Preservice Teachers' Professional Engagement and Their Ability to Choose Teaching Techniques[*]

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Abstract

This study aims to investigate the relationship between the engagement of the preservice teacher to the teaching profession, and their ability to choose teaching techniques. The study adopted correlational survey research. The sample group is the students studying at the faculty of education of a state university in the Eastern Anatolia Region, and the preservice teachers taking pedagogical formation training. The obtained findings have shown that there are significant differences between the preservice teachers who have taken externally pedagogical training and the preservice teachers studying at the faculty of education in terms of their engagement to the teaching profession, their skills to choose teaching techniques, and other sub-dimensions of the scales. Based on the findings, it was concluded that the preservice teachers who took pedagogical formation training had higher average scores for professional engagement and dedication to the professional dimension; the mean scores were higher than the preservice teachers studying in the faculty of education in terms of the positive prediction and competence perception regarding the technical selection dimension. In addition, a significant relationship was found between the professional engagement of pre-service teachers and their skills in the selection of teaching techniques.

Keywords: Teacher training, engagement to the teaching profession, the ability to choose teaching techniques, preservice teachers

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Öğretmen Adaylarının Mesleki Adanmışlıkları ve Öğretim Tekniklerini Seçme Becerileri*

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Öz

Bu çalışmanın amacı öğretmen adaylarının öğretmenlik mesleğine ilişkin adanmışlıkları ile öğretim tekniklerini seçme becerileri arasındaki ilişkiyi incelemektedir. Bu çalışma, ilişkisel tarama modeli bir çalışmadır. Araştırmanın örneklemini, Doğu Anadolu Bölgesi'nde bir devlet üniversitesinin eğitim fakültesinde öğrenim gören öğrencileri ile pedagojik formasyon eğitimi alan öğretmen adayları oluşturmaktadır. Araştırma sonucunda elde edilen bulgulara göre, pedagojik formasyon eğitimi alan öğretmen adayları ile eğitim fakültesi öğretmen adaylarının öğretmenlik mesleğine adanmışlık ve öğretim tekniğini seçme becerileri ile ölçeklerin diğer alt boyutları açısından anlamlı farklılıklar görülmektedir. Araştırmadan elde edilen bulgulardan hareketle, pedagojik formasyon eğitimi alan öğretmen adaylarının mesleki adanmışlığa ilişkin mesleğe bağlılık ve özverili çalışma boyutu puan ortalamalarının daha yüksek olduğu; teknik seçimine ilişkin olumlu öngörü ve yeterlik algısı boyutunda da eğitim fakültesinde öğrenim gören öğretmen adaylarından daha yüksek olduğu sonucuna ulaşılmıştır. Ayrıca öğretmen adaylarının mesleki adanmışlıkları ile öğretim tekniklerinin seçimine ilişkin becerileri arasında anlamlı ilişki bulunmuştur.

Anahtar Sözcükler: Öğretmen yetiştirme, öğretmenlik mesleğine adanmışlık, öğretim tekniği seçme becerisi, öğretmen adayları

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Introduction

In an attempt to have a more qualified teacher training system, preservice possibilities, opportunities are evaluated, and the standards are tried to be increased. In this context, teacher training programs, standards, and competencies are constantly updated (Şişman, 2011, p. 230). Effective and successful education and training practices depend on first and foremost the teacher's commitment to the profession (Hoy & Miskel, 2010, p. 68).

The method is the way the strategy is applied and the technique is the way the method is applied. Success in technique will determine success in method; success in method use will also determine the success of strategy selection and use. Criteria determining strategy, method, and technique selection will be student characteristics, subject area features, and the teacher's ability to use strategy, method, and technique. As a student feature students' level of readiness in cognitive, affective, and motor skills is important. The student must know and skills of the previous stages of learning that will enable the targeted behavioral change (Demircioğlu, Genç, & Demircioğlu, 2015).

To guide the process of learning to learn, teachers are expected to have sufficient knowledge and equipment in the subjects of teaching strategies, methods, and techniques. Ataç (2003) emphasizes that the teacher training process is important for teaching in schools to be more desirable and expected. There are idiosyncrasies in learning, and innate characteristics will have an impact on each individual's learning. Because the learning of each individual is idiocratic like his / her own fingerprint. In this case, it should be accepted that teachers can guide their target audience within the framework of their learning (Fry, Ketteridge, & Marshall, 2009, p. 8-10). Engagement requires a psychological definition including special meanings (Buchanan, 1974; Mowday, Porter, & Steers, 1982). A committed employee is more interested in the values, purposes of objects, and their fields of activity, and in addition to the minimum expectations from those objects does more and tries to reach new dimensions (Firestone & Penell, 1993; Kanter, 1968). Based on many studies in this field, it can be stated that teacher engagement is the main variable that determines the teacher's professional performance, training equipment, and competence (Tsui & Cheng, 1999).

