

Scale Development Study on the Perception of Responsibility for Providing Professional Value for Prospective Teachers *

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In this study, it was aimed to develop a measurement tool with validity and reliability to determine the perceptions of academicians working in faculties of education about their responsibility to provide prospective teachers with professional values. In order to create the necessary item pool for the scale, the literature was reviewed and in this context, a question pool of 44 items was created and expert opinions were taken. After the revisions in the items, Lawshe Technique was used to determine the content validity. 300 faculty members were administered the scale and a data set was obtained, which was analyzed for validity and reliability. Exploratory factor analysis (EFA) was used to reveal the construct validity of the scale, Cronbach's Alpha reliability coefficient, item-total score correlation and two-half test reliability methods were used to ensure the reliability of the scale, and lower 27%-upper 27% independent groups t-test was used for the discrimination of the scale. As a result of EFA, a 26-item, 3-factor structure emerged. This structure explains 59.647% of the total variance of the scale. Cronbach Alpha internal consistency coefficient for the reliability of the scale was found to be 0.952. It was observed that the item total correlation values were high and positive above 0.5 and the correlation values of all items were above 0.30, which is recommended as the lower limit. According to the results of the two-half test reliability analysis, the correlation coefficient between the equivalent halves was found to be 0.942. As a result of the t-test between the scores of the upper 27% and lower 27% groups in order to examine the discrimination of the scale items, it was found that the difference between the groups was significant at $\alpha=0.000$ level.

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Keywords: Professional value of teaching, teacher education, responsibility, perception of responsibility

INTRODUCTION

Professional values not only are abstract and generalized principles of conduct that provide a basic standard for evaluating behaviors and goals and are formed by the strong emotional attachment of profession members but also are expressed verbally in professional codes of ethics (Snellman & Gedda, 2012). Professional values are referred to a set of beliefs that guide the evaluation of attitudes, behaviors, tendencies and personal judgments that occur in the work environment (Merdan, 2013). Beliefs, criteria or standards that contribute to promoting appropriate behaviors and preventing inappropriate behaviors required by any profession are referred to as professional values (Tunca et al., 2015).

According to the Teaching Profession Law (2022), "Teaching is a specialized profession that undertakes education and training along with related administrative duties. Teachers are obliged to fulfill these duties in accordance with the aims and basic principles of Turkish National Education and the ethical principles of the teaching profession." In the course of these educational, teaching and administrative duties, teachers' values and professional values have become important. According to Brady (2011), teachers transfer their own values to students in addition to their knowledge and skills during their educational activities. Teachers bring various professional and personal values such as tolerance, respect for others, social conscience and personal responsibility into the classroom. In this context, it is essential for teachers to have personal and professional qualities, positive attitudes and behaviors that will shape the lives of individuals and contribute to the educational process. Teaching professional values can be defined as the criteria or standards that guide teachers' thoughts, feelings and behaviors while fulfilling their professional duties such as planning, organizing and educational activities, ensuring students' permanent learning, maintaining classroom discipline and self-development (Tunca et al., 2015). In this framework, the importance of gaining professional values that distinguish the teaching profession from other professions and at the same time make teachers successful teachers becomes prominent. In this context, in the process of gaining teaching professional values to the teachers, the academicians who train them are assumed the responsibilities.

Responsibility is a concept that guides our decisions in every aspect of our lives. Responsibility has taken its place in the history of science as one of the important concepts of philosophy. In addition, it has been the subject of studies as an important concept in the field of psychology in recent years, and

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has increased in importance in terms of social life affected by the changing world, and it has been studied by educators and has entered the curriculum (Eryilmaz & Deveci, 2022).

The Turkish Language Association dictionary defines the word "responsibility" as "the assumption of one's own behavior or the consequences of any event that falls within one's jurisdiction, accountability". Başaran (1974) defines the responsibility as follows: "The sense of responsibility is a feeling of carrying out a task assigned or undertaken as a duty to the end at all costs, and accountability for it when necessary. Responsibility is the readiness of the individual to be accountable for the events and things he/she has seen within his/her borders, taking care of oneself and others, assuming one's duties, participating in social life, working to correct problems and striving for a better life" (Cüceloğlu, 1996).

