





Examination of the Prediction Level of Classroom Teachers' Professional Identity Typologies on Their Curriculum Fidelity¹

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Abstract

The current study aimed to determine the extent to which classroom teachers' professional identity typologies predict their curriculum fidelity. A total of 332 classroom teachers participated in the current study, employing the correlational survey model. The data for the study were collected using the "Curriculum Fidelity Scale" developed by Burul (2018) and the "Teachers' Professional Identity Typologies Scale" developed by Atik (2022). The collected data were analyzed using cluster analysis and multiple regression analysis. The study revealed that the teachers had the critical identity the most and the technician identity the least. It was also found that the professional identity typologies of the teachers significantly predicted their curriculum fidelity, explaining 22.6% of the total variance. Accordingly, it was concluded that the intellectual and technician teacher identities positively and significantly predicted curriculum fidelity, while the social and critical teacher identities did not significantly predict curriculum fidelity. The findings obtained in the study show that professional identity typologies significantly affect teachers' curriculum fidelity.

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Introduction

The most crucial factor in the success of the education system is well-trained teachers. Teachers are the most important power that makes a school successful or unsuccessful by enabling students to develop their individual abilities and to grow up with knowledge, skills, and values useful to themselves, the nation, and humanity. The teacher is an important figure who puts the education policy of the state into practice, influences the policies with the outcomes they obtain from the implementation of the education policy, draws on research, and also contributes to this research by engaging in scientific activities (Varış, 1988). Throughout the historical process, the qualifications attributed to teachers by both society and themselves in their respective eras have evolved due to economic, political, and societal reforms, shifting policies, and changing worldviews. While fulfilling their duties and responsibilities, teachers acquire their social identities and simultaneously develop a professional identity as they engage in their profession.

Professional identity is a professional essence rooted in an individual's beliefs, values, characteristics, and experiences (Slay & Smith, 2011). Professional identity is a set of values that encompasses what the job entails, how it is perceived by others, and the reflection of professional roles and values within the individual (Yılmaz, 2011). Individuals belonging to all professional groups have a professional identity within the society they belong to (Özdemir, 2010). Teaching is also a special profession related to education and training, and teachers who do the profession have professional identities. The professional identity of teachers is a dynamic, changing, and developing construct in which teachers define themselves with their professional perceptions of themselves and the perceptions of others (Akkerman & Meijer, 2011; Beauchamp & Thomas, 2009; Beijaard et al., 2004). According to Zembylas (2003) the professional identity of teachers is related to how the teacher communicates with his/her environment and how he/she uses the identity he/she has while designing the teaching environment and teaching in this environment. In the literature, various studies related to the professional identity of teachers have been identified. Soydaş (2020) examined the impact of teachers' perception of professional identity on professional development in his research, and he concluded that the perception of professional identity positively influences professional development. Ömür and Bavlı (2020) found that standardized exams negatively affect the teacher's professional identity and practices. Kavrayıcı (2019) determined a positive relationship between teachers' professional identities and organizational commitment in their study. Hanna et al. (2020) developed different measurement tools to assess teachers' professional identity. In the study conducted by Ó'Gallchóir et al. (2018), it was concluded that teachers' experiences, perceptions of themselves as teachers, and self-awareness regarding themselves are crucial for professional identity development. When these studies are collectively evaluated, it can be asserted that there are several variables influencing the professional identity of teachers.

Professional identity typologies emerged by classifying teachers' professional identities according to certain characteristics. Professional identity typology is an identity classification made on the basis of the similarities of the characteristics professionally possessed by individuals and the differences of these characteristics from the characteristics possessed in other professions (Sachs, 2005). Teachers' different student experiences, beliefs, and personality traits have created different typologies (Karadağ & Dulay, 2017). Professional

identity typologies of teachers are a construct that shows flexibility according to the school environment, regulations, and the political, social, and cultural characteristics of the period (Lasky, 2005). According to Sachs (2005) two types of typologies emerged as technician and activist teacher as a result of the examination of education policies in Australia, England, and New Zealand. Kumaravadivelu (2003) identified three different typologies of teachers by drawing on the literature in the fields of general education and language teaching. In the study by Beijaard et al. (2000), five different teacher identity typologies were identified based on teachers' current perceptions of their professional identity. These are: "teacher as a subject matter expert", "teacher as a pedagogical expert", "teacher as a didactical expert", "teacher who can maintain a balance between expertises" and "teacher who scores high in two areas of expertise". Canrinus et al. (2011) discussed three different typologies as follows: "unsatisfied and demotivated identity profile", "motivated and affectively committed identity profile" and "doubting competence identity profile".