Engagement to the profession is a concept that is tried to be put forward with the words great effort, handicraft, dedication. This concept is the motivation for doing the best. With the dependence and excitement created by an engagement to any object, goal, and purpose, one does not hesitate to disregard even her/his own life for this purpose. Engagement is one of the values of the affective domain, one of the learning domains that people have (Sağsan & Fırtına, 2015, pp. 1-15). At this point, human psychology comes to the forefront, and the control of the organism is now in its hands in every aspect. The important issue is to create the fundamental structure, and values that are worth making these sacrifices. The value of martyrdom in our belief is a value committed to this scale (Celep, 1995, pp.1-7).

Innovator working conditions such as teachers' engagement to their profession, school development strategies, participation in decision-making processes, and lifelong learning should be developed in the places where they work. Otherwise, teachers may be negatively affected by the process (Rosenholtz & Simpson, 1990; Rowan, 1990). Although there are many different opinions about job responsibility, most scientists support the idea that responsible employees have higher energy and do their jobs devotedly (Bakker, Schaufeli, Leiter, & Taris, 2008; Kanste, 2011).

Committed teachers are the individuals who make important and major changes in our lives. Passion manages teachers' motivational performance. It can be said that teachers with high professional engagement have an important effect on student success. There is a significant relationship between student achievement and passionate teaching. The emergence of the need for school performance, quality improvement, and the development of a spirit of engagement while practicing the teaching profession in the globalizing world is considered important. Teachers giving themselves to their jobs are the determinants of the academic performance and education quality of the school or students (Mertler, 2002). Lema, Mbilinyi, and Rajani (2004) assert that "The reason for teachers' existence is students." Indeed, it is the students who need to be socialized and cultured. However, it can be said that for many years, trainers have not been effective in ignoring this reality. The effects of low-performing

students and schools continued (Mkumbo, 2012). Rahmatullah (2016) found a correlation among learning effectiveness, teacher engagement, performance, and competence.

Teacher motivation has been a field of study for researchers for quite some time (Ames & Ames, 1984; Sylvia & Hutchison, 1985). Because teachers who suffer from motivation weakness cannot be expected to be devoted to the student and their profession. To develop intrinsic motivation, professional conditions, and expectations must be met at a sufficient level. It can be claimed that teacher motivation will be at a sufficient level depending on this and similar external motivation sources. Motivation as a significant variable directly influences learning and practices in this sense. The determinant indicator of people's reasons for turning to certain areas and their engagement is motivation. For this reason, motivation is one of the key concepts of learning (Taşgın & Coşkun, 2018, p. 936).

When similar studies are reviewed, it is emphasized that teachers should be teachers who are like friends with their students, can make the learning environment more comfortable, and comfortable, can implement their plans, and make their students happier by using different strategies, methods, and techniques (Shinn, 1997) that variables being basic constructors in effective teaching practices, are designated as productive teaching techniques, systematically structured classroom management, personal responsibilities, and positive interpersonal relationships (Manatte & Stow, 1984), that students' problem solving skills and critical thinking can be developed through instructional activities, particularly by choosing appropriate teaching approaches (Dyer & Osborne, 1996), that the methods, techniques, and instructional technologies which are envisaged in the curriculum, include students to the learning process and provide support in developing scientific research competencies such as project work, trips, and observations; applications such as utilizing experimental, and observation tools are not properly used by science and technology teachers, instead, applications such as question-answer, and lecture are preferred (Şimşek, Hırça, & Coşkun, 2012), that teachers have a high level of competence perception towards determining teaching techniques for teaching activities of social studies lesson, they tend to use teacher-centered teaching techniques in their lessons, and that they are in confusion about the concepts of teaching strategy, method, and technique (Durdukoca, 2018).