Teachers' professional identity not only encompasses their understanding of who they are in their profession, how they define themselves as teachers, and the impact of their role on their interactions with colleagues and students but also is very important in terms of guiding their teaching strategies and lesson planning (Beijaard et al., 2004). Professional identity is also shaped by the pedagogies that teacher educators use to facilitate the development of teacher identity (Loughran, 2014). Furthermore, emphasize the impact of values on teacher professionalism by stating that certain values have a direct impact on teachers' professional behaviors and identities (Suyatno et al., 2019). In order to encourage prospective teachers to acquire professional values, it is important to understand the elements that contribute to the formation of professional identity. As a result, it is emphasized that teachers' professional values are an integral part of professional identity development and the importance of teacher educators in this regard.

The teacher training process involves various partner such as teachers, prospective teachers, teacher educators and teacher training programs (Duman, 2021). In Turkey, studies determine the general competence for the teaching profession started in the 1970s. Professional values were included in the "Personal and Professional Values - Professional Development" competency area in the 2006 general qualifications for teaching profession of the Ministry of National Education (MoNE) and in the "Attitude and Values" competency area in the 2017 general qualifications for teaching profession (Ministry of National Education, 2017, p. 16). Alan (2019) In the 2017 study, stated that among the negative opinions of the field experts regarding the general competencies in 2017 was "Inadequacy of practices or courses for the acquisition of skills, values and attitudes". Teachers and teacher educators are seen as carriers of education and values. However, ethical issues are almost never explicitly addressed in teacher foundation programs and this is not adequately reflected (Pantic & Wubbels, 2012). As a result, academics who train teachers who bring their personal and professional values to the classroom have responsibilities.

When the literature on the subject is examined, studies on teaching professional values are observed (Atalmış & Köse, 2018; Bakioğlu & Koç, 2017; Alptekin & Kingır, 2021), but no study has been found on the responsibilities of academicians working in the faculty of education in the process of gaining professional values of prospective teachers. In this context, it is thought that the result of this study will provide a functional measurement tool to the field and pave the way for new studies to be conducted.

The aim of this study is to develop a measurement tool with the necessary psychometric properties that will serve to determine the perceptions of academicians working in the faculty of education about their responsibility to provide prospective teachers with professional values. When the literature was reviewed, no scale development study on this subject was found. In this context, it is thought that the developed measurement tool will enrich the related literature and prepare the ground for future studies in this direction.

METHOD

Research Design

The research is descriptive in survey model. With this study, it was aimed to develop a measurement tool to determine the perceptions of academicians working in the faculty of education about their responsibility to provide prospective teachers with professional values.

Population and Sample

The target population of the study consists of 6795 academicians working in all faculties of education in Turkey (the Council of Higher Education, 2023). Due to the difficulty of reaching all academicians in the target population of the study, sampling was used. Data were collected from 300 academicians from 33 universities selected from each region of Turkey. In determining the sample size, it is stated that 100 individuals were found to be poor, 200 individuals were found to be average, 300 individuals were found to be good, 500 individuals were found to be extremely good, and 1000 individuals were found to be excellent (Comrey & Lee, 1992; Field, 2013). While determining the research group, the purposive sampling method was adopted since the principles of easy accessibility and voluntary participation in the research were considered (Yıldırım & Şimşek, 2011).

Scale Development Process

In the development of the scale, the guidance of the literature for scale development was followed (Erkuş, 2019).

In order to create the item pool required for the scale, the literature was reviewed and studies in the context of the subject were tried to be identified. In this context, a question pool of 44 items was created. For the content validity of the 44 items, feedback was received from three experts and some items were merged and revised. The option scale of the scale items was organized as "completely disagree", "disagree", "partially agree", "agree", and "completely agree". After the revisions of the items, Lawshe Technique developed by Lawshe (1975) was used to determine the content validity.

