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AN INVESTIGATION OF TURKISH FOREIGN LANGUAGE TEACHERS' PERCEPTION OF PROFESSIONAL IDENTITY

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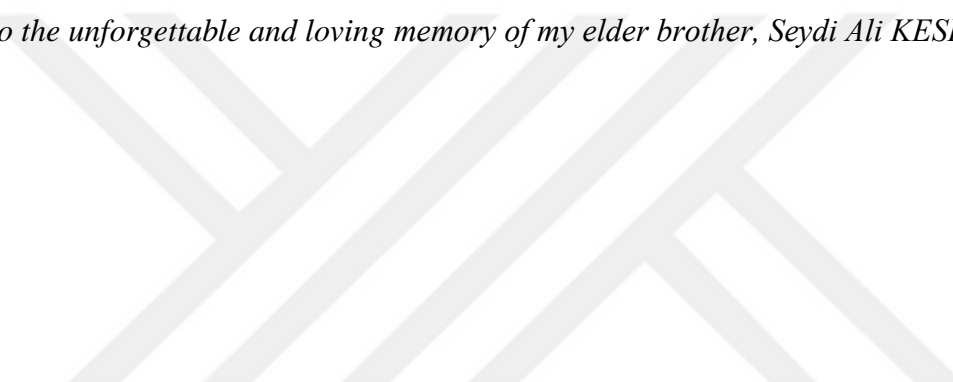(Enstitü Müdürlüğünde Kalan Asıl Sureti İmzalıdır)

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DEDICATION

To all my teachers who inspired me on this long journey called life for all this time.
To the unforgettable and loving memory of my elder brother, Seydi Ali KESKİN.

ETHICS DECLARATION

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Perception of Professional Identity

I hereby declare that;

I prepared this master thesis in accordance with Çağ University Institute of Social Sciences Thesis Writing Directive,

I prepared this thesis within the framework of academic and ethics rules,

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ABSTRACT

AN INVESTIGATION OF TURKISH FOREIGN LANGUAGE TEACHERS' PERCEPTION OF PROFESSIONAL IDENTITY

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This research has been conducted to find out Turkish EFL teachers' perceptions of teacher professional identity (TPI) in relation to their commitment to 'student needs', 'school issues', and 'personal growth and development.' This research also attempts to explore whether there is a significant difference in terms of Turkish EFL teachers' perception of TPI according to gender, age, type of school they work, undergraduate programs, and years of experience. Finally, research aims to find out whether there is a meaningful relationship between teachers' perception of overall TPI and sub-domains of TPI. The data in the research were gathered from 200 Turkish EFL teachers working in primary, secondary, and high school in the city of Adıyaman. In this mixed method research, Teacher Professional Identity Scale and semi-structured interview questions were used to collect data. Descriptive, inferential, and correlational statistics were used to analyze the relevant data. The results of the study have unearthed that Turkish EFL teachers have a very strong professional identity and they are committed to personal growth and development, student needs, and school issues, respectively.

Moreover, it has been found that female teachers have a stronger identity and are more committed. Significant differences have been established that age and years of experience also affect teachers' perception of professional identity and their level of commitment. Finally, the correlational analysis has displayed there is significant and strong positive correlation between teachers' perceptions of overall TPI and sub-domains of TPI (commitment to student needs, schools issues, and personal growth and development).

Key Words: Teacher identity, professional identity, teacher commitment, types of commitment.

ÖZET

TÜRK YABANCI DİL ÖĞRETMENLERİNİN MESLEKİ KİMLİK ALGILARININ ARAŞTIRILMASI

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Bu çalışma, Türk yabancı dil öğretmenlerinin öğretmenlik kimliği algılarını 'öğrenci ihtiyaçlarına bağlılık', 'okul meselelerine bağlılık' ve 'kişisel gelişime bağlılık' açısından incelemek için yürütülmüştür. Bu çalışmada, ayrıca öğretmenlerin mesleki kimlik algılarında cinsiyet, yaş, çalışılan okul türü, mezun olunan lisan programı ve mesleki tecrübe açısından önemli bir farklılık olup olmadığı araştırılmaktadır. Bu çalışma son olarak, öğretmenlerin genel mesleki kimlik algıları ve kimliğin alt kategorilerine yönelik algıları arasında anlamlı bir ilişki olup olmadığı incelenmektedir. Araştırmanın verileri, Adıyaman ilinde yer alan ilkokul, ortaokul ve lise kurumlarında çalışan 200 yabancı dil öğretmeninden toplanmıştır. Karma metoda sahip bu çalışmada, veri toplamak için Mesleki Öğretmen Kimliği Ölçeği ve yarı-yapılandırılmış mülakat soruları kullanılmıştır. İlgili veriyi analiz etmek için betimsel, çıkarsamalı ve korelasyonel istatistikler uygulanmıştır. Çalışmanın sonuçları, Türk yabancı dil öğretmenlerinin çok güçlü bir mesleki kimliğe sahip olduklarını ve sırasıyla en çok kişisel gelişime, öğrenci ihtiyaçlarına ve okul meselelerine bağlı olduklarını ortaya koymuştur.

Ayrıca, kadın öğretmenlerin erkeklere göre daha güçlü bir kimliğe sahip oldukları ve bağlılık düzeylerinin daha yüksek olduğu görülmüştür. Bunun yanı sıra yaş ve mesleki tecrübenin, öğretmenlerin mesleki kimlik algılarını ve bağlılık düzeylerini etkiledikleri konusunda önemli farklılıklar bulunmuştur. Son olarak, korelasyon analizi sonucuna göre, öğretmenlerin genel mesleki kimlik algıları ile kimliğin alt kategorilerine (öğrenci ihtiyaçlarına bağlılık, okul meselelerine bağlılık ve kişisel ve

mesleki gelişime bağlılık) yönelik algıları arasında önemli derecede pozitif yönde güçlü bir ilişki olduğu görülmüştür.

Anahtar Kelimeler: Öğretmen kimliği, mesleki kimlik, öğretmen bağlılığı, bağlılık türleri,

TABLE OF CONTENTS

CHAPTER I

1. INTRODUCTION

CHAPTER II

2. LITERATURE REVIEW

CHAPTER III

3. METHODOLOGY

CHAPTER IV

4. RESULTS

CHAPTER V

5. DISCUSSION AND CONCLUSION

ABBREVIATIONS

EFA **:** Exploratory Factor Analysis

EFL **:** English as a Foreign Language

TEP **:** Teacher Education Program

TPI **:** Teacher Professional Identity

LIST OF TABLES

LIST OF FIGURES

LIST OF APPENDICES

CHAPTER I

1. INTRODUCTION

1.1. Introduction

This chapter is mainly concerned with a general outline of the study to illustrate major points in the study to help readers be familiarized with the topic. Firstly, it presents background to the study and statement of the problem. Then, the purpose of the study and research questions are presented. Next, the significance of the study is given to point out how this study contributes to the existing literature. Finally, limitations of the study followed by assumptions are addressed.

1.2. Background to the Study

There has been a growing body of research on the concept of teacher professional identity (TPI) in educational domains all around the world (Akkerman & Meijer, 2011; Alsup, 2006; Beijaard, Verloop, & Vermunt, 2000, Beijaard, Meijer, & Verloop, 2004; Cheung, 2008; Day, Elliot, & Kington, 2005; Dikilitaş & Yaylı, 2018; MacLure, 1993; Yazan & Peercy, 2016) as is the case with the concept of identity, especially over the last three decades, which has made TPI a hot topic in educational science and language teaching. Despite the increasing interest in teacher identity research, scholars still fall short of conceptualizing both identity and teacher identity and literature still lacks unified definitions of them both. This situation is caused by complexity of identity which is a multidimensional and unstable construct and multiplicity of identity (Akkerman & Meijer, 2011), which suggests that identity incorporates sub-identities. Therefore, scholars mostly use definition of 'identity' when referring to TPI. In general terms, identity can be defined as "who or what someone is, the various meanings someone can attach to oneself or the meanings attributed to oneself by others" (Beijaard, 1995, p. 282) or "being recognized as a certain kind of person in a given context" (Gee, 2000, p. 1).

In addition to difficulty of defining identity, categorization of identity into sub-identities has been a long journey as different scholars has approached identity from various perspectives in a variety of research domains for a long time. As a result of an overview of related theoretical literature, Bukor (2011) reached three sorts of identity

(p. 66): "ego identity", "personal identity", and "social identity" while Block (2009) came up with seven sorts of identity: 'national identity', 'ethic identity', 'racial identity', 'migrant identity', 'gender identity', 'social class identity', and 'language identity'. On the other hand, Gee (2000) suggested four sorts of identity (p.100): 'nature identity', 'institution identity', "discourse identity", and "affinity identity". Moreover, identity was categorized into three sub-domains by Day, Sammons, Stobart, Kington, and Gu (2007): situated, personal and professional identities. Taking all these sub-identities into consideration, it can be claimed that identity is not stable but rather it is multi-faceted and shaped in relation to the different social contexts.

To bring the construction of TPI into the forefront, it can be said that explanation of TPI construction process is another challenging phenomenon. Scholars cannot exactly reach a consensus over what factors affect construction and development of TPI but they agree on that internal and external factors are influential in shaping and forming TPI (Beauchamp & Thomas, 2009; Cheung, 2015). For Beijaard et al. (2000), 'teaching context', 'the biography of teacher', and 'teaching experience' (p.752-754) while Mansaray (2011) claims that 'economic factors', 'social factors', 'psychological factors', and 'organizational/environmental factors' (p. 36). In a similar vein, Zare-ee and Ghasedi (2014) proposes that 'historical factors', 'sociological factors', 'psychological factors', and 'cultural factors' (p. 1993). Considering what scholars found about factors influencing TPI construction, it is apparent that various factors play role in forming TPI and it is required to elaborate on these factors to catch on the essence of TPI.

Last but not least, many scholars tried to explain TPI referring to various concepts like teachers emotions (Kelchtermans, 2005), teacher beliefs (Lasky, 2005), teacher education (Danielewicz, 2001), professional development (Beijaard et al., 2000), and teacher commitment (Day et al., 2005). This wide range of concepts associated with the concept of identity makes it a more complex and abstract construct. In this study, teacher commitment is viewed as the most essential concept related to TPI and therefore, teachers' perceptions of TPI is explored in terms of their commitment. To conclude, it can be proposed that it is impossible for teacher to reflect on their self as teacher as long as they completely make sense of their identities, beliefs, and values (Kumaravadivelu, 2012), which makes exploration of TPI studies more vital.

1.3. Problem Statement

Speaking English is thought to be a prerequisite to be a world citizen in the 21st century as is the case in Turkey. Since Turkey has been more engaged in economic, social, cultural and political affairs with other countries along with advancement of technology, English has become essential in Turkey. In order to keep up with the latest developments and changing needs in English teaching and learning all over the world, National Ministry of Education has adopted a new curriculum in 2005 and made English as Foreign Language (EFL) compulsory in all schools from primary schools to universities. Accordingly, the number of EFL teachers has considerably increased and English language teachers have been assigned various roles as English teaching and learning have come into prominence. Moreover, EFL Teachers are charged with a heavy work load as they are responsible for implementation of teaching approaches, methods, and classroom activities, namely, teachers are playing more active role in realizing desired outcomes of this new curriculum, which makes understanding of EFL teachers' TPI significant. In this respect, it can be asserted that "teachers' perceptions of their own professional identity affect their efficacy and professional development as well as their ability and willingness to cope with educational changes and to implement innovations in their own teaching practice" (Beijaard, Verloop, & Vermunt, 2000, p.750).

In conclusion, it is of great importance to gain a deep insight into identity of EFL teachers and find out who they are and it can be said that the field of teacher identity requires an in-depth research, through which we can obtain useful results for effective teacher training and thorough definition of teacher identity.

1.4. Purpose of the Study

This study is mainly concerned with investigation of Turkish EFL teachers' perceptions of overall TPI. Specifically, this study intends to find out Turkish EFL teachers' perceptions of TPI in relation to their commitment to 'student needs', 'school issues', and 'personal growth and development.' Moreover, the study attempts to explore whether there is a significant difference in Turkish EFL teachers' perceptions of TPI in terms of gender, age, type of school they work, undergraduate programs, and years of experience,. Finally, the study aims to find out whether there is a meaningful relationship between teachers' perceptions of overall TPI and sub-domains of TPI.

1.5. Research Questions

In this study on investigating Turkish EFL teachers' perceptions of professional identity, the following questions are examined:

1. What are Turkish EFL teachers' perceptions of overall teacher professional identity (TPI) in terms of their commitment to:

   a) Student needs?

   b) School issues?

   c) Personal growth and development?

2. Are there significant differences in EFL teachers' perceptions of TPI based upon their demographic characteristics such as gender, age, type of school they work, undergraduate program, and years of experience?

3. Does a statistically meaningful relationship exist between EFL teachers' perceptions of overall TPI and sub-domains of TPI?

1.6. Significance of the Study

Teacher professional identity (TPI) lies at the heart of teaching, which is a very demanding task because it is a key element in ensuring teacher motivation, sustaining the commitment of teachers to their profession, and improving their philosophy of teaching. It also molds teachers' interpretation of their roles, educational reforms, changes in curricula, classroom practices, use of methods and techniques, and their relation to other significants in the educational context and how they handle these. In this respect, investigation of teachers' perceptions of TPI provides significant contributions to the teaching and teacher domain in various ways. Firstly, this study is expected to shed light on how Turkish EFL teachers make sense of their TPI and how committed they are to 'student needs', 'school issues', and 'personal growth and development'. As there is not much research carried out in Turkish context regarding investigation of TPI in relation to teacher commitment, this study would contribute a lot to existing literature. Most of the identity studies conducted in Turkish context are generally confined to EFL instructors at universities and pre-service teachers and development of their TPI. Moreover, it provides all parties in the teaching domain like policymakers, teachers, educational authorities, and principals with how teachers make sense of their TPI. Since teachers play the most important role in implementation and success of curriculum, it's vital to know their professional characteristics. Furthermore,

teachers' knowledge base and teaching skills can be enhanced when they reflect on how they interpret their identities (Pennington & Richards, 2016) because what teachers do is affected by their sense of who they are (Watson, 2006).

1.7. Limitations of the Study

This study is confined to Turkish EFL teachers working in primary, secondary, and high schools in the city of Adıyaman. In this respect, the results revealed in the study cannot be generalized to all EFL teachers working in Turkish context. In order to make generalizations, more studies can be carried out with a wider community of participants from different regions of Turkey. Although mixed method research design is used in the study, the data collected here is mostly obtained through quantitative data collection tool. Only interview is used to collect qualitative data, but other qualitative data collection tools could be used to gather more in-depth data because TPI is unstable, multi-faceted and constructed in relation to social context. Finally, this study mainly tries to reveal Turkish EFL teachers' perceptions of professional identity but what factors shape teachers' perceptions of it can be explored through a case study to gain a better insight into teachers' perceptions of professional identity.

1.8. Assumptions

Assumptions are very essential in that they pave the way for exploration of research problems in a better way (Leedy & Ormrod, 2010). In this study, it is assumed that:

1. Commitment and teacher professional identity (TPI) are interrelated and affect each other.
2. All the participants voluntarily and cooperatively contributed to the study and answered all the questions in truthfully.
3. Gender has effect on teachers' perceptions of TPI.
4. Age has effect on teachers' perceptions of TPI.
5. The type of school EFL teachers work has effect on their perceptions of TPI.
6. Years of experience has effect on teachers' perceptions of TPI.
7. Undergraduate programs has effect on teachers' perceptions of TPI.
8. Sub-domains of TPI correlates with overall TPI Scale.

CHAPTER II

2. LITERATURE REVIEW

2.1. Introduction

This chapter provides an overview of EFL teachers' perception of teacher professional identity (TPI). The review begins with the theoretical background of teachers' perception of professional identity through relevant literature. Then, the definitions of the concept of identity, TPI, and factors influencing construction of TPI are given respectively. Last of all, concepts related to TPI followed by recent studies in the field are presented to give information about the recent developments in the field of TPI.

2.2. Theoretical Framework of the Study

Teacher professional identity (TPI) has been a prominently researched area and become a prime topic in the field of education, especially for the last three decades (Beauchamp & Thomas; 2009; Beijaard, Meijer, & Verloop, 2004; Gee, 2000; Lasky, 2005; MacLure, 1993, Miller, 2009; Varghese, Morgan, Johnston, & Johnson, 2005; Yazan, 2018). Although a great deal of research has been carried out on identity and TPI, defining and theorizing identity still appears to be very challenging phenomenon. As it is highly difficult to construct a fixed theory of identity which is both an obscure concept and is approached from different disciplinary perspectives like sociology, psychology and educational psychology, researchers ground their studies on different identity theories based on their research domain. Among these, Stryler's Identity Theory, Turner and Tajfel' Social Identity Theory, Burke and Stet's Identity Theory, Lave and Wenger' Situated Learning and Communities Theory, Norton's Identity Theory, and Vygotsky's Sociocultural Identity come to the forefront. In this study, taking complexity and multiplicity of it, TPI is approached in relation to Pennington's 'A Frames Model of Teacher Identity', which views TPI from various frames.

A Frames Model (Pennington 2015) consists of two categories: First is a frame model of ELT work, which portrays various facets of ELT work while the latter is a frame model of teacher identity in TESOL which reveals multiple and complex facets of teacher identity. Frames model of ELT work portrays that multiple components play a

role in teaching of English and teaching takes place in various contexts. On the other hand, frames model of teacher identity in Figure 1 illustrates different facets of teacher identity of English language teachers:

Practice-centered frames
Instructional
Disciplinary
Professional
Vocational
Economic

Contextual frames
Global
Local
Sociocultural

Figure 1. Frames of teacher identity in TESOL (p. 19)

Taking its being multiple-faceted and involving a dynamic nature, teacher identity is prone to evolve and affected by practice-centered frames and contextual frames. Therefore, practice-centered frames refer to various orientations to teaching practices and teacher identity. First, instructional identity represents "the teacher's classroom persona and the roles s/he enacts in carrying out acts of teaching, such as facilitator, disciplinarian, or subject- matter expert" (Pennington, 2015, p. 20). It also plays a role in relationship between teachers and students and teachers' adoption of ELT domain related instructional practices, methods, and approaches. Secondly, disciplinary identity builds a bridge between a teacher and "a specific field and its areas of knowledge and research" (Pennington, 2015, p. 20). Moreover, it is associated with teachers' affiliation with a specific academic unit or department (Pennington, 2015). Thirdly, professional identity of teachers incorporates "individual teacher characteristics within the disciplinary knowledge, standards, and practices of the field" (Pennington, 2015, p. 22). Reinterpretation of knowledge base, teaching practices, and common standards obtained during teacher education programs and teaching context molds TPI (Pennington, 2015). Fourthly, vocational identity of teachers involves "strength of commitment and attachment to teaching work and/or to teaching in a specific field or context" (Pennington, 2015, p. 23). Teaching is a demanding and challenging profession and thus

it requires adherence to students and teaching work, which brings commitment to the forefront. Commitment is a highly related concept to TPI as teachers need to sustain their intrinsic motivation to satisfy institutional expectations, student needs and personal goals. Finally, economic identity is significantly related to economic facet of TPI because "whether the work one does is driven by economic necessity or choice, and whether it is felt to be fairly rewarded, are considerations that impact a teacher's level of satisfaction and identification with TESOL work, in both a particular job and in the TESOL field." (Pennington, 2015, p. 24).