When the studies on engagement to the teaching profession are examined, female participants were found to have a higher and positive level of engagement to teaching profession than male participants (Guarino, Santibañez, & Daley, 2006), that the feeling of passion for the teaching profession also controls teachers' behaviors, attitudes, performances, and engagement (Fried, 2001; Thapan, 1986), that teacher engagement is the main variable that determines a teacher's professional performance, training equipment, and competence (Tsui & Cheng, 1999), that teachers' engagement to their profession, school development strategies, innovator fields of study such as lifelong learning, and participation in decision-making processes should be developed, otherwise teachers may be negatively affected by the process (Rosenholtz & Simpson, 1990; Rowan, 1990), that factors affecting teachers' professional engagement levels are "loving the profession, endeavoring, cherished, social status, and difficulty in the profession" (Turhan, Demirli, & Nazik, 2012). In this context, the purpose of this study is to examine the relationship between preservice teachers' engagement to the teaching profession, which is one of the main problems of teacher training and their ability to choose teaching techniques. For this purpose, we asked the following research questions:

- ✓ Is there a difference between preservice teachers' professional engagement and their choice of teaching techniques?
- ✓ Is there a significant relationship between preservice teachers' professional engagement and their choice of teaching techniques?
- ✓ Does professional engagement predict their choice of teaching techniques?

Method

Research Design

This research is a correlational survey model and has a quantitative structure. Survey research aims to reveal individuals' beliefs, views, characteristics, and past or present behaviors (Neuman, 2013). Relational research is the study in which the relationship between two or more variables is examined without any intervention to these variables (Büyüköztürk, Kılıç-Çakmak, Akgün, Karadeniz, & Demirel, 2013). In this research, since the relationship between two continuous variables was examined without any intervention, the relational survey model was used.

Research Sample

The population of this research is all the preservice teachers who are at the education faculty of a state university in the Eastern Anatolia Region, and all of these preservice teachers who receive pedagogical formation training in the same faculty. The sample consists of senior preservice teachers who continue their education in the fall semester of the 2019-2020 academic year at the faculty of education of the same university, and preservice teachers who took pedagogical formation training, theoretical courses, and teaching practice courses in the same period. The sample of the study consists of 599 preservice teachers, 282 of whom are senior preservice teachers of education faculty, and 317 of whom have taken pedagogical formation training. The distribution of teacher candidates by gender is given in Table 1.

Table 1

The Distribution of Pre-service Teachers by Gender

		Preservice teachers having pedagogical formation training		Preservice teachers studying at the faculty of education	
		f	**%**	**f**	**%**
Gender	Male	88	27.8	88	31.2
	Female	229	72.2	194	68.8

Research Instruments and Procedures

Two data collection tools were used in this research.

The first research instrument

Engagement to Teaching Profession Scale: The scale was developed by Kozikoğlu and Senemoğlu (2018). The scale consists of 20 items, and 3 sub-dimensions: "engagement to the profession", "devotion to students", and "dedication to the profession". These three factors explained 58.9 % of the total variance. The developers of the scale analyzed the difference between the scores of the upper group (27%) and the lower group (27%) using the t-test to test its validity according to internal criteria. As a result of the analysis, they found a significant difference. ($t_{(174)}$=37.002, p<0.01). Some examples of items included in the scale are "I am proud to be a teacher.", "I want to spend the rest of my life as a teacher.", "As a teacher, I enjoy working with students." The scale is rated as 5-point Likert. In addition, the Cronbach Alpha internal consistency coefficient for the whole scale was 0.90, and the reliability coefficients for the subscales were 0.92, 0.86, and 0.70. In our research, we calculated the Cronbach Alpha for the reliability of this scale; engagement to the profession: .937, devotion to students: .914, dedication to the profession: .838, and .952 in total.

The second research instrument

Perception Scale of Preservice Teachers' Skills to Choose Teaching Techniques: The scale was developed by Durdukoca, Yardımcıel, Beşeren, and Özbek (2017). The scale consists of 22 items, and 2 sub-dimensions: "positive foresight on technical choice" and "negative foresight on technical choice". These two factors explained 49.36% of the total variance. Some examples of items included in the scale are "I can choose teaching techniques that will give my students the ability to work independently.", "I can choose out-of-class teaching techniques suitable for the objectives of the course.", "I may not be

able to choose teaching techniques that will make my students active in the teaching-learning process." According to the CFA, the results were as follows: χ2/sd=1,80, RMSEA=.04 SRMR=.04, CFI=.96, GFI=.93, AGFI=.91, NFI=.91. The Cronbach Alpha internal consistency coefficient for the total scale was found as 0.90, and the reliability coefficients for the subscales were 0.92 and 0.82. In our research, we calculated the Cronbach Alpha for the reliability of this scale; positive foresight on technical choice: .920, negative foresight on technical choice: .882, and .906 in total.