Atik (2022) stated that teachers are divided into four different typologies: technician, social, intellectual, and critical based on the teaching profession typologies in the literature. Technician teacher is an identity typology that is individualistic, competitive, controlling, and regulatory, with an externally defined professional role, guided by standards, and acting in accordance with the requirements of managerial authority. Teachers with a technician teacher identity perform at levels of efficiency and effectiveness, are committed to management, and are compatible with government policies. Technician teachers meticulously implement the approved curriculum, present information as it is, and prepare students for exams, all without deviating from the prescribed curriculum. Teachers with a social teacher identity give importance to issues such as immigration, poverty, and unemployment in lessons by making decisions in accordance with the interests and needs of students. They cooperate with their colleagues to help their students gain universal values such as equality, social justice, and democracy and a more qualified education. In cooperation with parents, they organize educational activities with them. They give importance to the concepts of social justice, equality, and democracy in a democratic society. Teachers with an intellectual identity go beyond the curriculum in order to ensure the multi-dimensional development of students by sharing information that they believe to be useful. They carry out practices they believe to be correct, despite the authorities. They participate in artistic activities such as theatre, museums, exhibitions, and scientific meetings and congresses that will contribute to their professional development. Teachers with a critical identity are inquisitive, act independently of the current situation, and try to develop students' critical thinking skills. Teachers with a critical identity create a suitable environment for students to express their thoughts easily and defend the ideas they believe to be true, despite the authorities (Sachs, 2005).

When the professional identity typologies of teachers are examined, it is seen that there are identity indicators related to curriculum fidelity. Curriculums are created within the framework of specific learning, teaching, and assessment theories. It is expected that the designed curriculum will be implemented by the teacher and other stakeholders by sticking to the original (Bümen et al., 2014). The curriculum covers all the activities to be carried out within a course throughout the year. The difference between the official curriculum and the curriculum in practice should be minimized, and the curriculum should be fully reflected. To do so, teachers should be committed to the curriculum. In this context, curriculum fidelity can be defined as the implementation of the curriculum by teachers exactly as planned by the curriculum

development experts (Pence et al., 2008). Examination of the relationship between the objectives of the curriculum created with the contribution of curriculum development experts and the curriculum implemented by the teacher in the classroom is an important field of study. It is seen that the main elements, such as teachers' understanding of the curriculum, knowledge, skills, and attitudes on this subject, are effective in the successful and effective implementation of the curriculum (Kabaoğlu, 2015; Mutluer, 2013; Serin, 2014). It is important to adhere to the prepared curriculum, as developed by curriculum development experts, in order to identify errors, deficiencies, and reasons for student failures that may arise during the implementation of the curriculum and to determine the causes of these issues (Bümen et al., 2014). If the curriculum is not adhered to, it is not possible to make a judgment about the curriculum (Hill et al., 2015). Research on fidelity to the curriculum has been identified in the literature. In a study, Zöğ (2022), a relationship was found between fidelity to the curriculum and educational philosophies indicating a predictive quality of educational philosophies for curriculum fidelity. Çavuşoğlu (2022) also identified a relationship between educational philosophies and curriculum in their research. Some studies have determined high levels of fidelity to the curriculum among classroom teachers (Güleş, 2022; Polat, 2021). Arslan Çelik (2020) concluded in their research that factors such as school resources, class size, grade level, and teacher characteristics affect the level of fidelity to the curriculum. In a study by Palestina et al. (2020), variables influencing fidelity to the curriculum were identified. Allo (2020) found that teachers did not follow the curriculum due to a lack of information provided about the program. Nevenglosky (2018) identified challenges encountered by teachers in the process of fidelity to the curriculum in their research. Generally, existing literature tends to focus on factors hindering fidelity to the curriculum, emphasizing the need to eliminate these barriers for successful curriculum implementation.

Although teachers are given a single curriculum to ensure curriculum fidelity, variations are observed in its implementation (Songer & Gotwals, 2005). These differences in practice are caused by teacher characteristics, curriculum characteristics, teacher training, and institutional characteristics. It has been shown that self-confidence and enthusiasm for teaching, which are among the characteristics of teachers, decrease curriculum fidelity, while the authoritarian personality structure increases curriculum fidelity (Sobol et al., 1989). Different teacher characteristics are the determining factor in whether the curriculum will be adopted or not (Bümen et al., 2014). In addition, teaching professional identity typologies can also affect curriculum fidelity. For instance, technician teachers are those who implement the curriculum as it is, whereas teachers with an intellectual identity are open to innovation and share information believed to be beneficial, even venturing beyond the boundaries of the curriculum (Atik, 2022). Examination of the implementation of the curriculum and the implementation process allow the detection of errors or deficiencies in the curriculum. Without evaluating how successfully the curriculum has been implemented and teachers' curriculum fidelity, it becomes difficult to reach conclusions about the curriculum outcomes (Fullan & Pomfret, 1977). In the current study, the extent to which the professional identity typologies of primary teachers predict their curriculum fidelity was examined. This study is important in terms of determining the professional identity typologies of classroom teachers and revealing the relationship between teacher professional identity typology and curriculum fidelity. As a result of this research, it is revealed that curriculum can be developed by considering teachers' professional identity typologies. This may make it easier to achieve the results expected from curriculum. It

has been observed that there is no study in the literature on the predictive level of classroom teachers' professional identity typologies on their curriculum fidelity, and it is thought that this study will fill the gap in the literature. In this context, this study aimed to determine the degree to which classroom teachers' professional identity typologies predict the curriculum fidelity. In line with this purpose, the sub-objectives of the research are as follows:

1. What is the distribution of the professional identity typologies of the classroom teachers?
2. What is the extent to which the professional identity typologies of the classroom teachers predict their curriculum fidelity?