On the other hand, when it comes to the contextual frames, it can claimed that teacher identity is greatly affected by the contexts (Akkerman & Meijer, 2011). As shown in Figure 1, TPI has three contextual facets which are global, local and sociocultural frames. First of all, global teacher identity relates to "the extent to which the teacher has an international orientation and experience related to global trends" (Pennington, 2015, p. 25). As English is the world language and teaching English is a global phenomenon, it is required to gain an insight into how English varies all over the world and in what ways English is taught. This facet of identity also urges teachers to keep up with the latest language teaching practices and pedagogical and content knowledge in different countries and make use of them in their classrooms. The second facet of teacher identity is local identity which stands for "the situatedness of practice in departmental, institutional, community, and national contexts, and the teacher's awareness of constraints and consideration of priorities and appropriate actions in each of those contexts" (Pennington, 2015, p. 26). In this respect, it can claimed that the local contexts in which teaching is done significantly shape the ways teaching is done because it is a well-known fact that teaching is mediated by local and national contexts to a great extent. As teachers are mostly enact in and concerned with local context, it has greater influence on teachers' instructional, disciplinary, professional, vocational, and economic identities than other facets of TPI. Final facet of TPI is sociocultural teacher identity which corresponds to "teacher's sociocultural characteristics to those of other people, including students, other teachers, employers, and the wider society and teaching field" (Pennington, 2015, p. 27). It also incorporates "linguistic, ethnic, racial, and gender features of identity which are operative in the teaching context" (Pennington, 2015, p. 27). To sum up, it is not very easy to define TPI based on a single theory as it is complex, multiple, ever-changing, unstable and prone to be affected by different internal and external factors in different circumstances and contexts. For this

reason, a frames model can be considered an effective tool to approach TPI because "different framings of one and the same thing are not necessarily mutually exclusive and, as different perspectives, can be complementary angles of vision or can simply represent different aspects or facets of one thing" (Pennington, 2015, p. 16).

Aforementioned characteristics and complexity of TPI lead up to TPI's being addressed in relation to many concepts by different scholars such as "self/personal identity" (Alsup, 2006; Cardoso, Batista, & Graça, 2014; Mead, 1934; Wenger, 1998); "agency" (Day, Stobart, Sammons, & Kington, 2006; Sfard & Prusak, 2005); "personal history/experience" (Bukor, 2011; Flores & Day, 2006; Sachs, 2005); "emotions" (Day & Leitch, 2001; Hargreaves, 2001; Yazan & Peercy, 2016; Zembylas, 2003); "professional development" (Dikilitaş & Yaylı, 2018; Kwakman, 1999); beliefs (Barcelos, 2015; Beijaard, Verloop, & Vermunt, 2000), and "commitment" (Cheung, 2008; Crosswell, 2006; Day, Elliot, & Kington, 2005; Fairclough, 2003). Among these concepts, commitment is one of the most crucial factors that is influential in teachers work and performance in the workplace. From this point of view, it can be said that as teachers' roles and practices mediated by commitment, therefore; the best way to understand TPI is to scrutinize teacher commitment and how it affects teacher work and practices.

Commitment is defined as "a sense of identification as a teacher" in a study by Nias (1981, p. 182). On the other hand, Buchanan (1974) defines commitment as "a partisan, affective attachment to the goals and values of an organization, to one's role in relation to goals and values, and to the organization for its own sake, apart from its instrumental worth" (p. 533). Taking these definitions into consideration, a psychological attachment to a goal or value and identification of a person with special roles appear to be the most common themes when defining commitment.

According to Crosswell and Elliott (2004) "commitment, as investment of personal resources, has long been associated with the professional characteristics of a teacher." Upon their extensive research in the literature, they classified teacher commitment into 5 domains: (1) Commitment to the school or organization, (2) Commitment to students, (3) Commitment to career continuance, (4) Commitment to professional knowledge base, and (5) Commitment to the teaching profession.

Among the various domains of commitment, 'commitment to the school or organization' is the first domain which encompasses teachers' belief and embracement of the values and goals of the workplace, teachers' endeavor to adopt these values and

goals and finally teacher's eagerness to keep pace with engagement and devotion in the workplace (Mowday, Porter, & Steers, 1979). The more teachers are committed to the school or organization, the more effective and devoted they are to their role and practices, which develops their professional identities.

The second domain of teacher commitment is 'Commitment to students' which advocates that when teachers make every single effort to spice up their classroom with different practices and provide a quality environment for learning, the development and success of their students increase. Firestone and Pennell (1993) emphasizes that achievement of students can decrease if teacher commitment is reduced as they are closely related to each other. In this respect, it can be said that the reason why teachers exist is because of the students, which makes the students key components of education. In order to sustain and enhance student learning, maintaining teacher commitment is a crucial phenomenon.

The third teacher commitment domain is 'Commitment to career continuance' which suggests that teachers' desire to continue their job "when they have a good relationship with pupils and when they function well in the school organization." (Beijaard, 1995, p. 292). Since teaching turns out to be a demanding and challenging profession for teachers in due course, their willingness to remain in their job is vitally important to keep up involvement in teaching.

The fourth teacher commitment domain is 'Commitment to professional knowledge base' which comprises everlasting professional development of teachers and enhancement of subject-matter knowledge and skills needed for a better teaching environment (Day, 2004). Teachers are required to be committed to professional knowledge base in order to keep up with the latest trends in educational field. This type of commitment constitutes a stronger and more well-settled professional identity as teachers with professional knowledge base commitment tend to show more effort to attend different workshops, conferences and other professional development activities related to their field of teaching to improve themselves for becoming a more effective and qualified teacher.

The last domain of teacher commitment is 'Commitment to teaching profession' which refers to teachers' loyalty to profession of teaching (Tyree, 1996). Teachers with this sort of commitment considers teaching more than a job. Despite difficulties and demanding side of teaching, teachers with commitment to teaching profession are eager to be devoted to their profession at any cost.

In this study, Turkish EFL teachers' perceptions of TPI are investigated in association with the concept of commitment based on (1) commitment to school or

organization, (2) commitment to students, and (3) commitment to professional knowledge base.

2.3. The Concept of Identity

Identity, in the simplest terms, can be defined in relation to the questions 'Who am I?', 'What am I?', and 'What do I really desire?' However, it is very difficult to define the concept of identity by a single unified definition as it is a very broad, complex, dynamic, multidimensional, and abstract concept. Beauchamp and Thomas (2009) explains this situation as:

> A major hurdle in gaining an understanding of identity is resolving a definition of it, as a variety of issues surface in any attempt to reach a definition. One must struggle to comprehend the close connection between identity and the self, the role of emotion in shaping identity, the power of stories and discourse in understanding identity, the role of reflection in shaping identity, the link between identity and agency, the contextual factors that promote or hinder the construction of identity, and ultimately the responsibility of teacher education programs to create opportunities for the exploration of new and developing teacher identities (p.176).

From this point of view, it is obvious that there is an interplay of various internal and external factors that should be taken into consideration when defining and understanding the concept of identity. Regarding these factors, many scholars from various disciplines like sociology, philosophy, physiology, linguistics, education, and teacher education have made a great deal of attempts to question and define identity by taking into account these factors (Akkerman & Meyer, 2011; Burke, 2006; Burn & Richards, 2009; Erickson, 1959; Gee, 2000; MacLure, 1993; Mead, 1934; Norton, 1997; Sachs, 2001; Varghese, Morgan, Johnston, & Johnson, 2005; Wenger, 1998).

Sociologist Mead (1934) tries to enlighten the concept of identity as regards 'self' which incorporates the notions of 'I' and 'me'. 'I' is not fixed but genuine and self-generated facet of the self while 'me' is all about the acquired perceptions about 'I' and all manners that 'I' undertakes toward himself/herself, particularly when taking on the others' role. On the other hand, physiologist Erikson (1959) describes 'identity' as the normal way of how others see and interpret us. Table 1 illustrates some other definitions of identity by foremost scholars.

Table 1.

Identity definitions suggested by scholars

Researcher / Author	Definition of Identity
MacLure (1993, p. 311)	'resource that people use to explain, justify and make sense of themselves in relation to others, and to the world at large'
Block (2009, p. 27)	"socially constructed, self- conscious, on-going narratives that individuals perform, interpret and project in dress, bodily movements, actions and language"
Beijaard (1995, p. 282)	"who or what someone is, the various meanings someone can attach to oneself or the meanings attributed to oneself by others"
Gee (2000, p. 1)	"being recognized as a certain kind of person in a given context"
Li (2011, p. 5)	"reflects how individuals see themselves and how they enact their roles within different settings"
Burns & Richards (2009, p. 5)	"reflects how individuals see themselves and how they enact their roles within different things"
Urrieta (2007, p. 107)	"how people come to understand themselves, how they come to 'figure' who they are, through the 'worlds' that they participate in and how they relate to others within and outside of these worlds"
Wenger (1998, p. 215)	"not just an accumulation of skills and information, but a process of becoming - to become a certain person or, conversely, to avoid becoming a certain person"
Norton (2000, p. 5)	"how a person understands his or her relationship to the world, how that relationship is constructed across time and space, and how the person understands possibilities for the future"
Block (2007, p. 27)	"socially constructed, self- conscious, on-going narratives that individuals perform, interpret and project in dress, bodily movements, actions and language"
Jenkins (2014, p. 5)	"knowing who we are and knowing who others are"
Day & Kington (2008, p. 9)	"the way we make sense of ourselves to ourselves and the image of ourselves that we present to others"

Considering definitions provided in Table 1, coming up with a deeper insight into all significant facets of identity and in what ways they are intertwined is very difficult. In addition to the complexity in the definition of the concept of identity, multiplicity of identity paves the way for categorization of identity into different sub-identities and dimensions, which is another important and challenging issue.

Block (2009) proposes seven types of identity: (1) 'national identity' which encompasses all associated with a nation such as mutual history, religion, beliefs, and language; (2) 'ethic identity' stands for everything about a cultural group like mutual history, religion, beliefs, and language; (3) 'racial identity' involves genetic/racial descent; (4) 'migrant identity' is a concept used to describe identity of an individual immigrating from his own country and living in an new country; (5) 'gender identity' is all about being masculine or feminine; (6) 'social class identity' is related to level of income, social status, and level of education one has; and (7) 'language identity' refers to the relation between one's perception of self and various means of communication like a language (Turkish), dialect (Yakut language spoken by Turkic Yakuts in Siberia) or sociodialect (speak of art/cinema). On the other hand, Gee (2000) approaches identity from 4 different aspects (p.100): (1) 'nature identity' is associated with innate traits of a person which are given at birth. It is actually a 'state', one does not attain it as a result of an effort like being born into Turkish family which one does not have control over; (2) 'institution identity' corresponds to 'position' rather than 'state' in which authority or institution gives an individual a position like being a manager or supervisor. This type of identity is not stable natural attribute of a person, instead, it is obtained by putting effort; (3) "discourse identity" is constructed by one's relation with other social being around him like relatives, friends, colleagues or boss. Being very 'understanding' is a personal trait of an individual which is actually an interpretation made about himself by others. While some people can find you understanding, others may think you are very selfish. This interpretation depends according to people around you, namely, discourse, and (4) "affinity identity" refers to initiatives undertaken by an individual to be part of an affinity group like fan clubs of singers or movies. People with this type of identity are attached to every practice of the affinity group.

Based on identity theories in social sciences, Bukor (2011) points out 3 types of identity (p. 66): (1) Erickson's (1959) "ego identity" is generated in a cycle of different life phases like childhood, adolescence and adulthood. In each phase, to be mentally healthy, one must ensure basic trust, autonomous will, and initiative. Evolvement of this

type of identity continues the whole life through social interactions. Ego identity accounts for one's emotional and cognitive behaviors toward himself and others; (2) Hogg, Terry, and White's (1995) "personal identity" is all about the roles taken by an individual in the society, how one views himself when taking up his role, and how one can associate all the senses and requirements of his role with his own identity, and (3) Tajfel's (1978) "social identity" accounts for how a person see himself as a group member when compared to another group's members. People with this type of identity have a very strong sense of belonging a group and view the world form its point of view.

Furthermore, Identity is classified into three categories by Day, Sammons, Stobart, Kington, and Gu (2007): situated, personal and professional identities. (1) 'situated identity' falls into the context of a specific class or school environment and is 'affected by pupils, support and feedback loops from teacher's immediate working context which is connected to long-term identity' (Day et al. 2007, p. 107); (2) 'personal identity' is related to normal life beyond school and accounts for different identities of teachers like being a father, brother or friend; conflict and crisis caused by personal identity is highly like to affect quality of teacher performance, and (3) 'professional identity' relates to a teacher roles, professional development, mutual sharing with colleagues and responsibilities. Day et al. (2007) states that TPI is 'open to the influence of long-term policy and social trends as to what constitutes a good teacher, classroom practitioner etc.' (p. 107).

Considering given types and dimensions of identities, this study is mainly concerned with TPI and how teachers reshape themselves as particular types of professionals in relation to their commitment to student needs, school issues and personal growth and development.

2.4. Teacher Professional Identity

In the literature of educational domain, Teacher Professional Identity (TPI) has attracted a lot of attention because many scholars advocate that teachers' job satisfaction, classroom practices, professional development, commitment to their profession, and overall actions in the organizations/schools are mediated by TPI (Beijaard et al., 2004; Cross, 2006; Day, Elliot, & Kington, 2005; Watson, 2006) or

affected by TPI, which puts the notion of TPI at the top of latest research in the fields of teaching and teacher education. (see Figure 2 by Akkerman & Meijer, 2011, p. 309).
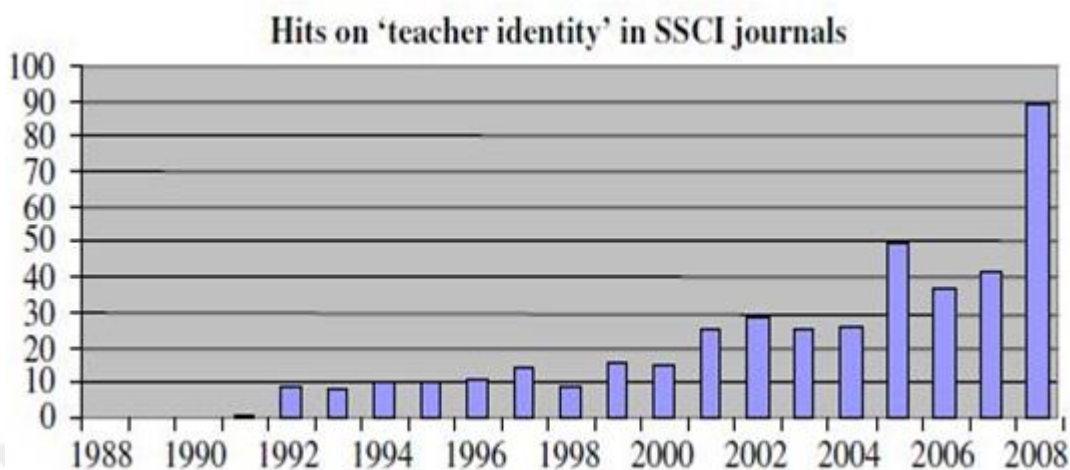
Figure 2. The number of studies carried on 'teacher identity' in social sciences citation index from 1988 to 2008

Considering growing body of research around the world, scholars approach the notion of TPI from with regard to various concepts such as relation between TPI and teacher's self-efficacy, motivation, commitment and job satisfaction (Day et al, 2005; Canrinus, Helms-Lorenza, Beijaard, Buitinka & Hofman, 2011), factors affecting formation of TPI (Gu & Benson, 2015; Beijaard et al., 2000; Schepens, Aelterman, & Vlerick 2009), teachers' perceptions/sense of TPI (Beijaard et al., 1995; Canrinus, 2011; Xiong & Xiong, 2017), complexity of identity construction (Hsieh, 2010; Edwards & Edwards, 2016; Tsui, 2007); role of emotion in identity construction (Yazan & Peercy, 2016; Zembylas, 2003); pre-service teacher candidates' identity formation (Friesen & Besley, 2013; Lerseth, 2013) how professional and personal experiences play a role in formation of TPI (Flores & Day, 2006; Sachs, 2005), and identifying TPI through metaphors (Thomas and Beauchamp, 2011; Yeşilbursa, 2012).

As identity encompasses various concepts, it is required to make sure that what 'identity', 'professional identity' and 'teacher identity' mean (Beijaard et al., 2004) but despite ever-increasing interest in identity studies, it is evident that research domain still lacks a single unified definition of these concepts. Among the scholars TPI, Sachs (2005) asserts that:

Teacher professional identity then stands at the core of the teaching profession. It provides a framework for teachers to construct their own ideas of 'how to be', 'how to act' and 'how to understand' their work and their place in society. Importantly, teacher identity is not something that is fixed nor is it imposed; rather it is negotiated through experience and the sense that is made of that experience. (p. 15)

On the other hand, TPI is described as "teachers' dynamic self-conception and imagination of themselves as teachers, which shifts as they participate in varying communities, interact with other individuals, and position themselves (and are positioned by others) in social contexts" (Yazan, 2018, p. 21) and as a "source that teachers use to explain, justify and make sense of themselves in relation to others, and to the world at large" (MacLure, 1993, p.311).

