslanhan, 2014; Afacan 2011; Babil, 2009; Crossman & Harris, 2006). As a result of the said studies, it appears that the fact that teachers have less seniority, as in this research, reduces professional commitment. Teachers may experience reluctance as a result of fatigue for 6-10 years as a result of the intense work of teachers with the enthusiasm of starting the profession during the 1-5 years of their profession and the school administrations giving more tasks to newly appointed teachers to learn the process.

It is observed that there is no difference between the level of teachers' ATP and their attitudes according to their years of seniority. Accordingly, it has been observed that teachers' attitudes towards the teaching profession are similar according to their years of seniority. Kaya (2020) did not find a significant relationship between the levels of professional attitude and seniority in his study with physics, chemistry, and biology teachers. İpek (2015) stated in his study with teachers working in basic education that teachers' professional attitudes do not differ according to seniority. Akbaş (2008) did not find a significant relationship between teachers' professional attitudes and years of seniority. Contrary to these studies, Dursun (2019) in his study with visual arts teachers determined that teachers who have worked for 11 years or more have higher professional attitudes than teachers who have worked for 1-5 years. Eskici (2013) and Korkmaz (2009) found differences in teachers' attitudes towards the constructivist approach and their attitudes towards the quality of life according to their seniority. Karahan (2005) determined that the professional attitudes of teachers with 16-20 years of seniority are higher than other teachers. The outcome of the research shows that that there is no differentiation between the attitudes of teachers' seniority towards their profession.

There is a linear positive and high-level correlation between professional dedication and commitment to the profession, between total score of dedication to the teaching profession and attitude, and a linear positive and low-level relationship between dedication to students and self-sacrificing work. There is a linear positive and moderate relationship between professional effort and commitment to the profession, between the total score of dedication to

the teaching profession and attitude, and a linear positive and low-level significant relationship between dedication to students and self-sacrificing work. There is a linear positive and low-level relationship between professional value and commitment to the profession, and a linear positive and moderate relationship between total score of dedication to the teaching profession, attitude, devotion to students, and self-sacrificing work. There is a linear positive and moderate relationship between professional identification and commitment to the profession, the total score of dedication to the teaching profession, attitude, dedication to students, and self-sacrificing work. There is a linear positive and moderate relationship between the total score of CTP and commitment to the profession, between the total score of commitment to the teaching profession, between attitudes, in a linear positive direction and at a high level, between dedication to students and self-sacrificing work. Kaplan (2020) examined the relationship between the professional dedication of classroom teachers and commitment to the profession, devotion to students, and self-sacrificing work, and determined a positive relationship between the level of self-sacrificing work as the level of commitment to the profession increased. In the same study, a positive relationship was determined between dedication to the profession and dedication to students.

Celep (1998) found a positive relationship between “teaching work and dedication to the teaching profession” in his study. Yıldırım (2019) found a positive relationship between teachers' professional commitment and positive psychological capital perceptions. Uzunpınar (2019) determined a positive relationship between teachers' organizational commitment and autonomy. According to the correlation analysis between teachers' professional commitment and locus of control in the study conducted by Ataç (2019), no significant relationship was found between the two variables. The research demonstrates that teachers' professional dedication, commitment, and attitudes were positively and significantly related to each other.

The level of CTP and the scores of dedication to the teaching profession are important predictors of attitude scores, in other words, they are effective on their attitudes towards the teaching profession. The scores of dedication and attitude to the teaching profession are important predictors of the level of commitment to the teaching profession, in other words, it is effective on the level of commitment to the teaching profession. It has been ascertained that CTP and attitude scores are important predictors of the level of commitment to the teaching profession, in other words, they are effective on the levels of commitment to the teaching profession. Ermiş (2019) found that teaching self-efficacy beliefs and professional attitudes were predictors of each other in his study with pre-service teachers. Yüksel (2019) stated in his study with classroom teachers that teachers' innovative tendencies and professional attitudes predicted positively and at a low level. Polat (2020) stated in his study that teachers' organizational commitment significantly predicted their participation in decisions. The results of the research were generally seen as predictors of teachers' professional dedication, commitment, and attitudes.

According to the results of the research, the following recommendations can be made:

Since female teachers have higher levels of commitment to their profession, dedication to their profession, and ATP compared to male teachers, practices that will increase the levels of commitment to their profession, dedication to their profession, and ATP can be made for male teachers.

Applications can be made to increase the professional dedication, professional effort, and commitment levels of teachers who have a 6–10-year level, and to increase the professional





effort level of teachers who have a 1-5 year level.

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