Method

Research Design

The correlational research model was used in the current study, which aimed to determine the predictive relationships between teachers' professional identity typologies and curriculum fidelity. The relational survey model is "a research model used to determine the existence and/or degree of co-variance between two or more variables" (Fraenkel et al. 2014; Karasar, 2018, p. 114). In this study, a correlational research survey model was employed to determine the relationship between teachers' typologies of professional identity and their curriculum fidelity.

Population and Sample

The population of the study consisted of 2142 classroom teachers working in Muğla, and the sample consisted of 354 classroom teachers selected from this population by using the stratified sampling method according to the service areas of the school they work in. Of the teachers, 171 were selected from the first service area, 22 from the second service area, 93 from the third service area, 47 from the fourth service area, 11 from the fifth service area, and 10 from the sixth service area. In the determination of the sample size, the 'Sample Size Table' created by Cohen et al. (2005) on the basis of the relationship between sampling error and confidence level was used.

Data Collection Instruments

The data for the study were collected with the 'Teachers' Professional Identity Typologies Scale' and 'The Curriculum Fidelity Scale'. The Teachers' Professional Identity Typologies Scale, developed by Atik (2022) consists of four factors and 25 items. There are six items in the social teacher factor, five items in the intellectual teacher factor, seven items in the critical teacher factor, and seven items in the technician teacher factor. As a result of the confirmatory factor analysis of the scale, the goodness-of-fit values were found as CFI .96, GFI .90, TLI .95 and RMSEA .03. The Cronbach's Alpha internal consistency coefficient was calculated to be .74 for the social teacher factor, .79 for the intellectual teacher factor, .82 for the critical teacher factor and .78 for the technician teacher factor. The reliability values of the data obtained within the scope of the research have been recalculated. The Cronbach's Alpha internal consistency coefficient was calculated to be .78 for the social teacher factor, .73 for the intellectual teacher factor, .78 for the critical teacher factor and .76 for the technician teacher factor.

The "Curriculum Fidelity Scale" developed by Burul (2018) consists of seven factors and 42 items. Eight items are in the sub-dimension of compliance, five in the sub-dimension of time, five in the sub-dimension of the quality of the implementation, five in the sub-dimension of the reactions of the participants, five in the sub-dimension of curriculum differences, eight in the sub-dimension of teacher education, and four in the sub-dimension of school climate. As a result of confirmatory factor analysis, the goodness-of-fit values of the scale were found to be RMSEA=.04, SRMR=.05, GFI=.83, CFI=.96, NNFI= .96, NFI=.92. The Cronbach's Alpha internal consistency coefficient was calculated to be .84 for the sub-dimension of compliance, .89 for the sub-dimension of time, .81 for the sub-dimension of the quality of the implementation, .89 for the sub-dimension of the reactions of the participants, .86 for the sub-dimension of curriculum differences, .90 for the sub-dimension of teacher education and .78 for the sub-dimension of school climate. Within the scope of this research, reliability analyzes were re-done with the data obtained from the program fidelity scale. The Cronbach's Alpha internal consistency coefficient was calculated to be .70 for the sub-dimension of compliance, .71 for the sub-dimension of time, .77 for the sub-dimension of the quality of the implementation, .77 for the sub-dimension of the reactions of the participants, .70 for the sub-dimension of curriculum differences, .75 for the sub-dimension of teacher education and .87 for the sub-dimension of school climate. The Cronbach's Alpha reliability coefficient for the entire scale was found to be .85. These results show that the measurement tools are valid and reliable.

Data Analysis

It was determined that there was no missing data in the collected data. The data was examined for univariate and multivariate outliers. Following the identification of univariate outliers using box plots and z-scores, as well as multivariate outliers using Mahalanobis distances ($p < .001$), data of 22 participants were excluded from the analysis. The data collected from the remaining 332 participants was deemed suitable for the analysis. Once the dataset became ready for analysis, descriptive statistics comprising percentages and frequencies were initially calculated. Whether the dataset presented a normal distribution or not was evaluated using the Kolmogorov-Smirnov test by statistically examining the skewness and kurtosis values. It was observed that the skewness coefficients ranged from -0.50 to -0.36 for all the variables, while the kurtosis coefficients ranged from -0.190 to 0.081. As the skewness and kurtosis coefficients fell within the acceptable range of +1 to -1, it was assumed that the distribution was normal (Çokluk et al., 2016). Cluster Analysis was conducted to determine the distribution of teachers' professional identity typologies. In order to determine whether the teachers' professional identity typologies predict their curriculum fidelity, a multiple regression analysis was conducted. In order to achieve correct results, the differences between the observed values and the predicted values in the multiple linear regression analysis should show a normal distribution (Can, 2020). It was determined that the mean of the data obtained from 332 participants is 2.38 with a standard deviation of 0.998 and that the data have a distribution between -3 and +3 (Sönmez & Çakır, 2019). Therefore, it can be said that the assumption of a normal distribution for multiple regression is met. It is possible to assert that the normality assumption of the multiple linear regression analysis is met since the data for the variables are collected at a flat point according to the P-P Plot.