Furthermore, Lasky (2005) defines TPI as "how teachers define themselves to themselves and to others" and as "a construct of professional self that evolves over career stages and can be shaped by school, reform, and political contexts" (p.901) while Beijaard et al. (2004) suggests that TPI helps us have a better insight into " our understanding and acknowledgment of what it feels like to be a teacher in today's schools, where many things are changing rapidly, and how teachers cope with these changes." (p. 109). In accordance with aforementioned definitions of TPI, its characteristics can be outlined as:

- TPI shifts and evolves constantly and it is never fully complete as its formation is an ongoing process (Akkerman & Meyer, 2011; Beijaard et al. 2004; Huberman, 1993; Olsen, 2008),
- TPI is related to and inseparable from "images or concepts of self" (Knowles, 1992; Nias 1989)
- TPI consists of and is affected by multiple selves (Akkerman & Meyer, 2011; Beijaard et al., 2004)
- TPI is influenced by both external and internal factors (Beauchamp & Thomas, 2009; Cheung, 2015)
- TPI is shaped by involvement in various communities and social contexts (Beijaard et al., 2000; Gee, 2000; Lasky, 2005; Wenger, 1998; Yazan, 2018)
- TPI encompasses various roles (Volkman & Anderson, 1998)

- TPI is affected by how others view us (Clarke, 2008; Danielewicz; 2001; Gee, 2000; MacLure, 1993)
- TPI mediates teachers' professional actions and decisions (Chong, Low, & Goh, 2011; Pennington, 2015; Watson, 2006)
- TPI is not a singular fixed, stable, and proposed entity but multifaceted and dynamic (Beijaard, et al., 2004; Sachs, 2005; Varghese et al., 2005)
- TPI closely relates to teacher commitment (Day et al., 2005; Lerseth, 2013)

As it has been mentioned before, although TPI is approached and defined from different aspects in the related literature, the attempts fall short of providing a unified definition of TPI. In a similar way, English language teacher identity is also a poorly defined concept in the teaching and language teaching domains even though the importance of English teaching and respectively the role of English language teachers are increasing and changing day by day. English teaching is in a shift from traditional instruction to skill-based instruction, which has a profound effect on both responsibilities of teachers and expectations of schools because teachers will be more professional and effective if they are more committed to their profession while schools desire to accommodate qualified and highly professional teachers in their institutions. This situation requires EFL teachers to take on new roles to "shift their identities to survive changes (e.g., in curriculum and pedagogy) arising from the reform" (Cheung; 2015, p.182) while teaching and interacting with colleagues. In this respect, "in order to understand language teaching and learning, we need to understand teachers; and in order to understand teachers, we need to have a clearer sense of who they are." (Varghese et al., 2005, p.22), namely their TPI. Similarly, Nunan (2017) further explains importance of why language teachers' professional identities must be investigated by suggesting that:

> "Language teachers have a unique relationship to their subject because it is both the medium and the content of instruction. Identifying oneself, or being identified by others, as a less than competent user of the language they are teaching can pose professional challenges that are somewhat different from those faced by, say, a teacher of Mathematics, who is teaching the subject in a language other than her first" (p. 165-166).

In this study, English language teachers' professional identity are viewed as a concept involving commitment to "student needs", "school issues", and "personal growth and development" as suggested in Cheung' (2008) study because language teachers' identity is serving as a crucial construct because it functions as a significant factor for making teachers committed to their profession and adhered to professional norms (Hammerness, Darling-hammond, & Bransford, 2005).

2.5. Factors Influencing Construction of Teacher Professional Identity

Along with the lack of an explicit and common definition of teacher professional identity (TPI), there is also an ongoing dispute over factors affecting construction of TPI even though scholars have reached a consensus over that fact that various internal and external factors play a major role in the construction of TPI. These factors lead to a long, ever changing and multifaceted process of TPI construction. In this respect, it is of great importance to go deeper into what constitutes TPI and how TPI is constructed. Many scholars have suggested that construction of TPI is achieved as a result of interplay of great deal of factors based on different perspectives.

Of the pioneer scholars conducting research on TPI, Beijaard et al. (2000), based on their explorative study of TPI, propose that 'teaching context', 'the biography of teacher', and 'teaching experience' are leading factors that contribute to construction of TPI. Firstly, teaching context "consists of the ecology of the classroom and the culture of the school." (p. 752). Since teachers interact with teaching context every day and they are prone to interpret themselves (namely their TPI) regarding this context, where teachers enact their roles and constituents in this environment come to the forefront. From this point of view, it wouldn't be wrong to suggest that "learning to think like a teacher, learning to know like a teacher, learning to feel like a teacher and learning to act like a teacher" (Feiman-Nemser, 2008, p. 698) is mostly shaped in the teaching context. Secondly, teaching experience is crucial in that teachers with experience can easily "motivate students and hold their attention, know how to manage their classroom effectively, and can change course in the middle of a lesson to take advantage of unforeseen opportunities to enhance student learning" (Rodriguez & Mckay, 2010, p. 2). Therefore, it can be said that teacher experience help teachers have high level of self-efficacy and be confident in teaching, which would provide them with well-round and strong professional identity. Thirdly, the biography of teacher, which is comprised

of both teachers' personal and professional life experiences, encompasses "critical incidents, events, and relevant others which are assumed to shape their work." (Beijaard et al., 2000, p. 753-754). Favoring and disfavoring teacher profiles encountered during education years, the way prospective teachers are raised in their family (authoritian or tolerant environment), and being scolded or being cared by teachers in the school can be influential in making sense of what kind of a TPI they want to adopt because prospective teachers' biographies affect teacher beliefs and this plays a significant role in construction of TPI (Beijaard et al., 2004). Similarly, Flores and Day (2009) specified "prior influences (past experiences as pupils)", "initial teacher training and teaching practice", and "the impact of contexts (classroom practice - the effects of school culture and leadership)" as factors influencing construction of TPI (p. 223-228). All in all, it is certain that "the students, content, and methods that one teaches define specific facets of a teacher identity as created in interaction with the teacher's autobiographical identity and specific educational and teaching experiences, including those in teacher education programs" (Pennington, 2015, p. 17).

On the other hand, Mansaray (2011) claiming that identity formation is a complex process and affected by various constituents, conceptualized a framework to illustrate factors affecting formation of TPI in Africa as seen in Figure 3. He asserts that how these factors interact with each other is not investigated and in other countries, other factors may be influential in formation of identity, which urges scholars to make further research.

Figure 3. Factors affecting formation of teacher professional identity (p. 36)

Among the factors influencing construction of TPI, economic factors are closely related to financial situation and salary of teachers and fast payment of it. It can be asserted that "whether the work one does is driven by economic necessity or choice, and whether it is felt to be fairly rewarded" (Pennington, 2015, p. 24) has a profound effect on teachers' commitment and job satisfaction, which contribute to from a strong professional identity (Day et al., 2005). Social factors refer to how other people like parents, pupils, society, and educational authority view and evaluate teachers and how teachers interact with colleagues and other social groups, and finally how they view themselves regarding workplace (Mansaray, 2011), which suggests that there is a close link between social context and identity construction process (Akkerman & Meijer, 2011; Caihong, 2011; MacLure, 1993). Psychological aspect of TPI construction incorporates "teachers' perceptions of themselves; expressions of personal goals, values, attitudes; perceptions of roles and responsibilities; family background; experience, knowledge and skills" (Mansaray, 2011, p.36). Finally comes the organizational/environmental factors which include current educational policies, laws and regulations, structure of organization/school environment, how power is distributed in the school and how it is governed, communal norms, available opportunities, and existing financial situation in the country (Mansaray, 2011).

Finally, in a similar way to Mansaray (2011), Zare-ee and Ghasedi (2014) categorized factors influencing TPI construction under four main domains based on related literature: (1) historical factors stand for "early childhood experiences or early teacher role models" , (2) sociological factors correspond to " what surrounds a prospective teacher, what parents expect of him, or where he stands compared to a native speaker", (3) psychological factors designate the "significance of self-perception in TPI formation", and (4) cultural factors refer to "(student) teachers' perceptions and notions of professional community in their geography, of government policies, of language education policies, and of power and status issues" (p. 1993).

To sum up, different scholars have attempted to explain construction of TPI taking various factors into consideration in accordance with the idea that a wide range of internal and external factors affect TPI construction, which proves that TPI is not a single entity, but rather it is multi-dimensional, ongoing and complex phenomenon. In line with this, Pennington (2015) advocates that:

"Some facets of identity are given at birth, based on genetics, while some develop over time, through learning and interactions with others. Some are attributed or conferred by others, through election or appointment to a position, while some, such as affiliation to various groups, are a matter of choice." (p. 16)

In conclusion, it can be more beneficial to approach TPI from a holistic perspective since TPI is prone to be shaped by personal, social, political, economic, and psychological issues.

2.6. Concepts Related to Teacher Professional Identity

When scholars define the concept of teacher professional identity (TPI), they necessarily shed light on other significant concepts interrelated to TPI such as teacher emotions (Kelchtermans, 2005; MacGregor, 2009; Yazan & Percy, 2016; Zembylas, 2003), teacher beliefs (Bukor, 2013; Kelchtermans, 1993; Lasky, 2005), teachers' professional development (Beijaard et al., 2000; Hammerness, Darling-Hammond, & Bransford, 2005; Wenger, 1998), teacher education (Beauchamp & Thomas, 2009; Beijard et al, 2000; Danielewicz, 2001; Friesen and Besley, 2013; Gu & Benson, 2015; Lerseth, 2013; Pennington & Richards, 2016; Yazan, 2017), and teacher commitment (Beijaard et al, 1995; Cheung, 2008; Cohen, 2010; Darling-Hammond, Chung, & Frelow, 2002; Day et al., 2005) to provide a better and clearer insight into TPI. As a result, a great deal of scholarly accepted body of literature on the role of teacher emotions, teacher beliefs, professional development, teacher education and teacher commitment in the formation of a strong TPI has arisen.

2.6.1. Teacher Emotions

For a teacher to teach effectively, professional knowledge base and other teaching skills are inadequate because teaching is not a mere technical profession; instead, teachers' 'selves' are invested in their teaching profession (Nias, 1996) and a considerable amount of emotional labour is required. Furthermore, Nias (1996) claims that emotions are essential in teaching and she clarifies her claims as follows:

First of all, ''teachers feel—often passionately— about their pupils, about their professional skill, about their colleagues and the structures of schooling, about their dealings with other significant adults such as parents and inspectors, about the actual or

likely effect of educational policies upon their pupils and themselves." (Nias, 1996, p. 293) which advocates that emotions play crucial role in teachers' interaction with others in social context. Moreover**,** ''teachers' emotions are rooted in cognitions, one cannot separate feeling from perception, affectivity from judgement.'' (Nias, 1996, p. 294), which suggests emotions are of great importance in that they affect teachers' decision-taking processes for teaching philosophy, classroom practices, and classroom management techniques; their attitude towards educational reforms; and interpret their self-efficacy. Finally, ''neither cognition nor feeling can be separated from the social and cultural forces which help to form them and which are in turn shaped by them" (Nias, 1996, p. 294). In line with this, it can be claimed that the way teachers make sense of themselves and other constituents in teaching and learning like students, parents, school management is mediated by teacher emotions based on previous experiences as emotions help us to gain an inner point of view to interpret and respond to experience (Hochschild, 1983).

When it comes to the relationship between TPI construction and teacher emotions, it should not be neglected that "discussing professional identity, or the individual's ability to negotiate and improvise aspects of a professional role, requires an understanding of how emotions guide our professional practices and decisions" (O'Connor, 2006, p.118) since TPI construction is basically viewed as a challenging struggle. Teachers are required to interpret and internalize various and conflicting perspectives, expectations, and teacher roles that they need to adopt (Volkmann & Anderson, 1998) based on their their emotions. Similarly, James-Wilson (2001) emphasizes that "the ways teachers form their professional identities are influenced by both how they feel about themselves and how they feel about their students" (p. 29).

To sum up, it can be claimed that when teachers experience particular unpleasant and disfavoring emotions like anger, frustration, discouragement, and vulnerability, these emotions might pose a threat to their TPI by challenging their already existing identities associated with their teaching beliefs. On the other hand, when teachers experience some certain pleasant emotions like passion, hope, satisfaction, and gratitude, these emotions can contribute to their existing TPI and make it even stronger and more well-rounded. Therefore, the significance of emotions in TPI construction process cannot be underestimated as emotions connect and unite what people think, the way they make judgements, and how they believe in something, and emotions can be viewed as the 'glue of identity' (Haviland & Kahlbaugh, 1993).

2.6.2. Teacher Beliefs

Among the factors influencing TPI construction, teacher beliefs are very essential because teachers mostly call on their personal inferential framework of beliefs and values to signal to how they view and interpret themselves as teachers (Pajares, 1992). Borg (2001) defines the concept of 'belief' as "a proposition which may be consciously or unconsciously held, is evaluative in that it is accepted as true by the individual, and is therefore imbued with emotive commitment; further, it serves as a guide to thought and behavior." (p. 186). Moreover, teacher beliefs are more influential than the teachers' knowledge base when planning lesson, taking decisions/making judgements, and determining general classroom practice, which form an important part of TPI (Pajares, 1992). From this point of view, it is obvious that what we think and believe deeply influences what we do as is the case with teachers since their beliefs about teaching have a profound effect on their roles, classroom practices commitment, and professional identity as "beliefs dispose or guide people's thinking and action" (Borg, 2001, p. 186).

Since "each teacher's individual beliefs about their role in caring for students form a crucial part of their identity" (O'Connor, 2006, p.118), it is essential to explore how teacher beliefs are formed. Richards and Lockhart (1994) specify sources of teacher beliefs as follow:

- teachers' own experiences as teachers (their teaching beliefs are shaped by how they were once taught)

- experience of what works best (teachers' experience of successful/unsuccessful and favoring/disfavoring implementation of teaching techniques, approaches, and methods)

- established practice (implementation of a common and fixed classroom practices like making use of group works all the time in one's own institution/school)

- personality factors (utilizing classroom practices closely associated with teacher's personal traits like an extrovert teacher's using improvisation and role play)

- educationally based or research-based principles (grounding their knowledge base on various learning/teaching theories obtained during teacher education or a result of professional development programs/events)

- principles derived from an approach or method (a teacher's having a strong faith in a specific approach or method and trying to make use of it all the time) (p.30-31).

Concerning the sources of teacher beliefs, it is clearly seen that their previous personal and professional experiences in teaching mostly shape teacher's current teaching beliefs, which is thought to be crucial in construction of TPI (Beijaard et al, 2004; Canrinus, 2011; Clarke, 2008; Gu & Benson, 2015; Yazan, 2018) how teachers make sense of their TPI differs based on their contextual perspective and beliefs that are held in person (Canrinus, 2011). In conclusion, it can be framed that teachers' beliefs in education mediates their behaviours and how they view themselves in their profession as teachers (Akkerman & Meijer, 2011).

2.6.3. Teachers' Professional Development

Another key concept closely associated with TPI is teachers' professional development which is mediated by teacher agency as proposed by Beauchamp and Thomas (2009) who declare that "professional identity comprises the notion of agency, or the active pursuit of professional development and learning in accordance with a teacher's goals" (p.177). Similarly, Beijaard et al (2000) assert that "teachers' perceptions of their own professional identity affect their efficacy and professional development as well as their ability and willingness to cope with educational change and to implement innovations in their own teaching practice." (p.750). Hammerness, Darling-Hammond, and Bransford (2005) also confirm the associability between TPI and professional development by approving that TPI shape "their dispositions, where they place their effort, whether and how they seek out professional development opportunities, and what obligations they see as intrinsic to their role" (p. 384).

As some scholars draw attention to the relation between TPI construction and teachers' professional development in their studies (Beijaard et al, 2000; Beauchamp &Thomas, 2009; Hammerness, Darling-Hammond, & Bransford, 2005; Tsui, 2007), it is of great importance get a clearer sense of what professional development is. For Guskey (2002), "professional development programs are systematic efforts to bring about the change in the classroom practices of teachers, in their attitudes and beliefs, and in the learning outcomes of students" (p.381). In their book, Richards and Farrell

(2005) mention professional development of teachers as general growth not focused on a specific job. It serves a longer-term goal and seeks to facilitate growth of teachers' understanding of teaching and of themselves as teachers." (p. 4). As teachers professional development is influential in TPI construction and in order to help teachers build a strong TPI, it is vital to know types of professional development. In Figure 4, Richards and Farrell (2005) specify activities for professional development.

Individual	One-to-one	Group-based	Institutional
• Self-monitoring	• Peer coaching	• Case studies	• Workshops
• Journal writing	• Peer observation	• Action research	• Action research
• Critical incidents	• Critical friendships	• Journal writing	• Teacher support groups
• Teaching portfolios	• Action research	• Teacher support groups	
• Action research	• Critical incidents		
	• Team teaching		

Figure 4. Activities for professional development (p. 14)

Individual activities for professional development can help teachers reconsider and reflect on themselves, namely their TPI, asking the question "Who am I at the moment?" and "Who do I want to become?" One-to-one and group-based activities may contribute to teachers' sense of their roles, collegial work and social positions in their teaching environment since teachers make sense of TPI in relation to communities of practice and social contexts. Furthermore, institutional activities help teachers to learn what kind of roles and skills they need to excel at for having a stronger TPI in accordance with the needs of institution/school.

All in all, it is clearly seen that professional development of teachers like their TPI is an ongoing process and agency is very crucial since it is a significant constituent of TPI, namely, teachers are required to actively manage professional development process (Coldron & Smith, 1999) as they construct their own TPI. In order to adapt to changing policies and educational reforms in EFL contexts, language teachers are expected not only to learn about latest trends, methods, techniques materials, or educational technologies but also to adopt new roles and skills, which accordingly requires reinterpretation of TPI as a result of change in the beliefs, attitudes and practices of teachers. This can be achieved through professional development because

"professional learning is less about accruing technical or intellectual knowledge and more about re-constructing one's own teacher identity" (Olsen, 2008, p. 6).

2.6.4. Teacher Education

Along with, teacher emotions, teacher beliefs and teacher's professional development, the teacher education program (TEP) which prospective teachers attend before starting their teaching profession has an undeniable role in molding the TPI as acknowledged by studies of many scholars (Beauchamp & Thomas, 2009; Danielewicz, 2001; Friesen & Besley, 2013; Gu & Benson, 2015; Lerseth, 2013; Pennington & Richards, 2016; Yazan, 2017).

