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The Relationship Between Teachers' Curriculum Literacy Skills and Their Curriculum Fidelity¹

Öğretmenlerin Program Okuryazarlık Becerileri İle Programa Bağlılıkları Arasındaki İlişki

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Öz	Abstract
<p>Bu araştırma öğretmenlerin öğretim programı okuryazarlığı ile öğretim programına bağlılıkları arasındaki ilişkiyi açıklamaya yöneliktir. İlişkisel tarama modeli kullanılarak yapılan bu çalışmada veri toplama için “program okuryazarlık” ve “programa bağlılık” ölçekleri kullanılmıştır. Örneklemi ise kolay örnekleme yoluyla seçilmiş Türkiye'nin Elâzığ ve Afyonkarahisar il merkezlerinde çeşitli kademelerde görev yapan 712 öğretmen oluşturmaktadır. Araştırmada kadın öğretmenlerin erkek öğretmenlerden daha yüksek program bağlılığına sahip oldukları tespit edilmiştir. Ayrıca program okuryazarlığı ile programa bağlılık arasında istatistiksel olarak anlamlı, pozitif ve orta düzey bir ilişki bulunmuştur. Yapılan regresyon analizi sonuçlarına göre Program okuryazarlık ölçeği, programa bağlılık puanlarına ait varyansın yaklaşık %25,7'sini anlamlı biçimde açıkladığı ($R^2=.257$) görülmüştür. Literatüre göre öğretmenlerin programa bağlılıkları başarı için önemlidir. Araştırma bulgularında anlaşıldığı gibi programa bağlılığı, program okuryazarlığının da önemli derecede etkilediği görülmektedir. Bu nedenle öğretmenlere program okuryazarlığı seminer ve eğitimlerinin verilmesi programa bağlılığı da pozitif yönde etkileyecektir.</p> <p>Anahtar Kelimeler: Program Okuryazarlık, Programa Bağlılık, Öğretmen Yetiştirme</p>	<p>This research aims to explain the relationship between teachers' curriculum literacy and their curriculum fidelity. In this study, which was carried out using the correlational survey model, "curriculum literacy" and " curriculum fidelity" scales were used for data collection. The sample consists of 712 teachers working at various levels in the city centers of Elazığ and Afyonkarahisar in Türkiye, selected through easy sampling. In the study, it has been determined that female teachers have higher curriculum fidelity than male teachers do. In addition, a statistically significant, positive and moderate relationship has been found between curriculum literacy and curriculum fidelity. According to the results of the regression analysis, it has been found out that the program literacy scale explained approximately 25.7% of the variance of the curriculum fidelity scores ($R^2=.257$). According to the literature, teachers' curriculum fidelity is important for success. According to the research findings, it is observable that curriculum literacy has a significant impact on curriculum commitment. is also important and effective. For this reason, providing curriculum literacy seminars and trainings to teachers will also positively affect curriculum fidelity.</p> <p>Keywords: Curriculum Literacy, Curriculum Fidelity, Teacher Training</p>

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Genişletilmiş Özet

Öğretim programı okuryazarlığı; “öğretim programı kavramlarının bilgisine sahip olma, kavramlar arasındaki ilişkileri anlamlandırma, kararlar alabilme, programın yönetme ve uygulamalar yapabilme (sınıfa uygun öğretim yöntemini, zaman, yöntem, materyal ve öğrenme ortamı seçme gibi.) program hakkında eleştirel bakış açısıyla program ve öğeleri(amacı, hedefleri, uygunluğu, hazırlığı, uygulanışı, değerlendirilmesi ve felsefesi) hakkında yorumlamalar ve değerlendirmeler yaparak programı kendine rehber olarak kullanması” şeklinde tanımlanabilmektedir(Nsibandé & Modiba, 2012; Roth, 1992). Programa bağlılık kavramı ise Bümen vd. (2014) tarafından “programların uygulayan paydaşlar tarafından aslına sadık kalınarak uygulanması” olarak