Results

In order to answer the research question "What is the distribution of teachers' professional identity typologies?", the Teachers' Professional Identity Typologies Scale was administered, and the teachers' opinions on the professional identity typologies were categorized using cluster analysis. Classroom teachers who scored high in every sub-dimension possessed the dominant identity defined in this sub-dimension. Through the utilization of K-means clustering analysis, the teachers were divided into four clusters. Table 1 displays the frequencies and percentages for the identified professional identity typologies.

Table 1

Frequencies and Percentages for the Teachers' Professional Identity Typologies

<i>Number of Clusters</i>	<i>Identity Typologies</i>	<i>f</i>	<i>%</i>
1	Critical	111	33.40
2	Intellectual	84	25.30
3	Social	79	23.80
4	Technician	58	17.50
Total		332	100

When Table 1 is examined, it is seen that 33.4% of the classroom teachers are critical, 25.3% are intellectual, 23.8% are social, and 17.5% are technician.

The results of the regression analysis conducted to determine the extent to which the professional identity typologies of the classroom school teachers predict their curriculum fidelity.

Table 2

Results of the Regression Analysis Conducted to Determine the Extent to Which the Teachers' Professional Identity Typologies Predict Their Curriculum Fidelity

<i>Variable</i>	<i>B</i>	<i>β</i>	<i>T</i>	<i>p</i>	<i>Binary</i>	<i>Partial</i>
Constant	2.36		11.60	.00		
Social teacher	.04	.07	1.47	.14	.16	.07
Intellectual teacher	.20	.26	4.51	.00	.36	.22
Critical teacher	.00	.01	.15	.87	.26	.00
Technician teacher	.16	.28	4.83	.00	.36	.23
Gender	-.03	-.04	-.82	.40	.02	-.04
School type	.04	.03	.69	.49	.04	.03
Graduated faculty	-.07	-.05	-1.16	.24	-.03	-.05
Service area	.03	.04	.75	.44	-.01	.03
Professional experience	-.02	.02	-1.17	.24	-.0	-.05
Education level	-.05	.07	-.77	.44	-.07	-.03
R=0,475	R ² =0,226					
F(10,354) = 22,179	p<.05					

According to Table 2, it can be stated that the established regression model is significant ($p=.00$) since the significance level is $p<.05$. According to the results of the regression analysis, in the established multiple linear regression model, it is seen that two of the 10 independent variables contributed significantly to the model, while eight of them did not. Accordingly, intellectual ($\beta= .26$, $t_{(322)} = 4.51$, $p<.05$) and technician teacher identities ($\beta= .28$, $t_{(322)} = 4.83$, $p<.05$) positively and significantly predicted the teachers' curriculum fidelity. On the other hand, social ($\beta= .07$, $t_{(322)} = 1.47$, $p>.05$) and critical teacher identities ($\beta= .01$, $t_{(322)} = .15$, $p>.05$) did not predict curriculum fidelity. Similarly, the gender ($\beta= -.04$, $t_{(322)}= -.40$, $p>.05$) and graduated faculty ($\beta= -.05$, $t_{(322)} = -1.16$, $p>.05$) and professional experience ($\beta= .02$, $t_{(322)} = -1.17$, $p>.05$) did not predict curriculum fidelity. School type ($\beta= .03$, $t_{(322)} = .69$, $p>.05$), professional experience ($\beta= .04$, $t_{(322)} = .75$, $p>.05$) and education level ($\beta= .07$, $t_{(322)} = -.77$, $p>.05$) did not predict curriculum fidelity. Of the total variance in the teachers' curriculum fidelity, 22.6% was explained by the teachers' professional identity typologies and demographic variables ($R^2= 0.226$, $p<.05$). The order of importance of the classroom teachers' professional identity typologies in terms of predicting their curriculum fidelity is as follows, technician, intellectual, social, and critical. In the conducted multiple linear regression analysis, based on the standardized regression coefficients (beta, β) of the independent variables, the order of the relative importance of the independent variables for the predicted variable is as follows; technician identity ($\beta= .28$), intellectual identity ($\beta= .26$), social identity ($\beta= .07$) and critical identity ($\beta= .01$).