Related literature suggests that the basis of TPI construction is laid during teacher education years since TEP is essential in that it both helps prospective teachers make a change in their cognition, knowledge base (pedagogical and subject matter knowledge), behaviors, skills, and beliefs and make sense of themselves as future teachers. Prospective teachers enter the teacher education programs in a university with their existing beliefs, experiences, and expectations about teaching and learning. In time, they construct a teacher identity as a student, which evolves and gets stronger and finally adopt a new teacher identity at the end of TEP, especially teaching practicum since TEP is concerned with TPI construction (Danielewicz, 2001). It is a transformation from a being a student teacher to becoming a teacher (Castaneda, 2001; Danielewicz, 2001). In this respect, Bullough (1997) states that "teacher identity—what beginning teachers believe about teaching and learning as self-as-teacher— is of vital concern to teacher education; it is the basis for meaning making and decision making. (...) Teacher education must begin, then, by exploring the teaching self" (p. 21).

In addition to aforementioned discourse, Samura and Luce-Kaple (1996) also points to relationship between TEP and TPI construction claiming that:

> As they learn to teach, beginning teachers negotiate at least three conceptions of self-identity: the 'pre-teaching' image of themselves as teachers they bring to teacher education; the 'fictive' image that develops while they learn to teach; and the 'lived' image that forms during their interactions with students in the practicum (p.67).

Furthermore, Britzman (1986) underlines the relation between TPI construction and TEP, stating that pre-service TEPs "provide the theories, methods, and skills; schools provide the classroom, curriculum, and students; and student teacher provides the individual effort; all of which combine to produce the finished product of professional teacher" (p. 442). In this respect, it is obviously seen that the importance of TEP on TPI construction cannot be neglected.

On the other hand, the pre-university beliefs related to teaching and learning experiences prospective teachers bring to the TEP constitute their sense of good teaching and effective teacher (Chang-Kredl, & Kingsley, 2014). When their perception is exposed to a conflict, they are required to reinterpret their TPI and this is a phenomenon that mostly occurs during teaching practice/practicum in their TEP. This is because, they take the responsibility of teaching and smell the teaching atmosphere for the first time in a real teaching setting, thus they start to form their professional identity and remake their TPI.

As a consequence, TEP can be considered as a community through which prospective teachers' professional identities are shaped (Castaneda, 2011). As prospective teachers don't have a well-established and robust professional identity but a student teacher identity during teacher education programs (Flores & Day, 2006), this period serves as a vital gateway to start constructing a stronger TPI.

2.6.5. Teacher Commitment

Although it is very challenging to define all concepts related to TPI and interplay between them, it is certain that teacher commitment is of high priority since TPI develops through teachers' commitment to their profession (Akkerman & Meijer, 2011; Hsieh, 2010). Similarly, many other scholars draw attention to the relationship between TPI and teacher commitment and view teacher commitment as a crucial concept in relation to the professional identity (Beijaard et al, 1995; Cohen, 2010; Darling-Hammond, Chung, & Frelow, 2002; Day et al., 2005).

To put a finer point on commitment, scholars claim that it is central to teaching profession and TPI because teacher identity develops when teachers are committed to, participate, and invest in the profession (Akkerman & Meijer, 2011). Similarly, Hammerness, Darling-Hammond, and Bransford (2005) declare that "developing an identity as a teacher is an important part of securing teachers' commitment to their work

and adherence to professional norms" (p. 383-384). The question that arises here is that what commitment is.

Commitment can be defined as teachers' eagerness to respond to ever-changing expectations and trends in latest educational domain. Crosswell (2006) considers commitment as "investment of personal resources" (p. 29) and "high level of attachment to an organization, activity, or a person" (p. 30), which suggests that there are different types of commitment as it is a multidimensional construct. In this respect, Crosswell (2006) proposes five types teacher commitment: (1) commitment to school or organization, (2) commitment to students, (3) commitment to career continuance, (4) commitment to a professional learning base, and (5) commitment to teaching profession. Similarly, Tyree (1996) put forwards that there are four dimensions of commitment: (1) caring, (2) occupational competence, (3) identity, and (4) career continuance. It is of high significance for teacher to main all sorts of commitment to promote quality of education.

On the other hand, as "the consequences of commitment can be identified by the degree of investment of one's identity in the teaching role along with other variables such as time, money, and energy" (Snyder & Spreitze, 1984, p. 152), it is very important to get an insight into positive characteristics of highly committed teachers. They are identified as follows:

(a) be less tardy, work harder, and be less inclined to leave the workplace
(b) devote more time to extra-curricular activities in order to accomplish the goals of the school and school system
(c) perform work better
(d) influence student achievement
(e) believe in and act upon the goals of the school and system
(f) exert efforts beyond personal interest
(g) intend to remain a member of the school system (Reyes (1990), cited in Razak, Darmawan, & Keeves, 2009, p. 345)

Considering these characteristics of highly committed teachers, it is apparent that commitment is needed for teachers to be involved in teaching work (Day, 2004) and in order to have a strong TPI, teachers are expected to maintain their commitment to their teaching profession because degree of commitment has a role in whether a

teacher wants to sustain his teaching profession with satisfaction or leave the job with frustration and burn-out. Therefore, it can be claimed that TPI and their level of commitment is interrelated and interdependent.

Another important issue is that some of the teachers view their commitment as a part of their TPI and it portrays them and their work (Crosswell, 2006). In conclusion, regardless of whatever professions people do, it is required that people get a better understanding of how their professional identities are constructed, transformed and the degree of commitment of their identities" (Cheung, 2008). This is because teachers who display a high level of commitment are highly likely to develop a favorable and strong professional identity (Day & Gu, 2007).

In this study, teacher commitment is considered as the most important concept related to TPI and TPI is defined as "commitment of teachers to their professional practices" (Cheung, 2008, p. 378) especially based on commitment to school or organization, commitment to students, and commitment to a professional learning base (Crosswell, 2006).

2.7. Literature on Identity Studies in around the World and Turkish Context

The concepts of professional identity and especially teachers' professional identity have drawn attention of both scholars around the world and scholars in Turkish context. Since teacher professional identity (TPI) like the concept of identity itself is a multifaceted, complex, and ever-changing construct, scholars conduct identity studies grounding their studies on different bases such as formation of pre-service teachers'/student teachers'/prospective teachers' professional identities during teacher education programs (Bekereci, 2016; Friesen & Besley, 2013; Lerseth, 2013; Trent, 2011; Zare-ee & Ghasedi, 2014), teachers'/EFL teachers' sense/perceptions of professional teacher identities (Balban; 2015; Beijaard, Verloop, & Vermunt, 2000; Canrinus, 2011; Canrinus, Helms-Lorenz, Beijaard, Buitink & Hofman, 2011; Cheung, 2008; Kavrayıcı, 2019; Mofrad, 2016; Ölmez, 2016; Uzunöner Aydın, 2019; Xiong & Xiong, 2017), conceptualization of TPI (Akkerman & Meijer, 2011; Beauchamp & Thomas, 2009; Pennington & Richards, 2016; Varghese, Morgan, Johnston, & Johnson, 2005; Yazan, 2018), explaining teacher professional identity in relation to various concepts such as professional development, emotions, teacher education, teacher beliefs, and commitment (Abednia, 2012; Barcelos, 2015; Cheung, 2008; Dikilitaş &

Yaylı, 2018; O'conner, 2008; Snyder & Spreitzer, 1984; Teng, 2017; Van Veen, Sleegers, & Van de Ven, 2005; Zembylas, 2003), use of metaphors to define TPI (Kavanoz, 2016; Nguyen, 2016; Thomas & Beauchamp, 2011; Yeşilbursa, 2012), and exploring formation of TPI (Alspup, 2004; Castaneda, 2011; Dikilitaş & Yaylı, 2018; Flores & Day, 2006; Hsieh, 2010; Kitade, 2014; MacGregor, 2009; Tsui, 2007).

Given the aim of this study, which is to investigate EFL teachers' perception of professional identity, it is a necessity to elaborate on related literature about teacher perceptions of their TPI. Pioneer identity scholars Beijaard, Verloop, and Vermunt (2000) conducted a study with 80 experienced secondary school teachers to provide an insight into teacher's perceptions of professional identity, how they make sense of themselves as subject matter experts, didactical experts, and pedagogical experts, and finally the factors affecting construction of TPI. They found that TPI involved of a combination of the distinct aspects of expertise and contextual, experiential, and biographical factors were not related to differences among teachers' perception of their current TPI.

Mofrad (2016) investigated perception of TPI in Iran and worked with 79 Iranian English language teachers in relation to three aspects of TPI proposed by Beijaard et al (2000). He tried to find whether there was a significant difference among teachers' perceptions TPI in terms of 'gender' and 'experience'. The results demonstrated that Iranian language teachers viewed themselves as didactical experts by far the most, as pedagogical experts secondly, and as subject matter experts at the very least respectively. Taking 'gender' and 'experience' into consideration in relation to three aspects of TPI, the only significant relation was between experience and subject-matter knowledge, which corresponds to assertion that experienced teachers are more familiar with subject-matter knowledge and teaching contexts and they also have a very rich repertoire of "mental scripts and behavioral routines" (Berliner, 1987, p. 72).

In her study "Teachers' sense of professional identity" carried out with 1214 Dutch secondary school teachers, Canrinus (2011) aimed to find out in what ways indicators of teachers' sense of their professional identity, namely, job satisfaction, occupational commitment, self-efficacy, and change in the level of motivation were relevant and especially to investigate whether teachers' sense of professional identity was related to their experience in teaching. She came up with the result below:

- teachers' classroom self-efficacy negatively affects teachers' satisfaction with salary. (Concerning this result, it can be claimed that the higher self-efficacy the teacher has, the more dissatisfaction the teacher feels with regard to his salary)

- salary satisfaction actually contributes to teachers' affective occupational commitment, but it does not considerably affect teachers' feelings of responsibility to remain in teaching in contrast to Lee et al. (2000) who reached the result that job satisfaction and occupational commitment were in positive correlation.

- relationship satisfaction was found to be very influential in teachers' affective occupational commitment. (It can be asserted that the more positive image they have regarding their workplace, the more attached they feel to their teaching job).

- relation satisfaction and responsibility to remain in teaching was negatively correlated. (This meant that the better relationships teachers have with their colleagues and the more autonomous they are, the less worried and the less guilty they feel about leaving the teaching job).

The most important result she found was that classroom self-efficacy and relationship satisfaction had a vital role in the interplay between the indicators of teachers' sense of TPI. She believed that development of a strong TPI could be achieved by increasing teachers' classroom self-efficacy and relationship satisfaction. She suggested that "classroom self-efficacy could, for instance, be strengthened by providing professional development opportunities" (p.48). She also proposed that "relationship satisfaction could be strengthened by providing or enhancing a supportive environment, making sure teachers feel they are listened to by the school board, and developing a strong feeling of relatedness between team-members" (p.48). Considering the result she found, it is obvious that ensuring the enhancement of TPI is crucial as it helps teachers "construct their own ideas of 'how to be', 'how to act' and 'how to understand' their work and their place in society" (Sachs, 2005, p. 15).

On the other hand, identifying various professional identity profiles in relation to the indicators of teachers' sense of TPI (job satisfaction, occupational commitment, self-efficacy, and change in the level of motivation), whether there was a significant difference among teachers with different professional identity profiles in terms of experience, perceived professional development opportunities, perceived level of

autonomy, or their main reason for choosing their teaching profession were the topics of study conducted by Canrinus, Helms-Lorenz, Beijaard, Buitink and Hofman (2011). 'Unsatisfied and demotivated identity profile', 'Motivated and affectively committed identity profile', and 'Competence doubting identity profile' were the three identity profiles found in the study. Additionally, there was a significant difference among the participants belonging to these profiles in terms of indicators of TPI. Yet, there was no a statistically significant difference among teachers regarding experience, perceived professional development opportunities, perceived level of autonomy, or their main reason for entering the teaching profession.

Furthermore, Cheung (2008) developed a 19 item scale for "teacher professional identity" to measure TPI of in-service teachers in Hong Kong in relation to their commitment to "students need, school issues, and personal growth and development" (p. 382). She worked with 170 teachers in total (90 teachers for first pilot study, 80 teachers for second pilot study). As a result, she obtained a valid and reliable TPI scale and she drew the conclusion that male teachers had highest scores in all three domains when compared to female teachers although being a primary or secondary school teacher is generally attributed to female teachers.

A similar interest was shown by Delima (2015) who firstly drew attention to how teachers view TPI in terms of knowledge of profession, philosophy of profession, professional roles and expertise, attitude, engagement behaviors and interaction. Secondly, she investigated the influence of teachers' professional identity and the commitment on the teachers' performance. Finally she examined the relationship between teachers' professional identity, teacher commitment, and teacher performance through linear regression analysis. She came up with the results that the participants had a very high level of TPI in terms of all identity domains. Another major finding was that there was a significant relationship among professional identity, professional commitment, and teacher performance. The results also uncovered the relation between teacher performance and TPI, which confirms that teaching practices of a teacher is affected by professional identity (Cross, 2006). The contribution of teachers' professional commitment to teacher performance during teaching and learning was also determined.

From a different dimension, Xiong and Xiong (2017) who investigated 182 primary EFL teachers in China to look into EFL teachers' perception of TPI from the perspective of zhuangang (primary schools located in rural areas) and non-zhuangang

teachers. They used Xun, Sun, and Peng' (2014) teacher identity inventory in their study to explore teachers' career identity, major identity, situated identity and personal identity respectively. They obtained an expected result, which pointed that non-zhuangang teachers had a stronger understanding of their TPI than zhuangang teachers. This result acknowledges that teachers interpret themselves as teachers with regard to their sense of ongoing interactions with their context (Kelchtermens, 2009). Therefore, it can be claimed that the reason why zhuangang teachers' perception of their TPI was lower than non-zhuangang teachers may be because of unfavorable context they worked in, namely, rural schools.

As regards teacher perceptions of TPI in Turkish context, Kavrayıcı (2019) conducted a mixed method study with 13 in-service teachers to investigate the relationship between TPI and organizational commitment for his PhD thesis. Data collected from the participants through semi-structured interview portrayed that teacher identity involved 'professional identity' and 'personal identity', which acknowledges the concept of identity as "involving sub-identities" (Akkerman & Meijer, 2011, p. 310) and "ongoing process of integration of 'personal' and 'professional' sides of becoming and being a teachers (Beijaard et al., 2004, p.113). Another result was that systemic factors, contextual factors and transactional factors contributed to TPI construction. Finally, statistically significant relationships between teachers' TPI perceptions, reflection on what constituents were influential in their TPI construction process and organizational commitment were found.

In the same vein but from a different perspective, Balban (2015) carried out a qualitative case study with three novice EFL instructors to examine how these instructors viewed their TPI and what factors affected their perceptions of TPI. She discovered two common themes for each case. The first case Kumsal rejected TPI and was obsessed with authority. The second case Ayla was in a constant search and expectation of being approved and identity transformation. The last case Gamze emphasized her age and professionalism, and desperation and self-blame. These three cases' views about their TPI proves that identity is an unstable and complex construct since 'it is not an objective reality, but rather a discursive and mental construction that individuals use to express a certain way of seeing themselves and feeling in relation to their environment" (Bolivar, Domingo, & Perez-Garcia, 2014, p. 107).

Similarly, Uzunöner Aydın's (2019) dissertation aimed to explore TPI perceptions of three EFL instructors working in different universities through case study

in which she gathered data via semi-structured interviews and written texts like use of metaphors and life tree. Both personal and professional experiences of instructors – their previous experiences as student-, their experiences as teachers, and other important figures in their social life and teaching context were influential in construction of their TPI as English language teachers. Another result showed that there were both common and different perspectives on the participants' perception about society, authority and culture based on their personal and professional life cycle.

Last but not least, teachers expressed their developing professional identities in the study conducted by Dikilitaş and Yaylı (2018). They aimed to find out how 15 high school teachers' professional identities developed through engagement in an action research- a kind of professional development activity. Lasting for four years, this research provided a better insight into the development process of TPI. The results suggested 4 dimensions of emerging identities, which were sensitive teacher, active seeker of informed practice, self-reflector, and, empathy builder and collaborator. Firstly, sensitive teachers were the ones who always cared about was student views on language learning process and reflected on how they could help their students. Secondly, teachers with active seeker of informed practice tried to spice up their classroom with various techniques, methods, and practices to provide a better atmosphere for learning and promote positive learner behaviors. Thirdly, self-reflector teachers often reflected on themselves as they were not satisfied with their existing practices and skills and tried to determine areas to develop in their teaching. Finally, empathy builder and collaborator teachers had very strong and fruitful collegial relationship in the institution. They expressed their need to participate in meetings with colleagues to develop planning the teaching process and dealing with problems through collaboration.

Considering aforementioned studies on teachers' perception of their TPI, it is obviously seen that scholars have made use of quantitative, qualitative and sometimes mixed research methods to get a better insight into how teachers view their professional identities. While some studies just emphasized how teacher make sense of TPI, others also investigate what factors affect their perceptions of TPI, what the indicators of TPI are, and identifying different professional identity profiles. The focus of this study is how EFL teachers view TPI and whether their perceptions change in terms of different variables.

CHAPTER III

3. METHODOLOGY

3.1. Introduction

This chapter firstly presents the particular information about research design of the study. Next, the context and participants of the study, data collection tools used in the study, data collection procedure and ethical issues are provided respectively. Finally, data analysis is given.

3.2. Research Design

A mixed method research design which involves both quantitative and qualitative methods was used in this study to collect in-depth data to explain research questions thoroughly. Mixed method research is of high importance as it provides researchers with more than one data collection source (Cresswell, 2009). To make it sure what is a mixed method research design, it is better to refer to quantitative and qualitative research methods in detail. To being with, quantitative research incorporates specific numbers like mean, scores, and frequency and this type of data is analyzed statistically and is presented to illustrate general trends about a greater number of participants (Cresswell, 2012). Of the quantitative research methods, survey-based method was employed to obtain quantitative data. Surveys are used to define a certain group of people and gather information from some of the participants so as to better understand what the whole population represented by the sample acts or thinks (de Leeuw, Hox & Dillman, 2008).

On the other hand, qualitative research involves data like open-ended interviews which offers actual speech of participants and this data display different points of views on a given topic and unfold how complicated a situation is (Cresswell, 2012). For collection of qualitative data, semi-structured interview was used to support quantitative results. Of the qualitative research methods, interview was made to to collect in-depth data about how teachers express their commitment through their actual words.