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tanımlanmıştır. Program okuryazarlığı becerisi hazırlanan eğitim programlarının başarısı için tek başına yeterli değildir. Hatta ve hatta programa bağlılık programın başarısı için bir ön koşuldur. Başka bir ifadeyle bir öğretmen program okuryazarı olsa bile programa bağlılık zayıf veya yok ise programın başarısından söz etmek mümkün olmayacaktır. Alanyazında bu iki önemli olgu arasındaki ilişki araştırmaları çok nadir bulunmaktadır. Bu nedenle de bu ikili ilişkinin araştırılması önemli görülmektedir. Bu araştırma öğretmenlerin öğretim programı okuryazarlığı ile öğretim programına bağlılıkları arasındaki ilişkiyi açıklamaya yöneliktir. Araştırma ilişkisel tarama modeline uygun çalışılmıştır. İlişkisel tarama modeli “iki veya daha fazla sayıdaki değişken arasındaki değişimin varlığını ve/veya derecesini belirlemeyi hedefleyen araştırma modeli” olarak tanımlanmıştır (Fraenkel & Wallen, 2009; Karasar, 2009).

Araştırmada veriler Akyıldız Tarafından 2020 yılında geliştirilmiş 4 alt boyuttan oluşan “program okuryazarlık” ve Yaşaroğlu ve Manav tarafından 2015 yılında geliştirilmiş tek boyutlu “programa bağlılık” ölçekleri aracılığıyla toplanmıştır. “program okuryazarlık” ve “programa bağlılık” ölçekleri ile toplanmıştır. Örneklem olarak ise kolay örnekleme yoluyla seçilmiş Türkiye’nin Elâzığ ve Afyonkarahisar il merkezlerinde çeşitli kademelerde (ilkokul, ortaokul ve lise) görev yapan 712 öğretmen oluşturmuştur. Araştırma da normallik testi ve doğrusallık analizi sonucunda verilerin normal ve doğrusal olduğu anlaşıldığından Pearson korelasyon ve regresyon analizi uygulanmıştır. Ayrıca analizi daha iyi betimlemek için aynı verilerle aynı analiz SPSS Amos programı aracılığı ile de yapılmıştır. Araştırma bulgularına göre öğretmenler, program okuryazarlık becerileri ve programa bağlılıkta yüksek düzeyde oldukları algısı içerisindedirler. Program okuryazarlığı konusunda Kana ve arkadaşlarının (2018), öğretmen adayları ile yaptıkları araştırmada yüksek, Erdem & Eğmir, (2018) iyi, Kahramanoğlu, (2019) ise öğretmenlerle yaptığı çalışmada orta düzeyde okuryazarlık düzeylerinde olduklarını belirtmektedir. Sonuç olarak bakıldığında öğretmenlerin programları anlama, tanımlama, uygulama ve değerlendirme yapabilme yeteneklerinin yüksek olduğu algısı içerisinde oldukları görülmektedir. Programa bağlılık açısından bakıldığında ise öğretmenlerin hazırlanan programlara yüksek bir bağlılıkla eğitim verdikleri algısını taşıdıkları görülmektedir. Alanyazında yer alan birçok araştırma bulgumuzu destekler niteliktedir (Boncuk, 2021; Bümen & Yazıcılar, 2020; Burul, 2018; Ö. Can, 2020; Çaydaşı Karadağ, 2019; Kabaş, 2020; Karakuyu & Oğuz, 2021; G. Yılmaz & Kahramanoğlu, 2021). Araştırmada program okuryazarlığı ile programa bağlılık arasında istatistiksel olarak anlamlı, pozitif ve orta düzey bir ilişki bulunmuştur. Güleş, (2022) öğretmenlerle yaptığı araştırmamızla benzer bulgulara erişmiştir. Buna karşın Yılmaz & Kahramanoğlu, (2021) ve Boncuk, (2021) yüksek bir ilişki olduğunu belirlemişlerdir. Yapılan regresyon analizi sonuçlarına göre Program okuryazarlık ölçeği, programa bağlılık puanlarına ait varyansın yaklaşık %25,7’sini anlamlı biçimde açıkladığı ($R^2=,257$) görülmüştür.