Data Analysis

Before analysis, we tested whether the data showed a normal distribution. We examined the kurtosis, skewness coefficients, arithmetic mean, median values, Q-Q plot graphs, and normality test results (p> .05). Accordingly, we concluded that the data showed a normal distribution. In the analysis of the data, independent samples t-test was used to determine the significant difference between a two-category variable and a continuous variable. Pearson Product Moment Correlation analysis was conducted to determine whether the relationship between the two continuous variables was significant. Regression analysis was used to determine the predictive status of the scores

Ethical Issue

The data used in this study were collected anonymously as directly identifying information was never obtained or used. Also participating in the survey was ensured voluntarily. "The research was approved by the Ethics Committee at the university where the data was collected."

Results

The differences between the "Engagement to Teaching Profession Scale" and " Perception Scale of Preservice Teachers' Skills to Teaching Techniques" scores of preservice teachers having pedagogical formation training and preservice teachers studying at the faculty of education are shown in Table 2.

Table 2

The Differences between Pre-service Teachers' Professional Engagement and their Skills in choosing Teaching Techniques

	Preservice teachers having pedagogical formation training		Preservice teachers studying at the faculty of education		Test and significance	
	$\overline{X}$	sd	$\overline{X}$	sd	t	p
Engagement to profession	33.99	6.36	32.67	7.25	2.361	.019*
Dedication to profession	16.00	3.36	15.19	3.29	2.959	.003*
Devotion to students	35.20	5.24	33.82	5.64	3.109	.002*
Engagement to teaching profession scale	85.19	13.44	81.68	14.28	3.088	.002*
Positive foresight on technical choice	62.40	8.14	60.96	9.56	1.972	.049*
Negative foresight on technical choice	25.03	5.32	23.30	5.25	3.992	.000*
Perception scale of preservice teachers' skills to choose teaching techniques	87.43	11.05	84.26	11.93	3.372	.001*

Whether there is a significant difference between the "Engagement to Teaching Profession Scale" and "Perception Scale of Preservice Teachers' Skills to Choose Teaching Techniques" of preservice teachers having pedagogical formation training and those studying at the faculty of education was analyzed by t-test for independent samples. When Table 2 is examined, it is understood that there is a significant difference between preservice teachers having pedagogical formation training and preservice teachers studying at the faculty of education in terms of their engagement to the profession, their skills to choose teaching technique, and other sub-dimensions of the scales. When the arithmetic averages are analyzed, the difference is understood to be in favor of preservice teachers having pedagogical

formation training. This finding can be assumed that preservice teachers having pedagogical formation education have more engagement to the profession and their perception of competence in choosing teaching techniques than preservice teachers studying at the faculty of education.

"Pearson Correlation Analysis" was applied to understand if there is a relationship between "Engagement to Teaching Profession Scale" and "Perception Scale of Preservice Teachers' Skills to Choose Teaching Techniques", and the results are shown in Table 3.

Table 3

Results of Correlation Analysis between Professional Engagement and Ability to Choose Teaching Techniques

		Positive foresight on technical choice	Negative foresight on technical choice	Perception Scale of Preservice Teachers' Skills to Choose Teaching Techniques
Engagement to profession	r	.460*	.196*	.443*
Devotion to students	r	.504*	.214*	.485*
Dedication to profession	r	.576*	.167*	.518*
Engagement to Teaching Profession Scale	r	.572*	.213*	.537*

(*) p<0.001

When Table 3 is examined, all of the correlation values between the scores of the "Engagement to Teaching Profession Scale" and the scores of the "Perception of Competency Scale for Choosing Teaching Techniques" were found to be significantly positive. As a result, it can be said that as the "Engagement to the Teaching Profession Scale" scores increase, the scores of the " Perception Scale Preservice Teachers' Skills to Choose Teaching Techniques" will also increase.

Linear regression analysis was made to understand the predictive power of "Engagement to Teaching Profession Scale" scores to the "Perception Scale of Preservice Teachers' Skills to Choose Teaching Techniques" and the results are presented in Table 4.