The scale form was applied to 300 academicians and a data set was obtained for the validity and reliability of the scale. With the 300-person data set, exploratory factor analysis (EFA) was used to reveal the construct validity of the scale, Cronbach Alpha reliability coefficient, item-total score correlation and split-half reliability methods were used to ensure the reliability of the scale, and lower 27%-upper 27% independent groups t-test was used for the distinctiveness of the scale items. SPSS program was used to process the data during the analysis process.

For the compliance of the data set for exploratory factor analysis (EFA), Kaiser-Meyer-Olkin (KMO) test was checked by performing the Bartlett Sphericity test. As a result of the Kaiser-Meyer-Olkin (KMO) value being at the appropriate value and the Bartlett test result being significant, evidence was obtained that factor analysis could be performed and that the data set had a multivariate normal distribution. Direct oblimin rotation method was applied in order to see the factors more clearly with rotation methods. After the exploratory factor analysis, 11 scale items were removed from the scale for failure to fulfil the necessary conditions. As a result of EFA, a scale consisting of 26 items and 3 sub-dimensions was obtained. In order to test the reliability of the scale, Cronbach's Alpha reliability coefficient and in order to learn the contribution of the items to the scale, item-total correlation coefficients were examined and then the lower 27%-upper 27% independent group t-test and equivalent halves methods were applied.

Findings

Findings on the Validity of the Scale

The findings obtained as a result of the analysis of the construct validity of the scale are presented below.

Lawshe

In this study, a group of eight field experts was formed and a candidate scale form was prepared. After the expert opinions were asked, the content validity ratios (CVR) of the items were calculated and seven items below the minimum value of 0.78, which is the minimum value of CVR, were removed from the pool and 37 items remained in the scale as a result of these applications. The scale consisting of 37 items was administered to 300 academicians and analyzed.

Exploratory factor analysis (EFA)

Within the scope of validity and reliability analyses, exploratory factor analysis (EFA) was conducted with 300 forms in our data set. For this purpose, principal component and direct oblimin methods were used since they are recommended when factors are related to each other (Büyüköztürk, 2011). As a result of the analysis, it was determined that a total of eight items (5, 6, 7, 9, 10, 11, 24, 27, 28, 29, 37) met the validity requirements when they were removed from the scale due to overlapping items or low factor loadings. The remaining 26 items are expected to have a Kaiser-Meyer-Olkin (KMO) value of at least 0.50 and a significant Bartlett's test result. (Büyüköztürk, 2011). In our study, KMO = 0.948 and Bartlett's Test of Sphericity ($\chi^2_{(325)} = 4782.953$; $p < .01$) were found to be significant and these requirements were met. Field (2009), also stated that 0.50 should be the lower limit for the Kaiser-Meyer-Olkin test and that the dataset could not be factorized for $KMO \leq 0.50$. He also considers KMO above 0.80 to be excellent for sampling adequacy.

Oblimax rotation was used to determine the existing factor structure in the scale. As a result of rotation, it was determined that the scale consisted of three (3) sub-dimensions in total. The "Scree Plot" graph based on the eigenvalues of the factors of which eigenvalues greater than 1 is presented in Figure 1.