3.3. The Context and Participants of the Study

The sample of the study consists of 200 EFL teachers working in the city of Adıyaman located in the southeastern Anatolian Region of Turkey. All the participants work in public schools in Adıyaman. The participants consisted of 57 seven male and 143 female teachers. The participants were divided into two according to their age, teachers aged 24-39 years and the ones aged 40-54 years. The rationale behind this age division was the fact that the youngest participant was 24 years old while the oldest was 54. The difference was 30 years, which was bisected to form age groups. One of the independent variables in the study was type of school teachers work. For this reason, the population was firstly divided into three sub-groups: primary school, secondary school, and high school EFL teachers. In order to choose appropriate samples representing each of these types of school, stratified sampling was used. According to Judd, Smith and Kidder (1991), stratified sampling is a kind of sampling where it is made sure that the subcategories in the population have representation in the sample. In conclusion, an unbiased sample was chosen from each sub-group and the sub-groups were combined to get the final sample. Lastly, 10 EFL teachers representing each sub-groups of school type was chosen for interview in total.

3.4. Data Collection Tools

In order to collect data in this study, two data collection tools were employed. For quantitative data, The Teacher Professional Identity Scale formulated by Cheung (2008) was used. Five Likert scale questionnaire which ranges from Strongly Agree (1) to Strongly Disagree (5) includes two parts: first part deals with demographic information like age, gender, school type they work, years of experience, and undergraduate program. In the second part, there are 19 items investigating EFL teachers' commitment to school issues, commitment to student needs, and commitment to personal growth and development. She carried out reliability and validity tests through exploratory confirmatory analysis and came up with alpha results 0.80 for personal growth and development domain, 0.83 for school issues domain, and 0.84 for student needs domain. To gather qualitative data, Semi-structured Interview by Crosswell (2006) was utilized to gain insight into how committed teachers think they are and support results of quantitative data.

3.5. Data Collection Procedure and Ethical Issues

During data collection procedure, first of all, the paper-based questionnaire was given to 140 teachers. Then, the questionnaire was turned into an online questionnaire as the enough number of the participants wasn't reached. After this, 70 teachers completed the questionnaire online. In total, 210 foreign language teachers were able to complete the questionnaire. Furthermore, the participants were asked to sign the questionnaire to acknowledge that they participate in the study voluntarily. Additionally, before making interview, all of the participants agreed to give their consent and signed the consent form to participate in the study. The interviews were made in Turkish and answers were later translated into English. On the other hand, for ensuring ethical issues, firstly Research Ethics Committee Approval was taken from Çağ University. Then, permission to employ survey from Çağ University was taken as well and finally, permission from Adıyaman Diractorate of National Education was assured to conduct study with EFL teachers working in Adıyaman.

3.6. Data analysis

The quantitative data collected through the questionnaire were processed with the Statistical Package for the Social Sciences (SPSS). During the process of adding the data into SPSS, 10 questionnaires were excluded as there were some certain missing data. In the final stage, there were 200 questionnaires to be analyzed on SPSS.

In the first phase of data analysis, Exploratory Factor Analysis (EFA) was performed to evaluate the questionnaire's validity and reliability because the original questionnaire was formulated for in-service Hong Kong teachers from different branches. Yet, the context of this study was different and the questionnaire was completed by only foreign language teachers, thereby, EFA was required. After employing EFA, Cronbach's Alpha was found .89, which approved that the questionnaire was appropriate for Turkish context and achieved high level of reliability.

For the first research question which was to investigate foreign language teachers' perceptions of overall TPI and sub-domains of TPI, descriptive statistics like, frequency, mean values, and standard deviation were applied. Independent Samples T-test was applied to answer the second research questions which aims to explore the difference in EFL teacher's perceptions of professional identity as regards to gender and age. Moreover, One-way ANOVA was conducted to spot on second research question

which attempted to look into the difference among EFL teachers' perception of TPI according to type of school they work, undergraduate program, and years of experience, respectively.

Furthermore, inferential statistics were employed to answer the third research question aiming to explore if there is a meaningful relationship between EFL teachers' perceptions of overall TPI and its sub-domains. In order to see whether there exists a statistically relationship among these variables, correlational statistics were calculated. In correlational research design, researchers utilize the correlation statistics to identify and measure if there exists an association or relationship between two or more variables or sets of scores and two what extent this happens (Cresswell, 2012).

On the other hand, qualitative data was used to back up the results of the scale. Qualitative data analysis intends to scrutinize and particularize data by limiting data into meaningful parts so as to find answer the research questions of the study (Merriam, 2009). In this respect, data obtained from semi structured interview were firstly transcribed verbatim. Following this, content analysis was applied to gain better understanding of foreign language teachers' perceptions of TPI. Content analysis is "a research technique for making replicable and valid inferences from texts (or other meaningful matter) to the contexts of their use" (Krippendorff, 2004, p. 18)

CHAPTER IV

4. RESULTS

4.1. Introduction

This chapter starts with presentation of quantitative data results. In this part, demographic profile of the participants, descriptive, and inferential analysis of data collected thorough the questionnaire are presented. Then, the results of qualitative data are given. In this respect, content analysis and results of interviews forming the basis of qualitative data are provided to support results of quantitative statistics.

4.2. Quantitative Results of the Study

4.2.1. Demographic Profiles of Participants

Demographic characteristics of participant EFL teachers such as gender, age, type of school they work, undergraduate program, and years of experience appear as independent variables in this study and are illustrated in Table 2.

Among the participants (N= 200), there were 57 male (28.5 %) and 143 female (71.5 %) female EFL teachers. The age of these participants ranged from 24 to 54. The participants were divided into two categories according to their age. The first category includes EFL teachers aged from 24 to 39 while the age of EFL teachers are between 40 and 54 in the second category. 85 % (n= 170) of the participants are in the first category and 15 % (n= 30) of them are in the second category. When type of school EFL teachers work is taken into consideration, it is apparent that 20.5 % (n= 41) of them work in primary schools. Of the participants, 42 % (n= 84) of them are employed in secondary schools. Among all, 37.5 % (n= 75) of them work in high schools. Considering their undergraduate programs, it can be clearly seen that most of the EFL teachers (77.5 %, n= 155 graduated from the department of English Language Teaching, Education Faculty. Undergraduate programs of other EFL teachers are English Language and Literature (15 %, n= 30), Linguistics (2.5 %, n= 5), Translation and Interpreting Studies (1.5 %, n= 3), other departments (3.5 %, n= 7) respectively.

Last of all, when teaching experience of the participant EFL teachers is considered, nearly 1 in 4 of the participants (38 %, n= 76) have experience in teaching between 1 and 5 years followed by the participants with teaching experience from 6 to

10 years (29.5 %, n= 59). The results also show that there are 36 EFL teachers who had 11-15 years teaching experience. Teachers with 15-20 years of experience constitute 10 % of the participants (n= 20) whereas the most experiences participants have 21 and over years of experience formed 4.5 % of them (n= 9).

Table 2.

Demographic background of participant EFL teachers

		F	%
Gender (N=200)			
	Male	57	28.5
	Female	143	71.5
Age (N=200)			
	24-39	170	85
	40-54	30	15
Type of School They Work (N=200)			
	Primary School	41	20.5
	Secondary School	84	42.0
	High School	75	37, 5
Undergraduate Program (N=200)			
	ELT	155	77.5
	English Language and Literature	30	15.0
	Linguistics	5	2.5
	Translation and Interpreting Studies	3	1.5
	Other	7	3.5
Years of Experience (N=200)			
	1-5 years	76	38.0
	6-10 years	59	29.5
	11-15 years	36	18.0
	16-20 years	20	10.0
	21 and over years	9	4.5

Note: F= frequency, P= percentage.

4.2.2. Descriptive Statistics for Research Question 1:

In order to answer first research question "*What are Turkish EFL teachers' perceptions of overall teacher professional identity (TPI) in terms of their commitment to student needs, school issues and personal growth and development?",* Teacher Professional Identity Scale was used which incorporated three sub-domains:

commitment to student needs, commitment to school issues, and commitment to personal growth and development. In order to gain a deeper insight in to how EFL teachers make sense of their professional identity, descriptive statistics like mean, frequency, percentage, mean and standard deviation values were analyzed for perceptions of overall TPI and sub-domains of TPI and findings are given in Table 3.

As revealed in Table 3, EFL teachers' perceptions of TPI are rather high (M= 4.11, SD= 0.45) and they are very committed in their occupation. When EFL teachers' perceptions of each sub-domain of TPI are considered, it is evident that teachers are committed to personal growth and development the most, therefore their perception of personal growth and development domain is the highest (M= 4.29, SD= 0.48). This finding may be an indicator of teachers' having desire to change, learn and keep up with the latest in educational context. This is followed by perception of student needs domain (M= 4.09, SD= 050), which implies that teachers care their students and give importance to what they need during teaching and learning process. EFL teachers' perception of school issues has the lowest values (M= 3.91, SD= 053), which shows that they are committed to school issues the least. Lack of sense of belonging to their own institutions caused by demanding working conditions, not being included in decision taking process, or never ending requests of school administration may lead teachers to have little commitment to school issues.

Table 3.

Descriptive statistics related to teachers' perceptions of overall TPI and sub-domains of TPI.

	N	Mean	SD
Students Needs	200	4.09	0.50
School Issues	200	3.91	0.53
Personal Growth and Development	200	4.29	0.48
Overall Teacher Professional Identity	200	4.11	0.45

When it comes to the sub-domains of Teacher Professional Identity Scale, Student Needs sub-domain is concerned with how committed teachers are to needs of students and try to take every single step to provide best learning environment for the students. Frequencies, percentages, mean, and standard deviation values are provided in Table 4. EFL teachers agree and strongly agree with all the items in this sub-domain of the scale.

Most of the teachers (96.5 %) agreed and strongly agreed with Item 2 (M= 4.60, SD= 0.64), which suggests that they love and care for students to a great extent. Furthermore, most of the teachers (91.5 %) also advocates that they can enhance their students' learning outcomes upon agreeing and strongly agreeing with Item 17 (M= 4.20, SD= 0.61). Approximately 9 in 10 teachers (89.5 %) agreed and strongly agreed with Item 4 (M= 4.21, SD= 0.68), which reveals that they can successfully motivate student learning.

Similarly, nearly 9 in 10 teachers (89 %) believe that they try to explore the complexity of the various factors that affect student needs as they agreed and strongly agreed with Item 6 (M= 4.12, SD= 0.64). Moreover, results demonstrate that 83.5 % of the teachers think that they can identify and support their students' diverse needs for planning and design curricular events as they agreed and strongly agreed with Idem 8 (M= 4.01, SD= 0.73). Similarly, Item 1 (M= 4.05, SD= 0.80) was agreed and strongly agreed by about 83 % of the teachers, which proves that teachers help their students apply that they have learnt to their daily life.

More than 7 in 10 teachers (73 %) agreed or strongly agreed with Item 16 (M= 3.86, SD= 0.82), which points that they use assessment results consistently to develop programs that improve student learning. Finally, the item that teachers agree and strongly agree is Item 12 (M= 3.70, SD= 1.15) as only 61 % of the teachers believe that all students can learn.

Table 4.

Descriptive statistics for EFL teachers' perceptions of student needs sub-domain.

ITEMS	N	Strongly Disagree		Disagree		Uncertain		Agree		Strongly Agree		Mean	SD
		F	P	F	P	F	P	F	P	F	P		
1. Help students apply what they have learnt to their daily life.	200	2	1.0	7	3.5	26	13.0	109	54.5	56	28.0	4.05	0.80
2. Love and care for students.	200	2	1.0	-	-	5	2.5	63	31.5	130	65.0	4.60	0.64
4. Successfully motivate student learning.	200	1	0.5	2	1.0	18	9.0	112	56.0	67	33.5	4.21	0.68
6. Explore the complexity of the various factors that affect student needs.	200	1	0.5	2	1.0	19	9.5	127	63.5	51	25.5	4.12	0.64
8. Identify and support students' diverse needs for planning and designing curricular events.	200	-	-	5	2.5	28	14.0	127	63.5	40	20.0	4.01	0.73
12. Believe all students can learn.	200	7	3.5	29	14.5	42	21.0	60	30.0	62	31.0	3.70	1.15
16. Use assessment results consistently to develop programs that improve student learning.	200	1	0.5	12	6.0	41	20.5	105	52.5	41	20.5	3.86	0.82
17. Enhance students' learning outcomes.	200	1	0.5	-	-	16	8.0	125	62.5	58	29.0	4.20	0.61

Note: F= frequency, P= percentage.

Furthermore, School Issues sub-domain tries to reveal how committed teachers are to adopting values and goals of their school and trying to devote themselves to the workplace. Frequencies, percentages, mean, and standard deviation values about school issues are given in Table 5. Most of teachers (92 %) agreed and strongly agreed with Item 18 (M= 4.32, SD= 0.67), which acknowledges that teachers serve as a role model for students in showing keen concern for local/global issues and living out positive social values. Furthermore, 80.5 % of teachers agreed and strongly agreed with Item 10 (M= 3.93, SD= 0.74), which shows that teacher think they commit to school goals in performing daily tasks. Moreover, Item 9 (M= 3.88, SD= 0.80) was agreed and strongly agreed by approximately 76 % of teachers, which show that they can promote close coordination among departments or committees with a view to enhancing the quality of work. In a similar way, more than 7 in 10 teachers (74 %) believe that they make thorough understanding of school goals and policies as well as their underpinnings as they agreed and strongly agreed with Item 14 (M= 3.85, SD= 0.71). On the other hand, when it comes to the answers given to Item 5 (M= 3.54, SD= 0.98), 59 % of teachers agreed or strongly agreed with this item while 24 % of them were not sure whether they could involve parents in the school's decision making whenever appropriate with the aim of continuous school development.

Table 5.

Descriptive statistics for EFL teachers' perceptions of school issues sub-domain.

ITEMS	N	Strongly Disagree		Disagree		Uncertain		Agree		Strongly Agree		Mean	SD
		F	P	F	P	F	P	F	P	F	P		
5. Involve parents in the school's decision making whenever appropriate with the aim of continuous school development.	200	4	2.0	30	15.0	48	24.0	89	44.5	29	14.5	3.54	0.98
9. Promote close coordination among departments or committees with a view to enhancing the quality of work.	200	2	1.0	10	5.0	37	18.5	113	56.5	38	19.0	3.88	0.80
10. Commit to school goals in performing daily tasks.	200	2	1.0	7	3.5	30	15.0	126	63.0	35	17.5	3.93	0.74
14. Thorough understanding of school goals and policies as well as their underpinnings.	200	1	0.5	6	3.0	45	22.5	119	59.5	29	14.5	3.85	0.71
18. Serve as a role model for students in showing keen concern for local/global issues and living out positive social values.	200	1	0.5	-	-	15	7.5	86	43.0	98	49.0	4.32	0.67

Note: F= frequency, P= percentage.

Finally, Personal Growth and Development sub-domain deals with commitment of teachers to development of knowledge base and professional skills to create a better teaching atmosphere by developing both personally and professionally. Frequencies, percentages, mean, and standard deviation values about personal growth and development are presented in Table 6. A very high percentage of teachers (96 %) agreed and strongly agreed with Item 13 (M= 4.51, SD= 0.65), therefore, it is clear that they respect diversity in their teaching environment by heart. Moreover, most of the teachers (91.5 %) believes that they have passion for continuous learning and excellence as they agreed and strongly agreed with Item 7 (M= 4.39, SD= 0.75). The results demonstrate that Item 19 (M= 4.32, SD= 0.73) was agreed and strongly agreed by nearly 90 % of teachers and they claim that they collaborate, share, and have team spirit. In a very similar vein, 9 in 10 teachers (90%) believe that they have thorough understanding of and great sensitivity towards family factors that may affect students' learning process as they agreed and strongly agreed with Item 3 (M= 4.32, SD= 071). Moreover, by agreeing and strongly agreeing with Item 15 (M= 4.17, SD= 0.70), 87 % of teachers advocates that they commit and dedicate to the profession. Finally, about 80 % of them proposes that they demonstrate great flexibility and responsiveness as they agreed and strongly agreed with Item 11 (M= 4.04, SD= 0.80).

Table 6.

Descriptive statistics for EFL teachers' perceptions of personal growth and development sub-domain

ITEMS	N	Strongly Disagree		Disagree		Uncertain		Agree		Strongly Agree		Mean	SD
		F	P	F	P	F	P	F	P	F	P		
3. Thorough understanding of and great sensitivity towards the diverse family factors that may affect students' learning process.	200	17	0.5	2	1.0	17	8.5	92	46.0	88	44.0	4.32	0.71
7. Have passion for continuous learning and excellence.	200	1	0.5	4	2.0	12	6.0	82	41.0	101	50.5	4.39	0.75
11. Demonstrate great flexibility and responsiveness.	200	1	0.5	7	3.5	33	16.5	100	50.0	59	29.5	4.04	0.80
13. Respect for diversity.	200	2	1.0	-	-	6	3.0	79	39.5	113	56.5	4.51	0.65
15. Commit and dedicate to the profession.	200	2	1.0	-	-	24	12.0	111	55.5	63	31.5	4.17	0.70
19. Collaborate, share and have team spirit.	200	1	0.5	3	1.5	17	8.5	88	44.0	91	45.5	4.32	0.73

Note: F= frequency, P= percentage.

4.2.3. Inferential Statistics for Research Question 2:

For answering second research question "*Are there significant differences in EFL teachers' perceptions of TPI based upon their demographic characteristics such as gender, age, school type they work, undergraduate program, and years of experience?*", firstly Independent samples t-test was applied find out whether there is a statistically significant difference in EFL teachers' perceptions of TPI as regards to their gender. According to Independent samples t-test results shown in Table 7, statistically significant difference was found between female and male teachers in terms of their perception of overall professional identity (t(198)= -2.187, p= .030 <0.5). When mean values of t-test results are considered, it is obvious that female teachers (M= 4.15, SD= 0.41) have stronger professional identity than male teachers (M= 4.00, SD= 0.53). Moreover, another statistical significant difference was obtained between female and male teachers in terms of student needs sub-domain (t(198)= -2.701, p= .008<.05). This finding reveals that female teachers (M= 4.15, SD= 044) are more committed to students needs when compared to male teachers (M= 3.94, SD= 0.59). No significant difference was found in teacher perceptions of school issues (t(198)= -1.560, p= .120>.05) and personal growth and development (t(198)= -1.332, p= .184> .05) sub-domains, which means that male and female teachers view school issues from a similar perspective.