Discussion, Conclusion, and Implications

In the current study, the distribution of the classroom teachers' professional identity typologies and the extent to which they predict curriculum fidelity were examined. The distribution of the classroom teachers' identity typologies indicated that the most dominant typology is critical, followed by intellectual, social, and technician. In the literature, in studies on teachers' professional identity typologies, it has been revealed that different identity typologies are dominant. Similarly, in the study conducted by Atik (2022), it was determined that the least dominant identity among the teachers is the technician teacher identity. On the other hand; in many studies in the literature, it has been reported that the technician teacher identity is dominant (Cochran-Smith, 2005; Connell, 2009; Girgin, 2012; Giroux, 2012; Ünal, 2005; Yıldız, et al., 2013). Given that curricula in Turkey are centrally prepared and implemented, it is expected that the teachers participating in the study would predominantly exhibit the technician identity. However, it was found that the teachers self-identified themselves as critical teachers, contrary to this expectation. This situation is also contradictory to the implemented administrative policies. As a result of the neoliberal policies implemented since the 1980s, transformations in the education system have affected teachers, leading to a redefinition of their professional identity. Teachers have been perceived as practitioners who are required to work based on performance evaluation and efficiency according to market criteria, while school principals have been seen as business managers (Şimşek, 2018). In this context, teachers have been expected to conform to the interests of global capital and adopt a passive role by embracing the identity of a technician teacher, complying with the demands of global capital.

The teacher regarded as a technician has been directed more towards doing than thinking. The 'new' teacher, whose experiences in the school are centered around teaching rather than

learning, has been directed towards gaining competences and skills rather than values and ethics. The intent behind all these reforms is to redefine the teacher as a 'technician' rather than an expert who can provide critical judgment and responses (Ünal, 2005). Teachers who adopt the technician identity are perceived as passive implementers (Kumaravadivelu, 2003; Sachs, 2005). Teachers who are passive implementers of the curriculum are like the components of a gear in the production process. These teachers are devoid of critical thinking and use resources according to predetermined objectives (Hodkinson, 2011). They become technicians tasked with implementing the standard curriculum assigned to them. The provided standardized curriculum limits the autonomy of teachers, thereby increasing the control of the administration over teachers (Giroux, 1988). Dewey (1933) stated that teachers, when leaning towards routine actions, distance themselves from critical thinking and comply with tradition and authority. In doing so, they become trapped within habitual, mechanical teaching activities, ultimately losing their professional autonomy and decision-making abilities. Hence, teachers with a technician identity are perceived not as individuals with decision-making authority but as technicians in need of supervision. Therefore, there is no room for teachers to conduct research, utilize their creativity and critical thinking abilities, or practice their profession based on their own experiences (Tezgiden Cakcak, 2016).

Teachers with a critical professional identity question the changes made in the education system under the guise of 'innovation', make efforts to foster critical thinking skills in their students, and avoid displaying authoritarian control in the classroom. They create an environment where students are encouraged to express their dissenting thoughts, enabling them to freely express their emotions and ideas. They can act independently of situations widely accepted by the majority in professional matters, question all sorts of professional authority, and openly express their thoughts in their relationships with their colleagues. Critical teachers, during staff meetings, openly express their beliefs without hesitation by monitoring the implementation of decisions and voicing their opinions if they believe them to be correct. They make efforts to implement practices they are confident about, even in the face of the school administration's opposition (Sachs, 2005). The adoption of student-centered education under the influence of constructivist theory has become a significant turning point in the position of teachers in Turkey. The role of the teacher has transformed from being the main source of knowledge to guiding the student's learning process. The new learning environment, the new learner, and the new understanding of curricula have inevitably led to a series of changes and transformations in the teaching profession. The advancement of technology and the era of digitalization have started to weaken the traditional, instructional and technician roles of teachers. The most crucial expectation from schools is to train responsible citizens who possess democratic, creative, productive, critical, and versatile thinking skills, who can learn to learn, solve problems, respect others, and approach ideas with tolerance (Aybek, 2007). The primary duty of teachers has become to develop the skills that students need. From this point of view, the competence areas of teachers should be separated, and their professional skills should be developed to guide the students' learning beyond the pedagogical demands. Education systems in the 21st century care not only about knowledge but also skills. In this context, skills such as critical thinking, creative thinking, and reflective thinking, which are called basic skills, constitute the most important part of education systems. In the current study, the dominant teacher typology was found to be the critical teacher identity, and this shows that teachers work in compliance with the requirements of the 21st century, such as analyzing the

facts, creating ideas, defending ideas, making comparisons, making inferences, evaluating assumptions, and solving problems. Yıldız (2017) has stated that due to various practices within the education system, the technician teacher typology geared towards exam preparation, which has developed under the influence of neoliberal policies, is no longer sufficient to represent today's teacher typology. Teaching should be seen as a process that requires creative and critical thinking based on the context and conditions present, rather than merely implementing predetermined standards. In the study conducted by Kavrayıcı (2019) that yielded similar findings to the current study, it was indicated that due to rapid and unplanned changes in the education system, inadequate appreciation of teachers, insufficient employment rights, teachers' organizational struggles, and political and ideological influences on the education system, teachers' professional identities have become diversified. Teachers with a critical identity can filter their ideas through a critical thinking process and generate different solutions based on the problem situations they are facing. In addition to their professional knowledge and skills, as the intellectual leaders of society, the teachers are expected to have the power to initiate change and development, to develop themselves as questioning, critical, independent individuals and to train individuals who will form society. Teachers, in this way, take on an active role in shaping the ideal world that education aims to create. While the current administrative policies may imply a shift towards the technician teacher identity among teachers, the teachers participating in the current study mostly identify themselves as critical teachers and do not perceive themselves as technician teachers. The research findings of Day et al. (2006) support the findings of the current study. Teachers expressed their belief that they can change the educational process in the study by Day et al. (2006). Making a difference in education processes can be expected from teachers adopting a critical identity because they question tradition and authority, analyze facts, generate ideas, advocate for ideas, make comparisons and inferences, evaluate arguments, and solve problems.