Program okuryazarlık ve programa bağlılık arasındaki ilişki daha derinden incelendiğinde program okuryazarlığının programa bağlılığı %25,7 oranında açıklayabildiği görülmüştür. Başka bir ifadeyle program okuryazarlığındaki yapılacak bir birimlik değişim programa bağlılığı da yüzde 25,7 oranında etkileyecektir. Yılmaz ve Kahramanoğlu (2021) programa bağlılık puanlarının %21’inin program okuryazarlık puanları ile açıklandığını belirtmiştir. Boncuk (2021) da yapmış olduğu araştırmada hem program okurluğu hem de yazarlığının programa bağlılığın anlamlı bir yordayıcısı olduğunu belirlemiştir. Genel olarak bakıldığında “öğretmenlerin program okuryazarlık becerilerinin yükselmesi ile doğal bir sonuç olarak programa bağlılık da yükselecektir” sonucu çıkarılabilir.

Alanyazına göre öğretmenlerin programa bağlılıkları öğrenci ve eğitim programının başarısı için önemlidir. Araştırma bulgularından programa bağlılığı etkileyen program okuryazarlığının da önemli ve etkili olduğu görülmektedir. Bu nedenle öğretmenlere program okuryazarlığı seminer ve eğitimlerinin verilmesi programa bağlılığı da pozitif yönde etkileyecektir. Programa bağlılığın yüzde 25’lik kısmını program okuryazarlığı açıklayabilmektedir. Açıklanamayan kısımların hangi olgularla açıklandığı konusunda yeni araştırmalara ihtiyaç vardır.

INTRODUCTION

Demirel, (2009) defines the education program as “the mechanism of learning experiences provided through planned activities at school and out of school”, and the curriculum as “all activities related to the teaching that is planned for an individual at school or out of school”. Varış (1997), on the other hand, defines the curricula as “a program aims at gaining knowledge, attitudes and skills, which generally consists of certain categories of knowledge, in line with the aims of the curriculum”.

The success of the education program depends on the success of the curriculum. The success of the curriculum mostly depends on the fact that the teacher or instructor has the knowledge and skills required by the curriculum (Akyıldız, 2020). Teachers are responsible for ensuring that the programs attract the attention of all students and meet their needs (Stabback, 2016). In other words, teachers are the guarantors of effectiveness and efficiency of the curriculum (Ryu, 2015). Because teachers are the most basic implementers of the curriculum (Erden, 1998). The quality of the teacher progresses is directly related to the quality of education systems all over the world (Ekinci et al., 2014; Seferoğlu, 2004). The more the teacher is

competent, the more permanent learning will occur in the student, and accordingly, the success rate of the program will increase (Karacaoğlu, 2008).

While the programs are prepared in the center, these reasons are taken into consideration, but there may be differences between the planned and the implemented program due to teachers, school facilities and regional reasons (Marsh & Willis, 2007; Munby, 1990). Every teacher reflects what they really understand and know to the classroom; hence, a teacher-specific curriculum emerges (Kahramanoğlu, 2019b). Because no matter how well the central curriculum is prepared, if the teacher does not know what these plans explain and how to implement them in the classroom, the curriculum will not reach its goal and will be wasted (Marsh & Willis, 2007). In other words, for a curriculum to be effective and efficient, educators must be able to interpret the current situation and be aware of the components of the program they apply. The only way to achieve it is that the instructor has curriculum literacy skills and his/her curriculum fidelity (Karagülle et al., 2019).

Curriculum literacy can be defined as “Having knowledge of curriculum concepts, making sense of the relationships between concepts, making decisions, managing the curriculum and making applications (such as choosing the appropriate teaching method, time, method, material and learning environment for the class.), using the program as a guide by making comments and evaluations about its objectives, suitability, preparation, implementation, evaluation and philosophy (Nsibande & Modiba, 2012; Roth C. E., 1992), Considering the elements of a curriculum such as “purpose, application principles, skills and values, learning-teaching process and evaluation, a curriculum literate teacher should be aware of the social, philosophical and psychological foundations on which the curriculum is based, the curriculum elements and the relationship between them, and the structural dimensions of the curriculum (Kahramanoğlu, 2019a). Moreover, the success of the prepared programs depends on the ability of the teacher to implement the program (Ari, 2010).