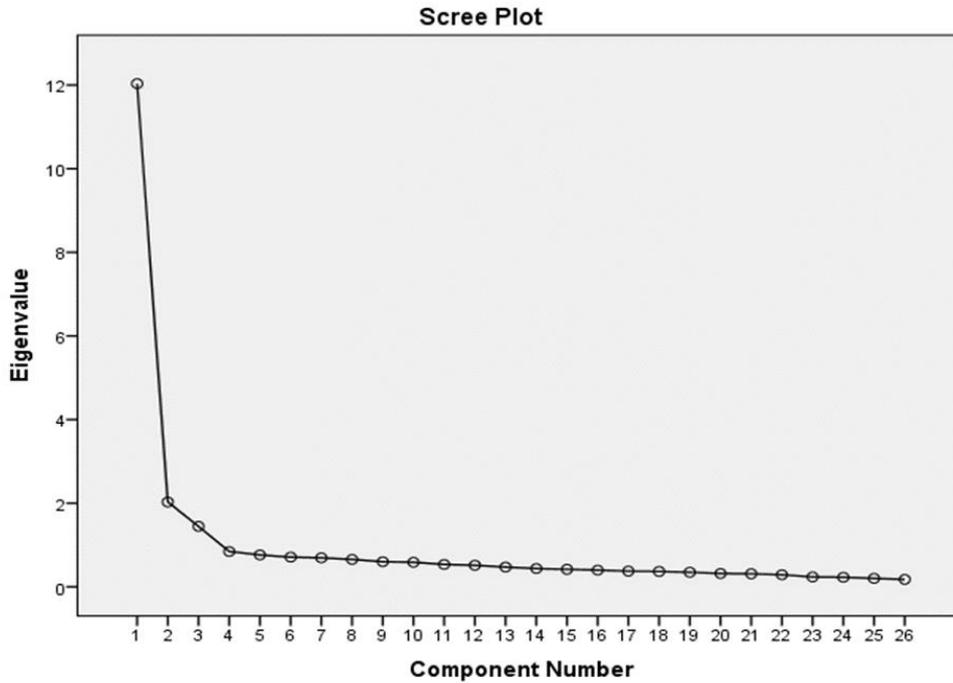


Figure 1. Scree Plot

It was determined that the scale consisted of 3 sub-dimensions in total and these sub-dimensions were named as implementation, support and awareness. Consisting of 3 sub-dimensions, the validity of the scale of perception of responsibility for imparting professional values to prospective teachers was determined as 59.647%. The sub-dimension structure of the scale and EFA results are given in Table 1.

Table 1. Sub-dimensional Structure and EFA Results of the Perception of Responsibility for Providing Professional Value for Prospective Teachers Scale

	Sub-dimensions and Factor Loadings			Eigenvalue	Variance Explained
	Application	Support	Awareness		
A34	,864				
A32	,862				
A23	,772				
A36	,767				
A8	,762				
A35	,752			12,034	46,285
A14	,713				
A19	,703				
A30	,676				
A33	,564				
A26	,528				
A3		,821			
A1		,805		2,028	7,800
A4		,797			
A2		,769			
A18			,917		
A21			,873		
A16			,726		
A25			,698		
A13			,627		
A20			,618	1,446	5,562
A17			,552		
A22			,527		
A15			,471		
A31			,459		
A12			,417		
Total Variance Explained					59,647

As seen in Table 1, since the validity of the scale is more than 50% and the factor loadings of the items are greater than or close to 0.45, the scale of the perception of responsibility for gaining professional value to prospective teachers fulfilled the EFA conditions (Büyüköztürk, 2011). In addition, within the EFA results, it was determined that the correlation values between the items were not very low ($r < 0.10$) or very high ($r > 0.90$), the relationships between the items were mostly significant ($p < 0.05$), there were positive and significant ($p < 0.05$) relationships between the sub-dimensions, and the contribution of each item to the common variance (communalities) was at a sufficient level (Field, 2009).

Findings related to the reliability of the scale

After EFA, reliability analyses were conducted and Cronbach's Alpha reliability coefficient was firstly examined with 300 forms in our data set.

Table 2. Cronbach Alpha Reliability Findings of the Perception of Responsibility Scale for Providing Professional Value for Prospective Teachers

	Number of Articles	Cronbach's Alpha
Factor 1	11	0,928
Factor 2	4	0,826
Factor 3	11	0,919
Total	26	0,952

As seen in Table 2, the overall reliability of the scale was found to be $\alpha=0.952$. In the sub-dimensions, it was determined that the reliability of Factor 1 sub-dimension was $\alpha=0.928$, the reliability of Factor 2 sub-dimension was $\alpha=0.826$ and the reliability of Factor 3 sub-dimension was $\alpha=0.919$. Accordingly, the scale is highly reliable in general and in terms of sub-dimensions (George & Mallery, 2003).

In addition, after the Cronbach Alpha reliability analysis, the item-total score correlation was calculated in order to see the compatibility of the scale items with the scale total score. Because a high and positive item-total score correlation indicates that the items in the measurement tool exemplify similar behaviors and the internal consistency of the scale is high (Büyüköztürk, 2011).