The current study concluded that the teachers' professional identity typologies predicted their curriculum fidelity. It was found that the technician and intellectual teacher identities significantly predicted curriculum fidelity, while the social and critical identities did not. According to Kumaravadivelu (2003), content knowledge is divided into easily manageable discrete items and presented as packages to passive technician teachers. Teachers are expected to fulfill the role of passive implementers of the content presented to them and transmitters of the information to future generations. Theorists construct knowledge; teachers understand and apply knowledge. Creating new knowledge or theory is not the domain of teachers; their task is to do what is prescribed for them. According to Sach (2005), the primary role of technician teachers is to convey information and cover the curriculum within the specified time. It is considered sufficient for students to accomplish the objectives set in the curriculum. Therefore, teachers teach their lessons without straying from the curriculum during the teaching and learning process. They avoid mentioning social issues in their lessons.

Educators called critical pedagogues such as Henry Giroux, Peter McLaren, and Roger Simon have described transformative intellectual teachers as agents of change. They encourage teacher-student interaction and the production of knowledge and student discussion in the classroom within a specific context. They prioritize helping their students gain multiple perspectives on important issues. Due to the uncertainties that may occur in the classroom, lesson plans and teaching processes can be improvised. According to Sach (2005), teachers with an intellectual identity are those who read in different areas of interest for their intellectual

development and go out of the curriculum for the multi-faceted development of their students. Intellectual teachers share the knowledge that they believe beneficial for their well-rounded development with their students and support their going beyond the curriculum.

It was concluded in the current study that teachers with social and critical identities display a low level of curriculum fidelity. In the study by Atik (2022), teachers with a social identity stated that they don't strictly adhere to the plan, work in a child-centered manner, direct the educational flow according to the child's needs, and train sociable children who play volleyball, soccer, chess, and checkers, as well as those who can play musical instruments. What is normally expected from teachers with a social identity is that they prioritize their students' social development, organize activities like field trips and sports that contribute to their training, emphasize social issues such as migration, poverty, and unemployment, and strive for their students to internalize universal values like equality, social justice, and democracy.

Dusenbury et al. (2003) have argued that the characteristics possessed by teachers are an important factor influencing the curriculum. Among the numerous factors influencing curriculum fidelity, the teacher factor is prioritized (Bümen et al., 2014). Öztürk (2003) emphasizes that teachers' behaviors within the classroom are at the core of the implementation process of a curriculum. As a result, the characteristics possessed by the teacher play a significant role in influencing curriculum fidelity. The success of a curriculum mostly depends on the teachers who are the implementers of that curriculum (Gömleksiz, 2007). Arslan Çelik (2020) examined English teachers' curriculum fidelity and found that their curriculum fidelity is influenced by factors such as the facilities of the school they work in, class size, grade level, and the characteristics of the teacher. Teachers might appear as just one of the factors in the implementation process, yet they hold significant importance and play a more decisive role in the success of any reform compared to other factors (Han, 2013). It was concluded in the current study that professional identity typologies explained 22.6% of the variance in the primary school teachers' curriculum fidelity. Research can be conducted on which other teacher characteristics predict curriculum fidelity. It is thought that taking into account the professional identities of teachers and the factors affecting them in the process of developing undergraduate programs in education faculties where pre-service teachers are trained will be effective in the preparation of teacher training programs. It is believed that emphasizing training in the affective domain in these developed programs will enable pre-service teachers to develop a positive professional identity starting from their pre-service education. In-service training activities aimed at supporting teachers' professional development should consider teachers' professional identity typologies and provide in-service training tailored to different typologies.

Author Contributions

The first author has made substantial contributions to the conceptualization and research design, data collection, or analysis and interpretation of the data. The second author has involved in drafting the manuscript or revising it, critically for a significant intellectual content.

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TÜRKÇE GENİŞ ÖZET

Sınıf Öğretmenlerinin Mesleki Kimlik Tipolojilerinin Öğretim Programlarına Bağlılıklarını Yordama Düzeyinin İncelenmesi

Giriş

Öğretmenlerin mesleki kimlikleri belirli özelliklere göre sınıflandırılarak mesleki kimlik tipolojileri ortaya çıkmıştır. Mesleki kimlik tipolojisi, bireylerin mesleki anlamda sahip oldukları özelliklerin benzerlikleri ve diğerlerinden farklılıklarına dayalı olarak yapılan kimlik sınıflamasıdır (Sachs, 2005). Beijaard vd. (2000) konu uzmanı, pedagojik uzman, didaktik uzman, uzmanlıklar arası denge kurabilen ve iki uzmanlık alanında yüksek puan alanlar olarak beş farklı öğretmen kimlik tipolojisi belirlemiştir. Atik (2022) öğretmenlerin; teknisyen, sosyal, entelektüel ve eleştirel olarak dört farklı tipolojiye ayrıldığını belirtmiştir.