When the concept of curriculum fidelity is analyzed, it can be seen that there are different definitions in the literature. It has been observed that definitions such as "the degree of implementation of the curriculum to the desired extent" (Biglan & Taylor, 2000; Lipsey, 1999), "Implementation and evaluation of curricula" (Büyükbaş, 1995; Caner & Tertemiz, 2010; Century et al., 2010; Dusenbury et al., 2003; Fullan & Pomfret, 1997; Güneş & Baki, 2011; Keith et al., 2010; O'Donnell, 2008; Yaşar & Sözbilir, 2012) "evaluation of the effectiveness of programs in practice" (Butakin & Özgen, 2007; Cantrell et al., 2013; Carroll et al., 2007; Gerstner & Finney, 2013; Mihalic, 2004; Zengin, 2010) are used. The concept of curriculum fidelity was defined by Bümen et al. (2014), as “the implementation of curriculum by the implementing stakeholders faithfully to the original”. In other words, the level of similarity between the target and the way it is implemented indicates the level of curriculum fidelity (Bay et al., 2017).

It can be assumed that curriculum fidelity and curriculum literacy as concepts and skills that complement each other. We cannot talk about the fidelity of a teacher who does not have curriculum literacy skills to the program. When the literature is examined, some studies on this subject show that teachers do not have program literacy skills and therefore their fidelity is low (Altun & Şahin, 2009; Camuzcu & Duruhan, 2011; Kaymakci, 2015). In addition, there are also studies indicating that teachers' curriculum literacy skills are high (Aslan, 2018; Gülpek, 2020; Kuyubaşoğlu, 2019).

Even if teachers are program literate, their curriculum fidelity is a prerequisite for the program to reach its goals. Curriculum fidelity is indicated by the level of the educator's application of the curriculum as intended by the programmers (Bümen et al., 2014; Pence et al., 2008). Curriculum fidelity is important for the evaluation of the curriculum itself, as well as for the achievement of its goals. If the curriculum fidelity is difficult even if the teacher is willing, it can be concluded that the efficiency of the program in the field is weak and in this case, the program needs to be revised (Dusenbury et al., 2003). It is important to investigate how much the curriculum is internalized by the teachers, so that the effort, time and money spent are not wasted (Dikbayır & Bümen, 2016).

Relationship studies between these two cases are very rare in the literature. Therefore, it is important to investigate the relationship between these two phenomena. For the reasons above, the aim of this study was determined as the relationship between teachers' curriculum literacy and their curriculum fidelity. It is thought that the results of this study, which will be conducted in line with this general purpose, will contribute to the literature.

METHOD

The research was carried out in accordance with the correlational survey model. Correlational survey model is defined as a research model that aims to determine the existence and/or degree of change between two or more variables (Fraenkel & Wallen, 2009; Karasar, 2009).

Population and Sample

The population of the research consists of teachers working in schools affiliated to the Ministry of National Education (MEB) in Türkiye. The sample consists of all teachers working in schools affiliated to

the Ministry of National Education in Elazığ and Afyon. The "easy sampling" method was used in the selection of the study group of the research. Easy sampling is a non-random sampling method in which the sample to be selected from the population is determined through the judgement of the researcher. In easy sampling, data is collected from the population in the easiest, fastest and most economical way. (Malhotra, 2004).

After obtaining permissions from the Ministry of National Education, schools were visited for the research and the research process started after verbal permissions were obtained from school principles. The purpose and scope of the research were explained to the teachers who would participate in the research and were asked whether they would participate voluntarily. Data collection tools were given to those who participated voluntarily, and they were collected one day later. Demographic characteristics of the teachers participating in the research are given in Table 1.

Table 1. Information about the sample

Demographic Features		f	%
City	Elazığ (1)	327	45,9
	Afyonkarahisar (2)	385	54,1
Gender	Male (1)	308	43,3
	Female (2)	404	56,7
Position	School Principle (1)	56	7,9
	Teacher (2)	656	92,1
Institution	Primary School (1)	202	28,4
	Secondary School (2)	173	24,3
	High School (3)	337	47,3
Experience	1-5 Years (1)	65	9,1
	6-10 Years (2)	107	15
	11-16 Years (3)	162	22,8
	17 Years and over (4)	378	53,1
Income	6000-7000 tl (1)	518	72,8
	7001-8000 tl (2)	104	14,6
	8001 tl and over (3)	90	12,6
Total		712	100