Table 7.

Independent samples t-test results for the effect of gender on EFL teachers' perceptions of overall TPI and sub-domains of TPI

	Group Statistics				t-test		
	Gender	N	Mean	SD	t	df	P
Student Needs	Female	143	4.15	0.44	-2.701	198	.008*
	Male	57	3.94	0.59			
School Issues	Female	143	3.95	0.51	-1.560	198	.120
	Male	57	3.82	0.58			
Personal Growth and Development	Female	143	4.32	0.43	-1.332	198	.184
	Male	57	4.21	0.58			
Overall Teacher Professional Identity	Female	143	4.15	0.41	-2.187	198	.030*
	Male	57	4.00	0.53			

Note: *p<.05

As is the case with gender variable, Independent samples t-test was applied to figure out if there is a statistically meaningful difference in teachers' perceptions of TPI according to age variable as well. T-test results given in Table 8 shows statistically significant difference between teachers aged 24-39 and 40-54 in terms of their perception of overall teacher identity (t(198)= -2.483, p= .014<.05). Findings suggest that teachers aged 24-39 (M= 4.14, SD= 0.40) have stronger teacher professional identity when compared to teachers aged 40-54 (M= 3.92, SD= 0.63). Statistically significant difference was also found between teachers aged 24-39 and 40-54 in relation to student needs (t(198)= 2.382, p= .018<0.5). This result demonstrates that teachers aged 24-39 (M= 4.23, SD= 0.45) have higher level of commitment to student needs than teachers aged 40-54 (M= 3.89, SD= 0.69). Furthermore, there also exists a statistically significant difference between age groups as regards to school issues (t(198)= 2.676, p= .008<.05). T-test results indicate that teachers aged 24-39 (M= 3.96, SD= 0.69) are more committed to school issues compared to teachers aged 40-54 (M= 3.68, SD= 0.63), which may be because of the fact that younger teachers embrace school values and they are open to contribute to school culture more. Finally, according to findings, no difference was found between age groups in terms of personal growth and development sub-domain (t(198)= 1.602, p= .111>.05).

Table 8.

Independent samples t-test results for the effect of age on EFL teachers' perceptions of overall TPI and sub-domains of TPI

	Group Statistics				t-test		
	Age	N	Mean	SD	t	df	P
Student Needs	24-39	170	4.12	0.45	2,382	198	.018*
	40-54	30	3.89	0.69			
School Issues	24-39	170	3.96	0.50	2,676	198	.008*
	40-54	30	3.68	0.63			
Personal Growth and Development	24-39	170	4.31	0.43	1,602	198	.111
	40-54	30	4.16	0.71			
Overall Teacher Professional Identity	24-39	170	4.14	0.40	2,483	198	.014*
	40-54	30	3.92	0.63			

Note: *p<.05

In addition to Independent samples t-tests results, One-way ANOVA was conducted to find out if EFL teachers' perceptions of overall TPI and sub-domains of TPI differ depending on type of school teachers work. Results of ANOVA analysis are illustrated in Table 9. The findings reveal that there is no statistically significant difference in teachers' perceptions of overall TPI as regards to type of school teachers work ($F(2,197)= 2.265$, $p= .10>.05$), which means that regardless of type of school, all teachers commit themselves to their teaching profession. Moreover, no difference was found in their perceptions of school issues ($F(2, 197)= 1.706$, $p= .18>.05$) and personal growth and development ($F(2, 197)= 1.382$, $p= .25>.05$) sub-domains. On the other hand, statistically significant difference was found in in their perceptions of student needs sub-domain ($F(2, 197)= 3.187$, $p= .04<.05$). Posthoc test was conducted to determine the origin of the difference. Posthoc test results showed that primary school teachers ($M= 4.25$, $SD= 0.43$) significantly differed from secondary school teachers ($M= 4.01$, $SD= 0.45$) in terms of their commitment to student needs ($p= 0.44$), which demonstrated that primary school teachers had more commitment to students needs than secondary school teachers. This may result from the fact that primary school teachers work with kids aged 6-9, who need to be cared and paid attention more, therefore they are like mother and father to their students. In this respect, they care about students more and they try to help them satisfy their needs.

Table 9.

One-way ANOVA results for the effect of type of school teachers work on EFL teachers' perceptions of overall TPI and sub-domains of TPI

	Group Statistics					
	Type of School Teachers Work	N	Mean	SD	F	P
Student Needs	Primary School	41	4.25	0.43	3.187	.043*
	Secondary School	84	4.01	0.45		
	High School	75	4.09	0.56		
School Issues	Primary School	41	4.04	0.54	1.706	.184
	Secondary School	84	3.90	0.49		
	High School	75	3.85	0.56		
Personal Growth and Development	Primary School	41	4.36	0.44	1.382	.254
	Secondary School	84	4.22	0.38		
	High School	75	4.32	0.59		
Overall Teacher Professional Identity	Primary School	41	4.23	0.43	2.265	.107
	Secondary School	84	4.05	0.37		
	High School	75	4.10	0.52		

Note: *p<.05

Whether there was a statistically significant difference in EFL teachers' perception of overall TPI and sub-domains of TPI according to undergraduate program was tested by ANOVA. Results shown in Table 10 indicates that there is no statistically significant difference in teacher perception of overall TPI ($F_{(4,195)}$= 1.220, p= .30>.05), student needs ($F_{(4,195)}$= 1.204, p= .31>.05), school issues ($F_{(4,195)}$= 0.955, p= .43>.05), and personal growth and development ($F_{(4,195)}$= 1.051, p= .38>.05) sub-domains. This findings suggest that undergraduate program does not play a major role in EFL teachers' commitment and TPI, which may be due to well-organized and comprehensive teacher education programs and teachers' willingness to improve themselves through professional development.

Table 10.

One-way ANOVA results for the effect of undergraduate program on EFL teachers' perceptions of overall TPI and sub-domains of TPI

	Group Statistics					
	Undergraduate Program	N	Mean	SD	F	P
Student Needs	English Language Teaching	155	4.12	0.52	1.204	.311
	English Language and Literature	30	4.05	0.39		
	Linguistics	5	3.82	0.18		
	Translation and Interpreting Studies	3	3.62	0.57		
	Others	7	4.07	0.38		
School Issues	English Language Teaching	155	3.92	0.54	0.955	.434
	English Language and Literature	30	3.90	0.45		
	Linguistics	5	3.84	0.35		
	Translation and Interpreting Studies	3	3.33	0.94		
	Others	7	3.91	0.47		
Personal Growth and Development	English Language Teaching	155	4.31	0.50	1.051	.382
	English Language and Literature	30	4.27	0.35		
	Linguistics	5	3.93	0.34		
	Translation and Interpreting Studies	3	4.00	0.76		
	Others	7	4.26	0.35		
Overall Teacher Professional Identity	English Language Teaching	155	4.13	0.47	1.220	.304
	English Language and Literature	30	4.08	0.33		
	Linguistics	5	3.86	0.22		
	Translation and Interpreting Studies	3	3.66	0.71		
	Others	7	4.09	0.32		

Note: p<.05

One-way ANOVA test results to find out if there is a statistically significant difference in EFL teachers' perceptions of overall TPI and sub-domains of TPI as regards to years of experience are given in Table 11. According to results, no significant difference was obtained in teachers perceptions of student needs ($F(4,195)= 1.660$, $p= .16>.5$) and personal growth and development ($F(4,195)= 1.471$, $p= .21>.05$) sub-domains as regards to years of experience in teaching. On the other hand, findings demonstrated that significant differences were found in their perceptions of overall teacher professional identity ($F(4,195)= 2.256$, $p= .04<.05$) and school issues sub-domain ($F(4,195)= 3.750$, $p= .01<.05$). Posthoc test was applied to detect source of these differences. Results of posthoc test revealed difference between teachers with 1-5 years of experience and the ones with 16-20 years of experience in terms of overall teacher professional identity ($F(4,195)= 3.750$, $p= .04<.05$). Teachers with 1-5 years of experience ($M= 4.17$, $SD= 0.43$) were found to have a stronger teacher professional identity than the ones with 16-20 years of experience ($M= 3.81$, $SD= 0.73$). Posthoc results also signified that difference between teachers with 1-5 years of experience and the ones with 16-20 years of experience in terms of school issues ($p= .007<.05$). Teachers with 1-5 years of experience ($M= 4.00$, $SD= 0.52$) are more committed to school issues than the ones with 16-20 years of experience ($M= 3.50$, $SD= 0.67$). Furthermore, significant difference was found between teachers with 6-10 years and the ones with 16-20 years ($p= .03<.05$). This proved that teachers with 6-10 years of experience ($M= 3.93$, $SD= 0.52$) had higher commitment to school issues when compared to the ones with 16-20 years of experience ($M= 3.50$, $SD= 0.67$).

Table 11.

ANOVA results for the effect of years of experience on EFL teachers' perceptions of overall TPI and sub-domains of TPI

	Years of Experience	N	Mean	SD	F	P
			Group Statistics			
Student Needs	1-5	76	4.15	0.50	1.660	.161
	6-10	59	4.12	0.39		
	11-15	36	4.06	0.47		
	16-20	20	3.83	0.74		
	21 and over	9	4.09	0.46		
School Issues	1-5	76	4.00	0.52	3.750	.006*
	6-10	59	3.93	0.52		
	11-15	36	3.92	0.44		
	16-20	20	3.50	0.67		
	21 and over	9	3.97	0.36		
Personal Growth and Development	1-5	76	4.34	0.45	1.471	.212
	6-10	59	4.28	0.42		
	11-15	36	4.30	0.42		
	16-20	20	4.05	0.82		
	21 and over	9	4.35	0.21		
Overall Teacher Professional Identity	1-5	76	4.17	0.43	2.556	.040*
	6-10	59	4.12	0.38		
	11-15	36	4.10	0.39		
	16-20	20	3.81	0.73		
	21 and over	9	4.14	0.29		

Note: *p<.05

4.2.4. Correlational Statistics for Research Question 3

In order to answer third research question "*Does a statistically meaningful relationship exist between teachers' perceptions of overall TPI and sub-domains of TPI?*", Pearson *r* correlation was applied to see relation between overall TPI and its sub-domains. The results are shown as shown in Table 12. Pearson Correlation analysis demonstrated that there was a statistically meaningful relationship between teachers' perceptions of overall TPI and student needs sub-domain (*r*= .929, p<.01). Moreover, there was also a statistically meaningful relationship between overall professional

teacher identity and school issues sub-domain ($r=$ .852, p<.01). Finally, statistically meaningful relationship was found between overall TPI and personal growth and development sub-domain ($r=$ .901, p<.01). For Cohen (1992), correlation coefficient effect has different ranges: small correlation, $.10 \leq r < .30$; medium correlation, $.30 \leq r < .50$; and strong correlation $.50 \leq r < 1.00$. Considering these sizes of effect, it can be said that there was a strong correlation between overall TPI and all of its sub-domains. This means that sub-domains of Teacher Professional Identity Scale serve its purpose.

Table 12.

Correlational results for EFL teachers' perceptions of overall TPI and sub-domains of TPI

TPI Sub-domains		1	2	3	4
1. Student Needs	Pearson Correlation	1			
	Sig. (2-tailed)				
2. School Issues	Pearson Correlation	.671**	1		
	Sig. (2-tailed)	.000			
3. Personal Growth and Development	Pearson Correlation	.758**	.679**	1	
	Sig. (2-tailed)	.000	.000		
4. Teachers Professional Identity	Pearson Correlation	.929**	.852**	.901**	1
	Sig. (2-tailed)	.000	.000	.000	

Note: **p<.01

4.3. Qualitative Results

4.3.1. Qualitative Data Results for Research Question 1:

For supporting of quantitative data results of first research question *"What are Turkish EFL teachers' perceptions of overall teacher professional identity (TPI) in terms of their commitment to student needs, school issues, and personal growth and development?"*, real words of participant teachers were collected through semi-structured interview questions. Content analysis and a priori coding procedures were applied to the collected data. A priori coding results as in the study by Crosswell (2006) are illustrated in Figure 5.

Figure 5. Priori coding results of interview questions by Crosswell (2006)

As shown in Figure 5, a priori coding was developed before as this study aims to investigate EFL teachers' perceptions of overall TPI in terms of commitment to student needs commitment to school issues and commitment to personal growth and development. These sub-domains in the quantitative data collection tool stands for commitment to students, commitment to school or organization, and commitment to professional knowledge base in the qualitative data respectively.

4.3.1.1. Commitment to Students (Student Needs Sub-domain in the Scale)

According to quantitative data results, EFL teachers are committed to student needs (M= 4.09, SD= 0.50). In interview, they express their opinions about their commitment to student from different points of views. They suggest that they 'love and care for students' commenting that:

Interviewee 1: *A highly committed teacher always tries to do his best to be beneficial to his students and provide the most effective and fruitful learning environment. While doing this, he cares about his students' overall well-being, happiness, needs and interest.*

Interviewee 10: *In my opinion, a teacher should always love her students and give importance to their ideas no matter whether they learn easily or they never give importance to her lesson.*

They believe and claim that they can "enhance students' learning outcomes", and they never give up being a part of solution, not the problem saying that:

Interviewee 4: *I, as a committed teacher, do my best to improve teaching atmosphere regardless of type of school I work and level of my students. I always love my students and believe that they can achieve many things and become successful in a way in their future life. Sooner or later, you will see how your students changed with your help and love. That's the best part of being a teacher.*

Interviewee 6: *I think that I am a committed teacher who always make use of various methods and techniques to enrich classroom environment so that the students can enjoy and learn better.*

They hold the belief that they "identify and support students" diverse needs for planning and designing curricular events' and their remarks are as follows:

Interviewee 9: *If you ask me, I can say that as a committed teacher, I take students' different learning styles and interests into consideration when preparing for the lessons. I know that I help them improve only when I build rapport with my students.*

Interviewee 5: *I try to design and make use of different materials for my students, respect their individual differences, and try to create an environment for individual learning opportunities.*

4.3.1.2. Commitment to School or Organization (School Issues Sub-domain in the Scale)

Quantitative data findings revealed that commitment to school issues had the lowest mean values (M= 3.91, SD= 0.53), which claimed that teachers were committed to the school issues the least. Teachers' ideas as regards to commitment to school are in line with quantitative data results. In relation to 'commit to school goals in performing daily tasks', they are of the opinions that:

Interviewee 2: *I feel like I share mission and goals of my school mostly even though there is miscommunication in the school among some colleagues and school administration. But, we never judge and criticize each other. We push each other to take responsibility in the school because we think that we are members of this school.*

Interviewee 8: *I believe that I am a highly committed teacher who never complains about educational system and what is going on in the school. I attempt to take on responsibility of creating projects, joining competitions, and organizing special events for the school. A teacher with little commitment does not want to do something extra apart from teaching. I never compare myself with others in the school. I often want to be part of the team in the school because I feel devoted to improve school conditions and realize its goals.*

As far as their commitment to school is concerned, one of the teachers states that even though there are some unclear points, he mostly has a "thorough understanding of school goals and policies as well as their underpinnings" by these words:

Interviewee 3: *Every year, we hold at least 10 meetings at the school. School administration try to inform us about what we are expected to do whole year. School vision and missions are expressed in a detailed way through strategy plans and we prepare our own plans. But they do not help us about how to realize these plans, I am feeling stuck because I cannot get the help of parents in the procedure, find financial sources, and students are sometimes reluctant to attend school events. Of course, this cannot prevent me from doing my best. For the sake of my students, I keep struggling and doing good things in my school.*

Another teacher notes that he cannot "involve parents in the school's decision making whenever appropriate with the aim of continuous school development" as follows:

Interviewee 7: *As a teacher and member of the school team, I try to reshape and enrich the school culture with the help of parents who are one of the most important figures in education. With the help of school administration, I try to arrange seminars and workshops for them and their children about various topics according to their needs. I also often invite them to school in order to talk about their children but they generally make an excuse and do not come to the school. They do not want to take responsibility of their children's learning process, this makes me feel all alone on the field.*

4.3.1.3. **Commitment to Professional Knowledge Base (Personal Growth and Development in the Scale)**

Results of Teacher Professional Identity Scale marked that EFL teachers' commitment to personal growth and development was the highest (M= 4.29, SD= 0.48) when compared to students needs and school issues sub-domains. Findings of qualitative data are totally in line with the quantitative data results. Teachers imply that they "have a passion for continuous learning and excellence" and they "collaborate, share and have team spirit". The following are their statements:

Interviewee 4: *My priority is to always follow recent trends in education to update myself. Otherwise, I can't teach for years with the same knowledge base. Because everything is changing in educational context, the way students learn, the way they do homework and study, and the way they view the lessons. I try to join professional development programs held by private institutions or Ministry of National Education.*

Interviewee 5: *In my school, every day, we have a small talk with my colleagues about what we should do that day. We always come together to share our experiences and what we have learned recently. We design materials, talk about pace of the classes, and always think about how we can increase our knowledge. What's more, we try to join workshops, conferences, and other professional development programs. Even two of us are doing Master's and PhD now despite heavy work at the school. We like to share our responsibilities.*

Interviewee 1: *I never feel satisfied with what I learned during teacher education years. I try to update myself and increase my subject-matter knowledge and pedagogical knowledge by following recent trends in educational context. I should be able to teach every kind of knowledge to any kind of students.*

Considering statements collected through interview, it is apparent that findings of qualitative data are in line with results of quantitative data. Based on their own remarks, it is clearly seen that teacher's perceptions of overall TPI in relation to commitment to student, school, and professional knowledge base are very positive and high, which proves that they are highly committed to student needs, school issues, and personal growth and development.

CHAPTER V

5. DISCUSSION AND CONCLUSION

5.1. Introduction

This study mainly focuses on investigation of Turkish EFL teachers' perceptions of teacher professional identity (TPI). Specifically, this study aims to explore Turkish EFL teachers' perceptions of overall TPI in relation to their commitment to 'student needs', 'school issues', and 'personal growth and development.' Furthermore, the study tries to find out if there is a significant difference in Turkish EFL teachers' perceptions of TPI according to gender, age, type of school they work, undergraduate programs, and years of experience. Finally, the study attempts to investigate whether there is a meaningful relationship between teachers' perceptions of overall TPI and sub-domains of TPI. In this mixed method research, 5-Likert scale was used to collect quantitative data, which was analyzed through descriptive and inferential statistics like, Independent Samples T-test, One-way ANOVA and Pearson r Correlation analysis. On the other hand, qualitative data were collected by a semi-structured interview including three open-ended questions. Qualitative data were analyzed by using content analysis and a priori coding. All in all, this chapter reveals conclusion and discussion of results collected data.