Table 3. Item-Total Score Correlation Findings

Articles	Item Total Score Correlations	Articles	Item Total Score Correlations	Articles	Item Total Score Correlations
A1	0,481	A12	0,583	A16	0,638
A2	0,441	A13	0,7	A17	0,693
A3	0,414	A14	0,689	A18	0,699
A4	0,51	A15	0,679	A19	0,726
A5	0,624			A20	0,726
A6	0,711			A21	0,723
A7	0,624			A22	0,771
A8	0,735			A23	0,66
A9	0,598			A24	0,66
A10	0,665			A25	0,63
A11	0,708			A26	0,623

As seen in Table 3, the correlation values of all items were above 0.30, which is recommended as the lower limit (George & Mallery, 2003; Büyüköztürk, 2011; Tavşancılı, 2014).

The split half method was applied to these results. The Cronbach's Alpha value of the half with items 1, 3, 5, 7, 9, 11, 13, 15, 17, 19, 21, 23, 25 was 0.902; the Cronbach's Alpha value of the half with items 2, 4, 6, 8, 10, 12, 14, 16, 18, 20, 22, 24, 26 was 0.908 and the correlation coefficient between these two halves was 0.942 ($p<0.01$). Using the correlation coefficient obtained, the total reliability coefficient of the scale was found to be 0.970 using the Spearman-Brown formula.

In the next phase, the reliability of the scale was tested through its distinctiveness power. For this purpose, the scores of 81 participants in the first and last 27% groups with high and low scores were compared using independent samples t-test.

Table 4. Lower 27%-Upper 27% T-Test Between Groups

Factor 1 Article no.	Lower%27- Upper%27 t	Factor 2 Article no.	Lower 27%- Upper 27 t	Factor 3 Article no.	Lower%27- Upper%27 t
Article 1	15,065	Article 12	25,026	Article 16	19,336
Article 2	16,412	Article 13	27,128	Article 17	39,460
Article 3	20,976	Article 14	21,323	Article 18	11,818
Article 4	21,480	Article 15	22,046	Article 19	27,116
Article 5	20,515			Article 20	23,091
Article 6	24,300			Article 21	22,875
Article 7	21,926			Article 22	40,150
Article 8	18,976			Article 23	19,518
Article 9	19,290			Article 24	36,918
Article 10	19,605			Article 25	29,227
Article 11	25,298			Article 26	27,761

In order to examine the distinctiveness of the items in the scale, a t-test was conducted between the mean scores of the lower 27% and upper 27% groups. According to the results of the t-test between the lower and upper 27% groups, the difference between the two groups for all items was found to be significant at $\alpha=.000$ level.

Table 5. Perception of Responsibility Scale for Providing Professional Value for Prospective Teachers

Articles	
Application	A1 I discuss publications related to professional values of teaching in my classes.
	A2 I create opportunities for myself to work on providing professional values of teaching.
	A3 I follow activities such as meetings, seminars, congresses, and symposiums that focus on professional values of teaching.
	A4 I conduct activities in the lessons to raise awareness about providing professional values of teaching.
	A5 I talk about professional values of teaching with prospective teachers outside the classroom.
	A6 I take care to bring professional value-oriented case studies to the classroom in order to provide professional values of teaching.
	A7 I encourage my students to generate ideas about providing professional values of teaching.
	A8 I encourage my students to do activities to provide professional values of teaching.
	A9 Whenever I have the opportunity, I teach good examples on the subject of providing professional values of teaching.
	A10 I talk to prospective teachers about the professional values of teaching.
	A11 I emphasize that the issue of providing professional values of teaching should be constantly kept on the agenda.
Support	A12 I am aware that it is necessary to support the activities to be carried out in order to provide the professional values of teaching.
	A13 I think that there is a lot to be done in order to provide the professional values of teaching.
	A14 I have an attitude of supporting the efforts to provide professional values of teaching.
	A15 I think that multifaceted activities should be carried out in order to provide professional values of teaching.
Awareness	A16 I see every suggestion of my colleagues as an opportunity for improvement in providing professional values of teaching.
	A17 I take into account all kinds of ideas to overcome the obstacles encountered in providing professional values of teaching.
	A18 Every task is valuable for me in terms of providing the professional values of teaching.
	A19 I do not ignore any professional values that I think prospective teachers should acquire in terms of providing professional values of teaching.
	A20 I would be happy to cooperate with the administrators in terms of providing the professional values of teaching.
	A21 I care about the new ideas of the academicians in providing professional values of teaching.
	A22 I think it is necessary to follow new approaches to providing professional values of teaching.
	A23 I talk to my colleagues about the importance of providing professional values of teaching.
	A24 I feel the responsibility to improve myself in providing professional values of teaching.
	A25 I am aware of the role of academicians in providing professional values.
	A26 I take into account the discussions about what can be done to promote the professional values of teaching.