When Table 1 is examined, 45.9% (327) of the teachers participating in the research work in Elazığ and 44.1% of them (385) work in Afyonkarahisar city center. Moreover, 43.3% of them (308) are male and 56.7% of them (404) are female. As it can be seen from the table, the rate of those who are in administrative positions is 7.9% (56), while the rate of those who work as teachers is 92.1% (656). Considering the distribution of teachers according to the institutions they work, 28.4% (202) work in primary schools, 24.3% (173) in secondary schools and 47.3% in high schools. The majority of these people, such as 53.1% (378), have experience of 17 years or more. This is followed by people with experience of 11-16 years with 22.8% (162), with experience of 6-10 years with 15% (107) and between 1-5 years with 9.1% (65). It is known that the lowest teacher salary was around 6000 TL at the time of the research. For this reason, groups were formed with the lowest teacher salary and a difference of 1000 TL for each income level. Majority of teachers with 72.8% (518) have an income between 6000-7000 TL. In addition, 14.6% (104) have an income between 7001-8000 TL and 12.6% (90) have an income of 8001 TL or more.

Data Collection Tools

In the research, data were collected through "curriculum literacy" scale [3], which consists of 4 sub-scales developed by Akyıldız in 2020, and one-subscale "curriculum fidelity" scale developed by Yaşaroğlu and Manav in 2015.[53]. The results of Cronbach's Alpha reliability analysis of the scales are given in Table 2.

Table 2. Cronbach's Alpha results

Scales	Sub-scales	Cronbach's Alpha
Curriculum Literacy	Objectives of Curriculum	,853
	Content of Curriculum	,932
	Learning and Teaching Process	,954
	Assessment and Evaluation	,941
	The Whole Scale	,975
Curriculum Fidelity	The Whole Scale	,881

When Table 2 is analyzed, it can be said that the scales used for the research are reliable.

Data Analysis

SPSS 25 package program was used for the analysis of the data. In order to determine the analysis method of the data, firstly, normality test was carried out. In order to determine the normality of the scales, the Kurtosis and Skewness values were checked and the results are given in Table 3.

Table 3. Kurtosis and Skewness Values

Scales	Kurtosis	Skewness
Curriculum Literacy	,297	-,621
Curriculum Fidelity	-,296	-,203

According to Tabachnick and Fidell (2013), it is sufficient for the values to be between +1.5 and -1.5 for the data to meet the normality assumption. It can be understood from the table that the data shows a normal distribution. In addition, QQ plot charts, which is another preliminary assumption, were created in order to perform regression analysis and are given in Figure 1.

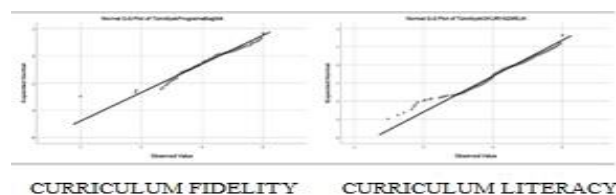


Figure 1. QQ Plot Charts

When Figure 1 is analyzed, it can be seen that the linearity assumption is also met. For these reasons, it was decided to perform a regression analysis in the study.

FINDINGS

When the curriculum literacy levels of the teachers are analyzed, it has been found out that the scale average of 4.31, the average of the scale of curriculum fidelity is 4.28, and the scores obtained from both scales are at a high level. As a result, teachers' curriculum literacy and curriculum fidelity are high.

In the study, it was also tried to test whether there was a differentiation according to demographic characteristics. Therefore, t-test was applied to gender and job variables, one-way analysis of variance (ANOVA) was applied to the variables such as institution, experience and income and the results are given in Table 3.