Öğretmenlerin mesleki kimlik tipolojileri incelendiğinde öğretim programına bağlı kalma davranışlarına ilişkin kimlik göstergelerinin bulunduğu görülmektedir. Tasarlanan öğretim programının öğretmen ve diğer paydaşlar tarafından aslına bağlı kalınarak hayata geçirilmesi beklenmektedir (Bümen vd., 2014). Programa bağlılığı sağlamak için öğretmenlere tek bir program verilmesine karşın uygulamada farklılıklar gözlenmektedir (Songer ve Gotwals, 2005). Farklı öğretmen özellikleri, öğretim programlarının benimsenip benimsenmeyeceğinin belirleyici unsurudur (Bümen vd., 2014). Bununla birlikte öğretmenlik mesleki kimlik tipolojileri de programa bağlılığı etkileyebilmektedir. Teknisyen öğretmenler öğretim programlarını uygulayan; entelektüel kimliğe sahip öğretmenler ise yeniliğe açık ve öğretim programlarının dışına çıkarak faydalı olduğuna inanılan bilgileri paylaşanlardır (Atik, 2022). Öğretmenlerin mesleki kimlik tipolojilerinden yola çıkarak teknisyen, sosyal, eleştirel ve entelektüel öğretmen kimliğine sahip öğretmenlerin programa bağlılıklarının ne düzeyde olduğu, mesleki kimlik tipolojisinin farklılaşmasının öğretim programlarına bağlılığa olan etkisinin nasıl olduğu ortaya çıkarılarak alanyazına katkı sağlanacağı düşünülmektedir. Bu amaç kapsamında aşağıda yer alan araştırma sorularına cevap aranmaktadır:

(1) Sınıf öğretmenlerinin mesleki kimlik tipolojileri dağılımı nasıldır?

(2) Sınıf öğretmenlerinin mesleki kimlik tipolojilerinin öğretim programlarına bağlılıklarını yordama düzeyi nedir?

Yöntem

Sınıf öğretmenlerinin mesleki kimlik tipolojileri ile öğretim programlarına bağlılıkları arasındaki yordamsal ilişkinin belirlenmesinin amaçlandığı bu çalışmada ilişki tarama modeli kullanılmıştır. Araştırmaya başlamadan önce Muğla Sıtkı Koçman Üniversitesi Sosyal ve Beşeri

Bilimler Etik Kurulunun 2022-105 sayılı kararı ile etik kurul onayı alınmıştır. Araştırmanın evrenini Muğla ilinde görev yapan 2142 sınıf öğretmeni, örneklemini ise okulların hizmet alanlarına göre tabakalı örnekleme yöntemi ile seçilen 354 sınıf öğretmeni oluşturmuştur. Araştırmanın verileri Öğretmenlerin Mesleki Kimlik Tipolojileri Ölçeği ve Öğretim Programına Bağlılık Ölçeği ile yüz yüze toplanmıştır. Veriler, kümeleme analizi ve çoklu regresyon analizi ile çözümlenmiştir.

Bulgular

Çalışmadan elde edilen bulgulara göre sınıf öğretmenlerinin %33.4'ünün eleştirel, %25.3'ünün entelektüel, %23.8'inin sosyal, %17.5'inin teknisyen kimliğe sahip oldukları belirlenmiştir. Sınıf öğretmenlerin mesleki kimlik tipolojilerinin öğretim programlarına bağlılıklarını yordama düzeyinin incelenmesi amacıyla yapılan regresyon analizi sonuçlarına göre entelektüel ve teknisyen öğretmen kimliği öğretim programına bağlılığı pozitif ve anlamlı olarak yordamaktadır. Buna karşın sosyal ve eleştirel öğretmen kimliği, öğretim programına bağlılığı yordamamaktadır. Sınıf öğretmenlerinin öğretim programlarına bağlılıklarına ilişkin toplam varyansın %22.6'sı öğretmenlerin mesleki kimlik tipolojisi ve demografik değişkenler ile açıklanmaktadır.