Table 4

Linear Regression Analysis Results regarding the Prediction of Scores

	Variable	B	Std. Error	Beta	t	p
Positive foresight on technical choice	Stable	28.330	1.876		15.103	.000
	Dedication to profession	**.518**	**.171**	**.196**	**3.029**	**.003**
	Devotion to students	**.642**	**.119**	**.397**	**5.390**	**.000**
	Engagement to teaching profession	.037	.066	.058	.567	.571
	R=.601 R²=.361 F$_{(3. 595)=}$111.884 p=.000					
Negative foresight on technical choice	Stable	17.883	1.380		12.955	.000
	Dedication to profession	.166	.126	.104	1.316	.189
	Devotion to students	-.049	.088	-.051	-.564	.573
	Engagement to teaching profession	.065	.048	.170	1.353	.177
	R=.224 R²=.050 F$_{(3. 595)=}$10.433 p=.000					
Perception Scale of Preservice Teachers' Skills to Choose Teaching Techniques	Stable	46.213	2.549		18.130	.000
	Dedication to profession	**.684**	**.233**	**.198**	**2.942**	**.003**
	Devotion to students	**.593**	**.162**	**.280**	**3.661**	**.000**
	Engagement to teaching profession	.102	.089	.123	1.150	.251
	R=.555 R²=.308 F$_{(3. 595)}$=88.103 p=.000					

The Durbin-Watson (D-W) test was used to understand whether it is auto-correlation in the model. The D-W value was found to be 1.851, and since this value is close to 2, it can be said that there is no auto-correlation. For the multicollinearity problem, tolerance values were checked, and it was seen that all tolerance values were greater than ($1-R^2$). After it was seen that there were no auto-correlation and multiple connection problems, the analysis was continued. When Table 3 is examined, the positive foresight on technical choice variable gives a significant relationship with "Dedication to Profession", "Devotion to Students", "Engagement to the Teaching Profession" of preservice teachers, and the regression coefficient was found to be .361 (R = .601, R^2 = .361, p <0.05). "Dedication to Profession", Devotion to Students", and "Engagement to the Teaching Profession" variables explain 36% of the variance in the dependent variable. When the t-test results for the significance of the regression coefficients are examined in Table 4, it is understood that the variables of "Dedication to Profession", and "Devotion to Students" are significant predictors of the positive foresight on technical choice. The negative foresight on technical choice variable gives a significant relationship with "Dedication to Profession", "Devotion to Students", and "Engagement to the Teaching Profession" of preservice teachers, and the regression coefficient was found to be .050 (R = .224, R^2 = .050, p <0.05). Although it is seen that the negative foresight on technical choice variable explains 5% of the total variance of the total variables of "Dedication to Profession", "Devotion to Students", and "Engagement to the Teaching Profession" of preservice teachers when the t-test results for the significance of the regression coefficients are examined in Table 4, it is understood that none of the variables is a significant predictor on "Negative Foresight on Technical Choice". The "Perception of Preservice Teachers' Skills to Choose Teaching Techniques" variable gives a significant relationship with "Dedication to Profession," "Devotion to the Students", and "Engagement to the Teaching Profession", and the regression coefficient was found to be .308 (R = .555, R^2 = .308, p <0.05. The "Perception of Preservice Teachers' Skills to Choose Teaching Techniques" variable explains 31% of the total variance of the total variables "Dedication to Profession", "Devotion to the Students", and "Engagement to the Teaching Profession" of preservice teachers. When the t-test results for the significance of the regression coefficients are examined in Table 3, it is understood that the variables of dedication to the profession, and devotion to students are significant predictors of the "Perception of Preservice Teachers' Skills to Choose Teaching Techniques ".

Discussion, Conclusion and Recommendations

It was concluded that the devotion to the profession and the perception of competence in choosing teaching techniques of the preservice teachers who took pedagogical formation education were higher than the preservice teachers studying in the education faculty. With this result, it can be said that preservice teachers who choose the faculty of education to become a teacher have a lower level of engagement, and perceptions of competency in choosing teaching techniques than those who have the right to be a preservice teacher by taking pedagogical formation training need to address. At the beginning of the process, the low average of the engagement, and perceptions of competency in choosing to teach of preservice teachers who chose the education faculty for being a teacher may indicate important problems in this regard. It can be thought that while the employment areas of preservice teachers studying at the faculty of education are becoming narrow, it is important that students who have the right to take pedagogical formation training, and become preservice teachers later have a new opportunity, and possibility. It can also be thought that the low level of motivation of the preservice teachers who chose the faculty of education with the dream of becoming a teacher may be due to the fact that they could not be appointed after successful graduation. Being appointed as a teacher is not an extra achievement for preservice teachers studying at the faculty of education. However, this situation is a new, and important achievement for the participants who become preservice teachers by taking pedagogical formation training. The motivation created by this situation can be interpreted as being more positive in terms of engagement to the profession, devotion to the student, and positive foresight on technical choice.