Conclusion, Discussion, and Recommendations

With this research, it was aimed to develop a measurement tool that serves to determine the perceptions of academicians working in the faculty of education about their responsibility to provide prospective teachers with professional values. In this direction, a question pool of 44 items in 5-point

Likert type was created by considering the scale development stages. The created item pool was revised in line with the expert opinions and converted into a 37-item scale form.

Exploratory factor analysis (EFA), reliability based on Cronbach's Alpha reliability coefficient, item-total score correlation and split half test reliability methods, and lower 27%-upper 27% independent groups t-test for the distinctiveness of the scale were applied with the data set of 300 participants.

For the suitability of the data set for exploratory factor analysis, Kaiser-Meyer-Olkin (KMO) test was checked by performing Bartlett Sphericity test. As a result of the Kaiser-Meyer-Olkin (KMO) value being at the appropriate value and the Bartlett test result being significant, evidence was obtained that factor analysis could be performed and that the data set had a multivariate normal distribution. In the study, KMO = 0.948 and Bartlett Sphericity Test ($X^2_{(325)} = 4782.953$; $p < .01$) were found to be significant and these requirements were fulfilled. After the exploratory factor analysis, 11 scale items were removed from the scale because they did not fulfill the necessary conditions. As a result of EFA, a scale consisting of 26 items and 3 sub-dimensions was obtained.

In order to test the reliability of the scale, Cronbach Alpha reliability coefficient and item-total correlation coefficients were examined in order to learn the contribution of the items to the scale, and the reliability was also tested with the method of equal halves. For the distinctiveness of the scale, lower 27%-upper 27% independent group t-test was calculated. The reliability of the scale was found to be $\alpha = 0.948$. In the sub-dimensions, It was determined that the reliability of Factor 1 sub-dimension was $\alpha = 0.928$; the reliability of Factor 2 sub-dimension was $\alpha = 0.826$; and the reliability of Factor 3 sub-dimension was $\alpha = 0.919$. When we look at the item-total correlation values, it is seen that they are at a high level above 0.5 and positive. The correlation values of all items are above 0.30, which is recommended as the lower limit (George & Mallery, 2003; Büyüköztürk, 2011; Tavşancıl, 2014). The split half test reliability method was applied to these results. The Cronbach's Alpha value of the half with odd numbered items was 0.902; the Cronbach's Alpha value of the half with even numbered items was 0.908 and the correlation coefficient between these equivalent halves was 0.942 ($p < 0.01$). Using the correlation coefficient obtained, the total reliability coefficient of the scale was found to be 0.970 using the Spearman-Brown formula. When the scores of the participants in the first and last 27% groups with high and low scores were compared by independent samples t-test, it was seen that the mean scores of the groups with high and low scores differed significantly from each other in all items $p < 0.05$.

There is no study in the literature to determine the perceptions of responsibility for gaining professional values to prospective teachers. As a result of this study, a measurement tool with the necessary psychometric properties was developed to determine the perceptions of academicians working in the faculty of education about their responsibility to gain professional values to prospective teachers. The scale form obtained in this study can be designed to relate the findings obtained from other studies with different variables and can be used in studies conducted for different professional fields on a similar subject.