5.2. Discussion of the Results with Reference to Research Questions

The first research question in the study "*What are Turkish EFL teachers' the overall perceptions of overall teacher professional identity (TPI) in terms of their commitment to student needs, school issues, and personal growth and development?*" seeks to figure out how EFL teachers make sense of their professional identity as regards to three sub-domains of teacher commitment, which are commitment to student needs, school issues, and personal growth and development. Results of the descriptive statistics have unveiled that overall TPI of Turkish EFL teachers working in Adıyaman is very high (M= 4.11 SD= 0.45), which means that they have formed a strong and steady TPI. From this point of, it can be alleged that the more committed are the teachers, the more they define themselves as professionals. This results also unearth that teachers in Turkish context are very committed to their profession, which should be

seen as an vital result because "a committed teacher has strong psychological ties to the school, students and knowledge of subject area, and committed teachers make a difference to the learning and the lives of the students" (Mart, 2013, p.337). In this respect, it is noteworthy that teacher have a high level of commitment for effectiveness of school and success of students.

As regards to sub-domains of TPI, teachers were found to be more committed to personal growth and development (M= 4.29, SD= 0.48) than student needs (M= 4.09, SD= 050), and school issues (M= 3.91, SD= 053), as they stated that personal growth and development is the most important aspect of TPI according to results. On the contrary, Rezai (2018) found in her study that Iranian teachers had highest commitment to students needs followed by personal growth and development and school issues. Considering this difference in two contexts, it can be said that contextual factors are influential in teachers' commitment and perception of TPI (Canrinus, 2011). Moreover, Turkish EFL teachers' commitment to personal growth and development manifests itself in that teachers believe that developing themselves personally and professionally is a must for them as it makes them more qualified and efficient in satisfying needs of their student and ensuring a better learning environment. Their commitment to personal growth and development may result from their willingness to participate in continuous professional development. There is no doubt teacher are aware that updating professional knowledge, keeping up with latest and participating in professional development is a part of teacher professionalism (Van Veen, 2008) and it is needed in order to answer to ever-changing demands of educational contexts. Finally, it can be asserted that committed teachers are lifelong learners, they always feel devotion to learning.

Considering commitment to students needs which comes after commitment to personal growth and development, it can be asserted that teachers are committed to their students both emotionally and academically. They invest a great deal of time, effort and even maybe money to enhance teaching environment and make use of internal and external resources as much as possible. Teachers' having a high level of commitment to student needs is of great significance as student learning is significantly affected by teachers' knowledge base, expectations, classroom practices and overall actions, and values' and students' success can diminish if level of teacher commitment decreases (Singh & Billinnsgley, 1998).

When it comes to commitment to school issues, it is obviously seen that teachers are still committed to their schools as their ratings on it very high but this level of commitment is lower compared to the student needs and personal growth and development. This might be related to the way teachers view themselves in their workplace based on whether their opinions are appreciated during decision-taking process, their embracement of school goals and values, and most importantly their sense of belonging to that school. This signifies that teachers' sense of belonging to the school encourages them to support the goals and objectives of the organization (Delima, 2015) or vice versa. They might even feel less loyal to school issues than student needs and personal growth and development as it is generally accepted that school culture and commitment are in a continuous interplay. If they do not feel devoted to school expectations and values, they may not take action voluntarily to contribute to development of school. In this regard, the more committed teachers are to school issues, the more effort they put to enhance school improvement and achievement of its goals. Furthermore, they would be able to pursue their enthusiasm to remain in the organization and eager to help organization achieve its goals by the professional identity driven commitment. It can be implied that teachers' commitment to school issues is closely related to sense of belonging and job satisfaction, which can affect their turnover, absenteeism, burnout and productive performance (Singh & Dubey, 2011).

In addition to quantitative data, interview was used to collect qualitative data about how teachers make sense of their professional identities in relation to commitment. As the concept of teacher commitment itself is multi-faceted and multi-layered, it has not been thoroughly investigated yet (Tyree, 1996). For this reason, interview was conducted with teachers to look into various facets of the concepts of 'identity' and 'teacher commitment' from different angles through the actual spoken words of teachers. Interview findings matched with the findings of the scale by suggesting that teacher believe that they are highly committed to their student needs, school issues and personal growth and development. They also identify themselves as highly professionals, which proves that they own a strong TPI.

Among the statements of EFL teachers, '*sooner or later, you will see how your students changed with your help and love. That's the best part of being a teacher'* or *'I take students' different learning styles and interests into consideration when preparing for the lessons. I know that I help them improve only when I build rapport with my students'* shows that they really love and care for their students and they try to provide a

very fruitful environment. This would certainly contribute to the achievement of the students' success (Nias, 1981; Crosswell & Elliott, 2005).

Furthermore, even though their commitment to school issues is lower than student needs and personal growth and development, teachers still express their commitment to school issues. They state that '*I often want to be part of the team in the school because I feel devoted to improve school conditions and realize its goals*' or '*I feel like stucked because I cannot get the help of parents in the procedure, find financial sources, and students are sometimes reluctant to attend school events. Of course, this cannot prevent me from doing my best. For the sake of my students, I keep struggling and doing good things in my school.*' These statements signify that no matter what kind of problem the teachers experience, they try to put effort to be bound to school values and goals for the sake of their students.

Moreover, teachers emphasize their commitment to personal growth and development by uttering that '*my priority is to always follow recent trends in education to update myself. Otherwise, I can't teach for years with the same knowledge base. Because everything is changing in educational context.*' or '*I never feel satisfied with what I learned during teacher education years. I should be able to teach every kind of knowledge to any kind of students.*' These remarks denote that teacher are completely aware that professional development plays a vital role in shaping and improving quality of teachers, especially who they are. Because it serves as a catalyst to help teachers to make sense of teaching profession, how their work can be improved, and the professionalization of teaching in a general sense.

The second research question in the study "*Are there significant differences in EFL teachers' perceptions of TPI based upon their demographic characteristics such as gender, age, type of school they work, undergraduate program, and years of experience?*" aims to find out if teacher perceptions of TPI differ according to various variables like gender, age, type of school they work, undergraduate program, and years of experience. The findings demonstrated that female teachers (M= 4.15, SD= 0.41) had stronger TPI and they were more committed to their profession when compared to the male teachers (M= 4.00, SD= 0.53). Female teachers were also committed to student needs (M= 4.15, SD= 0.44) more than male teachers (M= 3.94, SD= 0.59). Rezai (2018) also found that Iranian female teachers had formed a stronger TPI than male teachers in relation to teacher commitment. On the other hand, Cheung (2008) found that male teachers asserted that they had higher level of commitment to all three sub-

domains of TPI than female teachers in Hong Kong context. She suggested that this was a surprising finding as teaching in primary and secondary schools was mostly thought to be a female profession. Furthermore, some researchers came up with a different finding (Kao & Lin, 2015; Xiong & Xiong, 2017). They found that teachers' sense of professional identity do not change according to gender in their contexts.

Another finding as regards to second research question was that teachers' perceptions differed significantly according to age in terms of overall TPI (p= .014<.05), student needs (p= .018<0.5), and school issues sub-domains (p= .008<.05). Teachers aged 24-29 (M= 4.23, SD= 0.45) stated that they had stronger professional identity. They were committed to their students' needs and school issues than the ones with 40-54, which shows that they had stronger identity. On the other hand, no difference was observed in terms of commitment to personal growth and development between age groups (p= .111>.05), which suggests that teachers are keen on developing personally and professional irrespective of their age. In similar vein, Ying (2018) came up with the result that there was a statistically meaningful difference among age groups. She found that teachers under 30 had stronger and more well-rounded TPI than others. Considering this result, it can be firstly said that younger teachers are more idealist as they are open to change and improve themselves thanks to point of view they adopted during education program they attended. Secondly, they can completely devote themselves to their profession due to lack of priorities in their lives like marriage, childcare, or other family issues. On the contrary, in a different context, Canrinus (2011) did not obtain a difference in teachers' perceptions of TPI in terms of age groups.

As for another result, it was observed that type of school teachers work does not affect the way teachers make sense of their overall TPI (p= .10>.05). No matter where they work, in a primary school, in a secondary school or in a high school, all teachers have formed a strong TPI. Yet, a finding suggested that teachers working in primary school teachers (M= 4.25, SD= 0.43) are more committed to students needs when compared to the secondary school (M= 4.01, SD= 0.45). No statistically meaningful difference was found between other types of schools after multiple comparison analysis. In another context, Hargreaves (2000) reached similar finding, which showed that a difference in teachers' perceptions of TPI existed between primary and secondary school teachers. This may result from the idea that primary school education is the most essential phase of students' educational lives and teaching is viewed as nurturing by

teachers. As they start school at a very early age, their teachers are like mothers or fathers to them. Moreover, they build a special rapport with their teachers. As a result of this, teachers love and care them more, they give importance to their needs, interests, and expectations. Their students are their priority.

Taking undergraduate programs into consideration, it was found that teachers' perceptions of TPI do not differ significantly according to undergraduate program they hold a degree from (p= .30>.05). This can imply that they underwent a well-organized and extensive teacher education program during or after graduation as they are all very committed and have strong professional identity. Similarly in another study in Turkish context, Ölmez (2016) also found that teachers perceptions of TPI do not change according to undergraduate program while Kazımlar (2019) observed that undergraduate program affected teachers' perceptions of overall TPI. She found that teachers graduated from the department of ELT had stronger and more professional identity compared to the ones graduated from the department of Literature and other departments.

Finally, as regards to years of experience in teaching, it was found that teachers' years of experience is influential in their perceptions of overall TPI (p= 0.4<.05) and school issues sub-domain (p= .006<.05). It was found that teachers with 1-5 years of experience (M= 4.17, SD= 0.43) are more committed to school issues than the ones with 16-20 years of experience (M= 3.81, SD= 0.73). Another finding showed that teachers with 6-10 years of experience (M= 3.93, SD= 0.52) have more commitment to school issues when compared to the ones with 16-20 years of experience (M= 3.50, SD= 0.67). It was also observed that teachers with 1-5 years of experience (M= 4.17, SD= 0.43) have stronger and more well-rounded professional identities and they are more committed than the ones with 16-20 years of experience (M= 3.81, SD= 0.73). These differences may be caused by loss of teaching passion or level of burn-out because teachers with less years of experience are more committed and have stronger identity compared to the ones with more years of experience. These differences can also result from teachers' professional and personal experiences. On the other hand, some studies found no difference in teachers perceptions of TPI as regards to years of experience in different contexts (Canrinus et al., 2011; Ölmez, 2016; Xiong & Xiong, 2017) Yet, as opposed to findings in this study, Watson and Hatton (2002) found that commitment levels of teachers do not decrease as they get older and gain more experience. They also found that teachers with more years of experience can be more committed than teachers

with less experience. As teaching is mentally and physically demanding profession, teachers can experience different feelings like job satisfaction, burnout, frustration, or contentment in their teaching life and these can shape their commitment.

As regards to third research "*Does a statistically meaningful relationship exist between teachers' perceptions of overall TPI and sub-domains of TPI?*", findings proved that statistically meaningful and strong correlational relationship exist between overall TPI and sub-domains of TPI. Correlational analysis results satisfied a statistically significant and strong correlational relationship between TPI and student needs sub-domain ($r= .929$, p<.01), TPI and school issues ($r= .852$, p<.01), and finally TPI and personal growth and development sub-domain ($r= .901$, p<.01). This indicates that commitment to student needs, school issues and personal growth and development contribute to teachers' sense of overall TPI and perfectly correlate with each other, which implies that the more committed are the teachers, the stronger and steadier professional identity they form. As a result of having a strong identity, they would become confident in their educational decisions and they keep struggling when they are faced with unexpected problems. Additionally, they become aware of their strengths and weaknesses, which would help them become more effective teachers. They can also pursue their passion for lifelong personal and professional development. In this way, they can keep up with the latest educational trends all over the world, make use of various and innovative methods, teaching strategies and classroom practices, which would contribute to students' achievement. They would also be devoted to their school or organization and take initiatives to advance school development by embracing values and goals of the school.

5.3. Implications of the Study

This study attempted to investigate Turkish EFL teachers' perceptions of professional identity. This is because understanding teacher professional identity (TPI) helps us make sense of who they are, how they enact their roles, and what they do in their profession. Moreover, in order to sustain their enthusiasm for teaching work for years, they need to maintain their commitment (Day, 2004). In this sense, it is noteworthy to gain a deeper insight into how teachers define themselves in relation to their commitment to student needs, school issues, and personal growth and development.

It has been noted in this study that Turkish EFL teachers working in Adıyaman have a very strong TPI and they are very committed to their profession. Considering

sub-domains of TPI, they are more committed to professional development followed by student needs and school issues respectively. Even though their overall TPI is very strong and their level of commitment is high, their commitment to school issues is less than other two sub-domains.

The results obtained in this study especially helped me and colleagues in my own school to reflect on how professional we are and how committed we are to student needs, school issues, and personal growth and development. While doing reflection about this, it was observed that our commitment to school issues was lower than student issues and personal growth and development. As a result, we thought about possible reasons behind this. We came up with the result that heavy load of work, never-ending expectation of school administration, and preparing documents that nobody takes into consideration make us less devoted to school values and issues. Personally, the results of this study earned me a great awareness about who I am as a teacher and what my priorities in my profession are. It is believed that this would also help other teachers to know who they are and what they are attached to in their profession.

The findings of this study would certainly appeal to the all stakeholders in educational domain like teachers, school principals, and policymakers because understanding TPI means understanding teachers' practices and commitment in their profession as commitment lies at the heart of actions of them (Day et al. 2005). In this line, making sense of what kind of professionals teachers are and how committed they are can provide us with an insight into effectiveness of university education programs and features of teachers who play an active role in implementation of curriculum. This is very important because teachers are the most important component of education together with students.

5.4. Suggestions for Further Studies

In this study aiming to find Turkish EFL teachers' perceptions of teacher professional identity (TPI), sample of the study consisted of 200 EFL teachers working in Adıyaman. For this reason, the results of the study cannot be generalized to all EFL teachers in Turkish context. It would be better to work with a bigger sample representing EFL teachers from seven regions of Turkey to get more comprehensive results. As the main data collection, a scale was used but scales cannot provide us with richer understanding of teacher perceptions of professional identity alone. Since it is very challenging to thoroughly make sense of perceptions and identity, both of which are complicated and obscure concepts. This makes them hard to investigate based on scales and statistical data. Even though interview was used to support quantitative

results, interviews could be conducted with a wider group of teachers and other qualitative data collections such as teacher journals, focus groups, and case studies could be utilized to collect richer and in-depth data. Furthermore, factors affecting teachers' perception of TPI in relation to commitment can be investigated to learn underlying reasons behind high or low level of commitment through interviews and teacher journals because "in order to assess the salience of the teacher role, it is helpful to consider the principal reasons for commitment" (Snyder & Spreitze, 1984, p. 153). Finally, a more comprehensive scale measuring Turkish EFL teachers' professional identity in relation to their commitment to different aspects of education can be formulated as the number of studies investigating TPI in terms of commitment is very high. In this way, better and more reliable results can be obtained.

5.5. Conclusion

Interest in investigation of Turkish EFL teachers' perceptions of teacher professional identity (TPI) is increasing day by day but this area of research still requires thorough research. If we can make sense of who teachers are by investigating their professional identity, we can better understand motives behind their actions. Many researchers suggest that job satisfaction of the teachers, what they do in the classroom, how they develop personally and professionally through professional development, and their level of commitment to their profession is canalized by TPI (Beijaard et al., 2004; Day et al., 2005) or vice versa.

As teaching profession is highly demanding, it requires sustaining commitment. The effectiveness and efficiency of a teacher is mediated by his being devoted and committed to not only his students or school issues or personal growth and development but also to teaching profession as a whole. Committed teachers (1) are eager to be good teachers; (2) they consider teaching more than just transmission of information to students; (3) admit that each and every single student is special regardless of age, gender, background, and level of motivation; (4) they feel loyal to their responsibilities to students, school, administrators, and the community (Fox, 1964). This can be achieved by forming a strong professional identity.

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7. APPENDICES

Appendix 1: Approval of the Ethics Committee

T.C	
ÇAĞ ÜNİVERSİTESİ	
SOSYAL BİLİMLER ENSTİTÜSÜ	
TEZ / ARAŞTIRMA / ANKET / ÇALIŞMA İZNİ / ETİK KURULU İZİNİ TALEP FORMU VE ONAY TUTANAK FORMU	
ÖĞRENCİ BİLGİLERİ	
T.C. NOSU	21151134390
ADI VE SOYADI	Ahmet KESKİN
ÖĞRENCİ NO	20178068
TEL. NO.	5057045764
E - MAİL ADRESLERİ	ahmetkeskinelt@gmail.com
ANA BİLİM DALI	İngiliz Dili Eğitimi
HANGİ AŞAMADA OLDUĞU (DERS / TEZ)	TEZ
İSTEKDE BULUNDUĞU DÖNEME AİT DÖNEMLİK KAYDININ YAPILIP-YAPILMADIĞI	2019 / 2020 - BAHAR DÖNEMİ KAYDINI YENİLEDİM.
ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ BİLGİLER	
TEZİN KONUSU	An Investigation of Turkish EFL Teachers' Professional Teacher Identities
TEZİN AMACI	This study aims to investigateTurkish EFL teachers' perception of professional teacher identity. It also tries to find out if there is a difference in their perceptions according to gender, age, type of school they work, undergraduate program, and years of experience. It finally aims to explore whether there is a correlation between overall professional teacher identity and its sub-domains.
TEZİN TÜRKÇE ÖZETİ	Bu çalışmanın amacı, Yabancı Dil Olarak İngilizce öğreten öğretmenlerin profesyonel öğretmen kimliği algılarını araştırmaktır. Bunun yanında, öğretmenler algılarının cinsiyet, yaş, çalıştıkları okul türü, mezun oldukları lisans programı, ve mesleki tecrübeleri gibi değişkenlere göre farklılaşıp farklılaşmadığı incelemektir. Son olarak, bu çalışma öğretmenlerin genel profesyonel kimlik algıları ile kimliğin alt başlıkları arasında korelasyon olup olmadığı araştırılacaktır. Adıyamanda bulunan ilkokul, ortaokul ve liselerde çalışan İngilizce öğretmenleriyle yürütülecek çalışmada nicel ve nitel araştırma modelleri kullanılacak olup çalışmasının deseni karışık yöntemdir. Nicel verilerle öğretmenlerin öğrenci ihtiyaçlarına, okul meselelerine, ve kişisel ve mesleki gelişime ne kadar bağlı oldukları araştırılacaktır. Mülakat yoluyla toplanacak nitel veriler de nicel bulguları desteklemek için kullanılacaktır. Bu çalışma, öğretmenlerin mesleklerindeki bağlılık düzeylerinin saptanmasına ve bu doğrultuda öğretmen eğitiminde ve çalışılan kurumlarda gerekli düzenlemelerin yapılıp öğretmenlerin daha profesyonel bir kimliğe kavuşmalarına imkan sağlayacaktır.
ARAŞTIRMA YAPILACAK OLAN SEKTÖRLER/ KURUMLARIN ADLARI	Adıyaman İl Milli Eğitim Müdürlüğü'ne Bağlı İlkokullar, Ortaokullar ve Liseler.