Table 3. Table of Mean Differences in Opinion

		Gender	Position	Institution	Experince	Income	
Curriculum Literacy	Objectives of Curriculum	(p)	,389	,230	,007*	,109	,028*
		Difference			1-2,1-3		1-2,2-3
	Content of Curriculum	(p)	,497	,395	,001*	,041*	,148
		Difference			1-2,1-3	1-4	
	Learning and Teaching Process	(p)	,896	,568	,000*	,023*	,036*
		Difference			1-2, 1-3	1-4	2-3
	Assesment and Evaluation	(p)	,898	,814	,003*	,672	,016*
		Difference			1-2, 1-3		1-2,2-3
	The Whole Scale	(p)	,719	,502	,000*	,141	,030*
		Difference			1-2,1,3		2-3
Curriculum Fidelity	(p)	,032*	,721	,268	,096	,251	
	Difference	1<2					

When Table 3 is examined, a statistically significant difference was found in favor of women only in the gender variable in the scale of curriculum fidelity. Female teachers' curriculum fidelity is significantly higher. There was no statistically significant difference between the groups in terms of gender and position variables in all scales and sub-scales of curriculum literacy. In addition, a statistically significant difference in all subscales for the institution variable was found between teachers working in primary school (1) and teachers working in secondary and high schools, respectively. In other words, the curriculum literacy levels of teachers working in primary schools are significantly higher than teachers working in secondary and high schools. In the experience variable, a significant difference was found between the newly graduate teachers (1-5 years), the teachers with the highest seniority (17 years and above) in the sub-scales of the curriculum content and learning-teaching process, and in favor of the newly graduates. In other words, the curriculum literacy levels of the new teachers are significantly higher than the teachers with the highest seniority.

Another result that can be drawn from the table is that there is a significant differentiation according to the income status variable. It was observed that there was a significant difference between middle-income teachers, those with the lowest income and those with the highest income. It was found that those with the highest salary had high averages in curriculum literacy, while teachers with the lowest level of income were found to be in the second place.

An answer was tried to find out for the general purpose of the study, "Is there a relationship between teachers' curriculum literacy and their curriculum fidelity?" Therefore, Pearson correlation analysis, regression and AMOS modeling were performed for the relationship between the two scales. The results of the Pearson Correlation Analysis, which is one of the presuppositions of the regression analysis, are given in Table 4.

Table 4. Pearson Product Moment Correlation analysis table

Variable	N	r	p
Curriculum Literacy Curriculum Fidelity	712	,507	,000**

(*=%05, **=%01 significance level)

As seen in Table 4, there is a statistically significant, positive and moderate relationship between curriculum literacy and curriculum fidelity.

Simple linear regression analysis was applied between curriculum literacy and curriculum fidelity to explain the significant relationship found in the correlation analysis better, and the results are given in Table 5.

Table 5. Regression analysis results

Variables	B	S. E.	β	t	p
Fixed	2,008	,148		13,579	,000*
Curriculum Fidelity	,538	,034	,507	15,676	,000*

R= ,507 R²=,257 F=,245,722 p=,000

(Fixed= Curriculum literacy)

As seen in Table 5, the relationship between curriculum literacy and curriculum fidelity was found to be statistically significant. (F=15,676; p<,01). Similarly, as understood from the table, it was found out that the curriculum literacy scale explained approximately 25.7% of the variance of the curriculum fidelity scores (R²=,257). This analysis was tried to be supported by the Amos program and it is given in Figure 2.

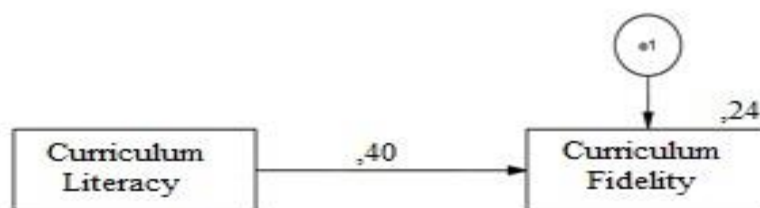


Figure 2. Regression analysis through AMOS

As it can be seen in Figure 2, standardized scores show a significant relationship between curriculum literacy and curriculum fidelity as a result of the analysis by AMOS (p<0,001). As can be understood from the model, the curriculum literacy explains the 23.9 percent (R²=,239) of the variance.