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Öğretmen Adaylarına Meslekî Değer Kazandırma Sorumluluk Algısı Ölçeği

1.Kesinlikle katılmıyorum 2.Katılmıyorum 3.Kısmen Katılıyorum 4.Büyük ölçüde katılıyorum 5.Kesinlikle katılıyorum

Maddeler	1	2	3	4	5
1. Öğretmenlik meslekî değerleri konusu ile ilgili yayınları derslerimde tartışırım.					
2. Öğretmenlik meslekî değerlerini kazandırma konusu ile ilgili çalışmalar yapmak için kendime fırsatlar oluştururum.					
3. Öğretmenlik meslekî değerleri odağındaki toplantı, seminer, kongre, sempozyum gibi etkinlikleri takip ederim.					
4. Öğretmenlik meslekî değerlerini kazandırma konusunda farkındalık yaratmak için derslerde etkinlikler yaparım.					
5. Öğretmenlik meslekî değerleri hakkında öğretmen adaylarıyla ders dışında konuşurum.					
6. Öğretmenlik meslekî değerlerini kazandırma adına meslekî değer odaklı örnek olayları sınıfa getirmeye özen gösteririm.					
7. Öğretmenlik meslekî değerlerini kazandırma konusunda öğrencilerimi fikir üretmeye yönlendiririm.					
8. Öğretmenlik meslekî değerlerini kazandırmak için öğrencilerimi etkinlik yapmaya teşvik ederim.					
9. Öğretmenlik meslekî değerlerini kazandırma konusuna ilişkin fırsat buldukça güzel örnekleri işlerim.					
10. Öğretmenlik meslekî değerleri hakkında öğretmen adaylarıyla konuşurum.					
11. Öğretmenlik meslekî değerlerini kazandırma konusunun sürekli gündemde tutulmasını vurgularım.					
12. Öğretmenlik meslekî değerlerini kazandırma adına yapılacak etkinlikleri desteklemek gerektiği farkındalığına sahibim.					
13. Öğretmenlik meslekî değerlerini kazandırma adına yapılacak çok şeyin olduğunu düşünüyorum.					
14. Öğretmenlik meslekî değerlerini kazandırma adına verilen çabayı destekleme yönünde tavır sergilerim.					
15. Öğretmenlik meslekî değerlerini kazandırma adına çok yönlü faaliyetlerin yapılması gerektiğini düşünüyorum.					
16. Öğretmenlik meslekî değerlerini kazandırma konusunda meslektaşlarımın her önerisini bir gelişme fırsatı olarak görürüm.					
17. Öğretmenlik meslekî değerlerini kazandırma konusunda karşılaşılan engelleri aşmak için her türlü fikri dikkate alırım.					
18. Öğretmenlik meslekî değerlerini kazandırma konusunda her görev benim için değerlidir.					
19. Öğretmenlik meslekî değerlerini kazandırma konusunda öğretmen adaylarının kazanması gerektiğini düşündüğüm meslekî hiçbir değeri göz ardı etmem.					
20. Öğretmenlik meslekî değerlerini kazandırma konusunda yöneticilerle iş birliği yapmaktan mutluluk duyarım.					
21. Öğretmenlik meslekî değerlerini kazandırma konusunda öğretim elemanlarının yeni fikirlerini önemserim.					
22. Öğretmenlik meslekî değerlerini kazandırma konusunda yeni yaklaşımları takip etmek gerektiğini düşünüyorum.					
23. Öğretmenlik meslekî değerlerini kazandırma konusunun önemi hakkında meslektaşlarımla konuşurum.					
24. Öğretmenlik meslekî değerlerini kazandırma konusunda kendimi geliştirmenin sorumluluğunu hissederim.					
25. Öğretmenlik meslekî değerlerini kazandırma konusunda öğretim elemanlarının rollerinin farkındayım.					
26. Öğretmenlik meslekî değerlerini kazandırma konusunda nelerin yapılabileceği ile ilgili tartışmaları dikkate alırım.					