İZİN ALINACAK OLAN KURUMA AİT BİLGİLER (KURUMUN ADI- ŞUBESİ/ MÜDÜRLÜĞÜ - İLİ - İLÇESİ)	Adıyaman İl Milli Eğitim Müdürlüğü
YAPILMAK İSTENEN ÇALIŞMANIN İZİN ALINMAK İSTENEN KURUMUN HANGİ İLÇELERİNE/ HANGİ KURUMUNA/ HANGİ BÖLÜMÜNDE/ HANGİ ALANINA/ HANGİ KONULARDA/ HANGİ GRUBA/ KİMLERE/ NE UYGULANACAĞI GİBİ AYRINTILI BİLGİLER	Adıyaman İli Sınırları İçerisinde Bulunan İlkokul, Ortaokul ve Liselerde Çalışan İngilizce Öğretmenlerine Anket Uygulanacaktır ve de Röportaj Yapılacaktır
UYGULANACAK OLAN ÇALIŞMAYA AİT ANKETLERİN/ ÖLÇEKLERİN BAŞLIKLARI/ HANGİ ANKETLERİN - ÖLÇELERİN UYGULANACAĞI	Ölçek: Cheung's (2008)Teacher Professional Identity Scale Röportaj: Crosswell's (2006)Semi-structured Interview Questions for Teacher Commitment
EKLER (ANKETLER, ÖLÇEKLER, FORMLAR, V.B. GİBİ EVRAKLARIN İSİMLERİYLE BİRLİKTE KAÇ ADET/SAYFA OLDUKLARINA AİT BİLGİLER İLE AYRINTILI YAZILACAKTIR)	1) Teacher Professional Identity Scale - İngilizce - 2 sayfa 2) Semi-structured Interview Questions for Teacher Commitment- İngilizce- 1 sayfa

ÖĞRENCİNİN ADI - SOYADI: Ahmet KESKİN	ÖĞRENCİNİN İMZASI: (Enstitü Müdürlüğünde Kalan Asıl Sureti İmzalıdır) TARİH: 16 / 12 / 2019

TEZ/ ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ DEĞERLENDİRME SONUCU

1. Seçilen konu Bilim ve İş Dünyasına katkı sağlayabilecektir.

2. Anılan konu .... faaliyet alanı içerisine girmektedir.

1.TEZ DANIŞMANININ ONAYI	2.TEZ DANIŞMANININ ONAYI (VARSA)	BİLİMLER ENSTİTÜSÜ MÜDÜRÜNÜN	A.B.D. BAŞKANININ ONAYI
Adı - Soyadı: Senem Zaimoğlu	Adı - Soyadı:	Adı - Soyadı: Murat Koç	Adı - Soyadı: Şehnaz Şahinkarakaş
Unvanı: Dr. Öğretim Üyesi	Unvanı:	Unvanı: Doç. Dr	Unvanı: Prof. Dr.
İmzası : (Enstitü Müdürlüğünde Kalan Asıl Sureti İmzalıdır)	İmzası:	İmzası: (Enstitü Müdürlüğünde Kalan Asıl Sureti İmzalıdır)	İmzası: (Enstitü Müdürlüğünde Kalan Asıl Sureti İmzalıdır)
... / ..... / 20....	.... / .... / 20....	..... / .... / 20....	.... / .... / 20....

ETİK KURULU ASIL ÜYELERİNE AİT BİLGİLER				
Adı - Soyadı: **Mustafa BAŞARAN**	Adı - Soyadı: **Yücel ERTEKİN**	Adı - Soyadı: **Deniz Aynur GÜLER**	Adı - Soyadı: **Ali Engin OBA**	Adı - Soyadı: **Mustafa Tevfik ODMAN**
Unvanı: Prof. Dr.	Unvanı: Prof. Dr.	Unvanı: Prof. Dr.	Unvanı: Prof. Dr.	Unvanı: Prof. Dr.
İmzası : (Enstitü Müdürlüğünde Kalan Asıl Sureti İmzalıdır)	İmzası : (Enstitü Müdürlüğünde Kalan Asıl Sureti İmzalıdır)	İmzası : (Enstitü Müdürlüğünde Kalan Asıl Sureti İmzalıdır)	İmzası :	İmzası : ....
..... / ..... / 20.....	...... / ..... / 20.....	... / ... / 20...	..... / ..... / 20.....	... / ..... / 20.....
Etik Kurulu Jüri Başkanı - Asıl Üye	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi

OY BİRLİĞİ İLE	◯	Çalışma yapılacak olan tez için uygulayacak olduğu Anketleri/Formları/Ölçekleri Çağ Üniversitesi Etik Kurulu Asıl Jüri Üyelerince İncelenmiş olup, 16 / 12 / 2019 - 10 / 01 / 2020 tarihleri arasında uygulanmak üzere gerekli iznin verilmesi taraflarımızca uygundur.
OY ÇOKLUĞU İLE	(V)	

AÇIKLAMA: BU FORM ÖĞRENCİLER TARAFINDAN HAZIRLANDIKTAN SONRA ENSTİTÜ MÜDÜRÜNE ONAYLATILARAK ENSTİTÜ SEKRETERLİĞİNE TESLİM EDİLECEKTİR. AYRICA YAZININ PUNTOSU İSE 12 (ON İKİ) PUNTO OLACAK ŞEKİLDE

Appendix 2: Teacher Professional Identity Scale

This scale will be used to collect data to investigate Turkish EFL teachers' perceptions of professional teacher identity and to find out whether there is a significant difference in EFL teachers' perceptions of professional teacher identity according to gender, age, the type of they work, undergraduate program, and years of experience. Finally, it aims to find out if there is correlation between overall teacher identity scale and its sub-domains.

DEMOGRAPHIC INFORMATION: (Please choose the best option suits you most)	
Gender:	MALE ( )　　　　　FEMALE ( )
Age:	
Type of school you work:	Primary School ( )　Secondary School ( )　High School ( )
Undergraduate Degree Program:	☐　English Language Teaching (Faculty of Education) ☐　English Language and Literature ☐　English Linguistics ☐　Translation and Interpreting Studies ☐　Other:
Years of experience	1-5 years ( )　　　6-10 years ( )　　11-15 years ( ) 　　16-20 years ( )　　　21 years and over ( )

I accept participating in the study and complete this questionnaire voluntarily. ( )

Thank you for participating in the study.

I (as a teacher):	Strongly Disagree	Disagree	Not Certain	Agree	Strongly Agree
1. Help students apply what they have learnt to their daily life.					
2. Love and care for students.					
3. Thorough understanding of and great sensitivity towards the diverse family factors that may affect students' learning process.					
4. Successfully motivate student learning.					
5. Involve parents in the school's decision making whenever appropriate with the aim of continuous school development.					
6. Explore the complexity of the various factors that affect student needs.					
7. Have passion for continuous learning and excellence.					
8. Identify and support students' diverse needs for planning and designing curricular events.					
9. Promote close coordination among departments or committees with a view to enhancing the quality of work.					
10. Commit to school goals in performing daily tasks.					
11. Demonstrate great flexibility and responsiveness.					
12. Believe all students can learn.					
13. Respect for diversity.					
14. Thorough understanding of school goals and policies as well as their underpinnings.					
15. Commit and dedicate to the profession.					
16. Use assessment results consistently to develop programs that improve student learning.					
17. Enhance students' learning outcomes.					
18. Serve as a role model for students in showing keen concern for local/global issues and living out positive social values.					
19. Collaborate, share and have team spirit.					

Appendix 3: Semi-structured interview questions

INTERVIEW QUESTIONS

Questions 1: How would you characterise a teacher who is highly committed to his/her profession in relation to commitment types?

Questions 2: How would you characterise a teachers who appears to have little commitment to his/her profession?

Questions 3: What are you committed in your own practice?

Appendix 4: Consent Form for Conducting Questionnaire and Interview

T.C.
ÇAĞ ÜNİVERSİTESİ
ÇAĞ UNIVERSITY

SAYI : 23867972/ 1371 — 955

KONU: Tez Anket İzni Hakkında

17.12.2019

ADIYAMAN İL MİLLİ EĞİTİM MÜDÜRLÜĞÜNE

İngiliz Dili Eğitimi Tezli Yüksek Lisans Programı öğrencisi olan (20178068 numaralı) **Ahmet KESKİN, "An Investigation of Turkish EFL teachers' Professional teacher Identities"** konulu tez çalışmasını Üniversitemiz öğretim elemanı Dr. Öğr. Üyesi Senem ZAİMOĞLU danışmanlığında yürütmektedir. Adı geçen öğrencinin tez çalışması kapsamında **Adıyaman İl Milli Eğitim Müdürlüğüne bağlı Merkez ilçelerde bulunan ilkokul, ortaokul ve lise bünyesinde görev yapan İngilizce Öğretmenlerini kapsamak üzere** kopyası Ek'lerde sunulan bir anket uygulaması yapmayı planlamaktadır. Tez çalışması kapsamında yukarıda belirtilen anketin uygulayabilmesi için gerekli iznin verilmesi hususunu bilgilerinize sunarım.

(Enstitü Müdürlüğünde Kalan Asıl Sureti İmzalıdır)
Prof. Dr. Ünal AY
Rektör

EKLERİ: Üç sayfa tez anket formları ile Üç sayfa tez etik kurul izin formunun fotokopileri.

A.Yaşar Bayboğan Kampüsü, Adana-Mersin Karayolu 33800 Yenice-Mersin / TÜRKİYE   T. +90 (0324) 651 48 00   F. +90 (0324) 651 48 11
www.cag.edu.tr

Appendix 5: Approval Letter from Directorate of National Education in Adıyaman

T.C.
ADIYAMAN VALİLİĞİ
İl Millî Eğitim Müdürlüğü

Sayı : 12705949-774.99-E.649568   10.01.2020
Konu : Uygulama izni

DAĞITIM YERLERİNE

İlgi: a) Adıyaman Toki Ortaokulu Müdürlüğünün 25.12.2019 tarih ve 25746012 sayılı yazısı.
   b) Valilik Makamının 09.01.2020 tarih ve 643191 sayılı Makam Oluru.

İlgi (a) yazıya istinaden, Mersin Çağ Üniversitesi İngiliz Dili Eğitimi Tezli Yüksek Lisans öğrencisi olan Merkez Toki Ortaokulu İngilizce Öğretmeni Ahmet KESKİN'in tez çalışması kapsamında Dr. Öğretim Üyesi Senem ZAİMOĞLU danışmanlığında İlimiz İl Merkezindeki İlkokul, Ortaokul ve Ortaöğretim Okullarındaki ingilizce öğretmenlerine yönelik olarak "An Investigation Of Turkish EFL Teachers' Professsional Teacher Identities" konulu anket uygulamasının yapılacağı okullarda okul müdürünün sorumluluğu ve gözetiminde eğitim öğretimi aksatmayacak şekilde yapması ile ilgili Valilik Makamının ilgi (b) Oluru yazımız ekinde gönderilmiştir.

   Gereğini rica ederim.

                                        Abdurrahman ÇELİK
                                            Müdür a.
                                    İl Milli Eğitim Şube Müdürü

Ek:
-1 Adet Valilik Makam Oluru ve ekleri

Dağıtım:
- İl Merkezindeki İlkokul, Ortaokul ve Ortaöğretim Ok.Müdürlüklerine
- TOKİ Ortaokulu Müdürlüğüne

İl M.E.Müdürlüğü 02100/ADIYAMAN- Ayrıntılı Bilgi İçin:Şef Bekir DÖYAN- Telefon : (0416) 2161181 – 2161021 Faks : (0416) 2164570 -Hizmetiçi Eğitim Birimi : e-posta: adiyamanmem@meb.gov.tr - Elektr.Ağ : www.adiyaman.meb.gov.tr

Bu evrak güvenli elektronik imza ile imzalanmıştır. https://evraksorgu.meb.gov.tr adresinden de90-5bf7-3503-91f9-ade2 kodu ile teyit edilebilir.

Appendix 6: Approval Request from the Office of Governor

T.C.
ADIYAMAN VALİLİĞİ
İl Millî Eğitim Müdürlüğü

Sayı : 12705949-774.99-E.643191   09.01.2020
Konu : Ahmet KESKİN'in
          Uygulama İzin İsteği

VALİLİK MAKAMINA

İ l g i : a) Adıyaman Toki Ortaokulu Müdürlüğünün 25.12.2019 tarih ve 25746012 sayılı
          yazısı.
          b) İl Milli Eğitim Müdürlüğü Araştırma ve Değerlendirme Komisyonunun 09.01.2020
          tarihli kararı.

İlimiz Merkez Toki Ortaokulu Müdürlüğünün ilgi (a) yazısında; Mersin Çağ Üniversitesi Tezli Yüksek Lisans öğrencisi olan Okulun İngilizce Öğretmeni Ahmet KESKİN'in tez çalışması kapsamında Dr. Öğretim Üyesi Senem ZAİMOĞLU danışmanlığında İlimiz İl Merkezindeki İlkokul, Ortaokul ve Ortaöğretim Okullarında görev yapan ingilizce öğretmenlerine yönelik olarak "An Investigation Of Turkish EFL Teachers' Professsional Teacher Identities" konulu anket uygulaması yapılması talep edilmektedir.

Bu bağlamda; Mersin Çağ Üniversitesi İngiliz Dili Eğitimi Tezli Yüksek Lisans öğrencisi olan Merkez Toki Ortaokulu İngilizce Öğretmeni Ahmet KESKİN'in tez çalışması kapsamında Dr. Öğretim Üyesi Senem ZAİMOĞLU danışmanlığında İlimiz İl Merkezindeki İlkokul, Ortaokul ve Ortaöğretim Okullarındaki ingilizce öğretmenlerine yönelik olarak "An Investigation Of Turkish EFL Teachers' Professsional Teacher Identities" konulu anket uygulamasını uygulamanın yapılacağı okullarda okul müdürünün sorumluluğu ve gözetiminde eğitim öğretimi aksatmayacak şekilde ilgi (b) komisyon kararı doğrultusunda yapması Müdürlüğümüzce uygun görülmektedir.

Makamlarınızca da uygun görülmesi halinde olurlarınıza arz ederim.

Abdurrahman ÇELİK
Müdür a.
İl Milli Eğitim Şube Müdürü

OLUR
09.01.2020

Ahmet ALAGÖZ
Vali a.
İl Milli Eğitim Müdürü

Ek: 1 Adet Yazı ve ekleri
     2-Değerlendirme Formu

İl M.E.Müdürlüğü 02100/ADIYAMAN- Ayrıntılı Bilgi İçin:Şef Bekir DOYAN- Telefon : (0416) 2161181 –
2161021 Faks : (0416) 2164570 -Hizmetiçi Eğitim Birimi : e-posta: adiyamanmem@meb.gov.tr - Elektr.Ağ :
www.adiyaman.meb.gov.tr

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Appendix 7: Request Letter for Permission

ADIYAMA TOKİ ORTAOKULU MÜDÜRLÜĞÜNE

ADIYAMAN

25.12.2019

Adıyaman TOKİ Ortaokulu'nda İngilizce Öğretmeni olarak görev yapmaktayım. Aynı zamanda, Mersin ÇAĞ Üniversitesi İngiliz Dili Eğitimi Yüksek Lisans Programında tezli yüksek lisans öğrencisiyim. Yüksek Lisans tezim kapsamında 'An Investigation of Turkish EFL Teachers' Perception of Professional Teacher Identity" adlı yüksek lisans çalışmam için Adıyaman ili merkez ilçe sınırlarındaki ilkokul, ortaokul ve liselerde görev yapan İngilizce öğretmenleriyle 3 sayfalık bir anket ve mülakat görüşmesi yapmak istiyorum. Bu kapsamda, tarafıma izin verilmesini istiyorum. Anket formları ektedir.

Gereğinin yapılmasını arz ederim.

(Enstitü Müdürlüğünde Kalan Asıl Sureti İmzalıdır)

Ahmet KESKİN

İngilizce Öğretmeni

Adres:

Adıyaman TOKİ Ortaokulu

Tel no: 05057045764

E-mail: ahmetkeskinelt@gmail.com

EK-1: Çağ Üniversitesi, Sosyal Bilimler Enstitüsü Etik Kurulu Onayı

EK-2: Teacher Identity Scale

EK-3: Interview for Teacher Commitment

8. CURRICULUM VITAE

Name & Surname: Ahmet KESKİN

Birth Place and Year: Adıyaman / 1991

E-mail: ahmetkeskinelt@gmail.com

Address: Merkez / ADIYAMAN

EDUCATIONAL BACKGROUND

High School: Adıyaman Bilgi Anatolian High School / 2005-2009

Bachelor's Degree: Yıldız Technical University,

Foreign Language Education Department,

English Language Teaching / 2009-2013

Master's Degree: Çağ University, Institute of Social Sciences,

English Language Education / 2018-2020

EXPERIENCE

Yıldız Technical University, School of Foreing Languages,

2013-2014 (English Instructor)

Ministry of National Education, Osman İsot Vocational High School,

 2014-2016 (English Language Teacher)

Ministry of National Education, Adıyaman TOKİ Primary and Secondary School

2016- Still (English Language Teacher)