RESULTS AND DISCUSSION

According to our research, both the curriculum literacy abilities and curriculum dedication of instructors are high. Kana et al. (2018) indicated high levels of curriculum literacy among pre-service teachers, Erdem & Emir (2018) reported acceptable levels, while Kahramanolu (2019) reported moderate levels of curriculum literacy among instructors in his research. Consequently, instructors perceive they have a high level of understanding, definition, implementation, and evaluation of curriculum. Regarding devotion to the curriculum, it can be noted that instructors have the opinion that they give instruction with a high level of commitment to the planned programs. Numerous research in the literature confirms our findings (Boncuk, 2021; Bümen & Yazıcılar, 2020; Burul, 2018; O. Can, 2020; Çaydaşı Karadağ, 2019; Kabaş, 2020; Karakuyu & Oğuz, 2021; G. Yılmaz & Kahramanoğlu, 2021). Observing the approaches and tactics utilized in the classes, Dikbayır and Bümen (2016) concluded that low program adherence is attributed to various factors.

There is a statistically significant, positive, and moderate association between curriculum literacy and curriculum commitment, which is the research problem statement. In his investigation with educators, Güleş

(2022) came to similar conclusions as our study. In contrast, Yılmaz & Kahramanolu (2021) and Boncuk (2021) discovered a strong correlation.

When the relation between curriculum literacy and curriculum commitment was investigated further, it was shown that it might account for 25.7% of curriculum commitment. In other words, a one-unit adjustment in curricular literacy will have a 25.7% impact on program engagement. According to Yılmaz and Kahramanolu (2021), program literacy scores explain 21% of program engagement ratings. Both curriculum literacy and curriculum literacy were essential predictors of curricular commitment, according to Boncuk (2021). In summary, it may be inferred that "as a natural consequence of the development in curriculum literacy abilities among instructors, curricular commitment will likewise increase."

Since teachers' curriculum literacy skills influence their commitment to the curriculum, it is thought that offering seminars, in-service training, and workshops on curriculum literacy will significantly contribute to curriculum commitment and, consequently, to the achievement of the curriculum's intended purpose.

According to our research, both the curriculum literacy abilities and curriculum dedication of instructors are high. Kana et al. (2018) indicated high levels of curriculum literacy among pre-service teachers, Erdem & Emir (2018) reported acceptable levels, while Kahramanolu (2019) reported moderate levels of curriculum literacy among instructors in his research. Consequently, instructors perceive they have a high level of understanding, definition, implementation, and evaluation of curriculum. Regarding devotion to the curriculum, it can be noted that instructors have the opinion that they give instruction with a high level of commitment to the planned programs. Numerous research in the literature confirms our findings (Boncuk, 2021; Bümen & Yazıcılar, 2020; Burul, 2018; O. Can, 2020; Çaydaşı Karadağ, 2019; Kabaş, 2020; Karakuyu & Oğuz, 2021; G. Yılmaz & Kahramanoğlu, 2021). Observing the approaches and tactics utilized in the classes, Dikbayır and Bümen (2016) concluded that low program adherence is attributed to various factors.

There is a statistically significant, positive and moderate relationship between curriculum literacy, which is the problem statement of the research, and curriculum fidelity. Güleş (2022) reached similar findings with our research in his research with teachers. On the other hand, Yılmaz & Kahramanoğlu, (2021) and Boncuk, (2021) found a high correlation between them.

When the relationship between curriculum literacy and curriculum fidelity is examined more deeply, it is seen that curriculum literacy can explain the curriculum fidelity by 25.7%. In other words, a one-unit change in curriculum literacy will affect curriculum fidelity by 25.7 percent.

Since teachers' curriculum literacy skills affect their curriculum fidelity, it is thought that giving seminars, in-service training and workshops to teachers on curriculum literacy will contribute significantly to their curriculum fidelity and thus to the achievement of the purpose of the curriculum. In other words, a one-unit adjustment in curricular literacy will have a 25.7% impact on program engagement. According to Yılmaz and Kahramanolu (2021), program literacy scores explain 21% of program engagement ratings. Both curriculum literacy and curriculum literacy were essential predictors of curricular commitment, according to Boncuk (2021). In summary, it may be inferred that "as a natural consequence of the development in curriculum literacy abilities among instructors, curricular commitment will likewise increase."

Curriculum literacy can explain 25 percent of curriculum fidelity. Therefore, there is a need for new research on which phenomena explain the unexplained parts.

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