Tartışma, Sonuç ve Öneriler

Araştırmada, sınıf öğretmenlerinin mesleki kimlik tipolojilerinin dağılımı ve mesleki kimlik tipolojilerinin öğretim programına bağlılıklarını yordama düzeyi belirlenmiştir. Sınıf öğretmenlerinin en baskın eleştirel daha sonra sırasıyla entelektüel, sosyal ve teknisyen mesleki kimlik tipolojisine sahip oldukları sonucuna ulaşılmıştır. Atik (2022) tarafından yapılan çalışmada, öğretmenlerin en fazla entelektüel, en az teknisyen öğretmen kimliğine sahip olduğu belirlenmiştir. Bu çalışmada öğretmenlerin en az teknisyen öğretmen kimliğine sahip oldukları sonucuna ulaşılmıştır. Türkiye'deki programların merkezi olması nedeniyle tüm okullarda uygulanması gereği göz önünde bulundurulduğunda öğretmenlerin genellikle teknisyen mesleki kimlik tipolojisine sahip olmaları beklenmektedir. 1980'li yıllardan beri uygulanan neoliberal politikaların sonucu olarak eğitim sisteminde yaşanan dönüşümlerden öğretmenler de etkilenmiş ve öğretmenlerin mesleki kimliği yeniden tanımlanmıştır. Öğretmen, performans değerlendirmesi ile piyasa ölçütlerinde verimlilik esasına göre çalışması gereken bir uygulayıcı, okul müdürleri de işletme yöneticisi olarak algılanmıştır. Öğrenme ise en iyi standardize testlerle ölçülen çıktı olarak kabul edilmiştir (Şimşek, 2018). Bu bağlamda öğretmenlerden küresel sermayenin çıkarları doğrultusunda hizmet etmesi istenmiş pasif bir rol üstlenen teknisyen öğretmen kimliğini benimsemeleri beklenmiştir. Teknisyen olarak biçimlendirilen öğretmen, düşünmekten çok yapmaya yönlendirilmiştir.

Ancak araştırmaya katılan öğretmenlerin kendilerini eleştirel öğretmen olarak ifade ettikleri görülmüştür. Türkiye'de yapılandırmacı kuramın etkisiyle öğrenci merkezli eğitimin benimsenmesi, öğretmenin konumu açısından önemli bir dönüm noktası haline gelmiştir. Bilginin ana kaynağı olarak öğretmenin görevi öğrencinin öğrenmesine rehberlik etmek şeklinde dönüşüm sağlamıştır. Yeni öğrenme ortamı, yeni öğrenen, yeni öğretim programı anlayışı öğretmenlik mesleğinde de bir dizi değişim ve dönüşümü kaçınılmaz kılmıştır. Teknolojinin gelişmesi ve dijitalleşme çağı ile öğretmenin geleneksel, öğretici ve teknisyen rolü zayıflamaya başlamıştır. Yıldız (2017), eğitim sisteminde gerçekleştirilen çeşitli uygulamalar nedeniyle neoliberal politikalar etkisinde gelişen sınava hazırlayıcı teknisyen öğretmen

tipolojisinin bugünün öğretmen tipolojisini yansıtmada yeterli olmadığını ifade etmiştir. Öğretmenlik, önceden belirlenen standartların uygulanmasından çok içinde bulunulan ortam ve şartlara göre yaratıcı ve eleştirel düşünmeyi gerektiren bir süreç olarak düşünülmelidir.

Araştırma sonucunda, öğretmenlerin mesleki kimlik tipolojilerinin öğretmenlerin öğretim programına bağlılıklarını yordadığı anlaşılmıştır. Teknisyen ve entelektüel öğretmen kimliğinin öğretim programına bağlılığın anlamlı bir şekilde yordadığı, sosyal ve eleştirel kimliğin anlamlı yordamadığı anlaşılmıştır. Sach'a (2005) göre teknisyen öğretmenlerin öncelikli rolü, bilgi aktarmak ve öğretim programını belirlenen süre içinde tamamlamaktır. Entelektüel kimliğe sahip öğretmenler, entelektüel birikim için öğretim programına bağlı kalmanın yanı sıra farklı etkinliklere yer veren öğretmenlerdir. Sosyal ve eleştirel kimliğe sahip öğretmenlerin ise öğretim programına bağlılıklarının düşük düzeyde olduğu sonucuna ulaşılmıştır. Atik (2022) tarafından yapılan çalışmada, sosyal kimliğe sahip öğretmenler plana çok sadık kalmadıklarını, çocuk merkezli çalıştıklarını, eğitim akışını çocuğa göre yönlendirdiklerini ve voleybol, futbol, satranç, dama oynayan sosyal çocuklar yetiştirdiklerini belirtmişlerdir. Bu durum öğrencilerinin sosyal gelişimlerine önem veren, eğitim-öğretime katkı sağlayacak gezi, spor gibi etkinlikler düzenleyen; eşitlik, demokrasi gibi evrensel değerleri kazanmaları için çabalayan sosyal kimliğe sahip öğretmenler için olağan sonuçtur.

Sınıf öğretmenlerinin öğretim programlarına bağlılıklarının %22.6'lık kısmını mesleki kimlik tipolojilerinin açıkladığı sonucuna ulaşılmıştır. Başka hangi öğretmen özelliklerinin öğretim programına bağlılığı yordadığına ilişkin araştırmalar yapılabilir. Eğitim fakültelerinde, öğretmen adaylarının yetiştirildiği lisans programlarının geliştirilmesi sürecinde öğretmenlerin mesleki kimlikleri ve onu etkileyen etmenlerin dikkate alınmasının, daha etkili öğretmen yetiştirme programlarının hazırlanmasında etkili olacağı düşünülmektedir. Geliştirilen bu programlarda duyuşsal alan eğitime önem verilmesinin, öğretmen adaylarının hizmet öncesinden itibaren olumlu bir mesleki kimlik geliştirmelerini sağlayacağı düşünülmektedir.