The correlation values between the scores of the "Engagement to Teaching Profession Scale", and the "Perception Scale of Preservice Teachers' Skills to Choose Teaching Techniques" were found to be positively significant. It can be said that as the "Engagement to the Teaching Profession Scale" scores increase, the scores of the "Perception Scale of Preservice Teachers' Skills to Choose Teaching

Techniques " also increase, and will generally increase. Knowledge about teaching methods, techniques, selection of the method, and technique suitable for the outcome, application of the chosen method or technique will affect the effective teaching (Ocak, 2007) and learning outcomes (Arslantaş, 2011; Gibson, 2009). Based on the result of the research, it can be said that preservice teachers who have high teaching engagement will have high perceptions of competency in choosing teaching techniques.

"Dedication to Profession", Devotion to Students" and "Engagement to the Teaching Profession" variables explain 36% of the variance in the dependent variable. When the t-test results for the significance of the regression coefficients are examined, it is understood that the variables of "Dedication to Profession" and "Devotion to Students" are a significant predictor of the positive foresight on technical choice. Although it is seen that the negative foresight on technical choice variable explains 5% of the total variance of the total variables of "Dedication to Profession", "Devotion to Students" and "Engagement to the Teaching Profession" of preservice teachers. When the t-test results for the significance of the regression coefficients are examined, it is understood that none of the variables is a significant predictor of "Negative Foresight on Technical Choice". The "Perception of Preservice Teachers' Skills to Choose Teaching Techniques" variable gives a significant relationship with "Dedication to Profession," "Devotion to the Students", "Engagement to the Teaching Profession", and the regression coefficient was found to be .308. The "Perception of Preservice Teachers' Skills to Choose Teaching Techniques" variable explains 31% of the total variance of the total variables "Dedication to Profession", "Devotion to the Students", and "Engagement to the Teaching Profession" of preservice teachers. As a result of t-test results for the significance of the regression coefficients, it is understood that the variables of dedication to the profession, and devotion to students are significant predictors of the "Perception of Preservice Teachers' Skills to Choose Teaching Techniques". As engagement in the teaching profession is a desire to care about the work and focus on the profession to increase the success of the students (Butucha, 2013), it is supported by the results obtained that it will also positively contribute to the perception of competence in choosing teaching techniques. The more willingness of teachers with high self-efficacy to choose teaching methods, and techniques in the teaching process can be associated with engagement (Tschannen-Moran, Wolfolk, & Hoy, 1998). There are similar research results in the literature. In his research, Çelik (2008) concluded that there is a relationship between the management models adopted by educational administrators in primary schools and engagement to the profession of teachers. Eroğlu (2007) reached a similar conclusion; she concluded that there is a positive significant relationship between the quality of management practices and teachers' level of engagement. Dalay (2007) concluded that engagement to an organization functions as a partial moderator between trust in an organization, and being attracted to work. In addition, it has been determined that engagement to work plays the role of the conditional variable between the "identification" dimension of organizational engagement and the "vitality" dimension of being attracted to work. Zög (2007) revealed that there is a positive relationship between teachers' job satisfaction and their organizational engagement levels. Kozikoğlu and Özcanlı (2020) concluded that there are moderate, positive, and significant relationships between teachers' engagement in the profession and their 21st-century teacher skills.

As a result of the study, when the data obtained were evaluated, it was concluded that preservice teachers who were placed in the faculty of education become a teacher starting from university preferences experienced a loss of motivation. The fact that preservice teachers who have pedagogical formation training have the opportunity to become preservice teachers after doing formation training tend to move away from the parameters that cause university preferences of their departments may be a problematic situation in a sense. It can be stated that it would be better if the reasons for the decisions taken by decision-makers in this field are determined by specialization commissions and implemented after sufficient discussion. Considering teacher training practices within the framework of current practices, it should be ensured that the skills of devotion to the teaching profession and choosing teaching technique that emerged in this study are developed, and the level of engagement to the profession is increased, and this positively affects the choice of strategy, method, and technique. It should be thought that achieving quality in teacher training can only be possible by focusing on values education concerning the problematic situations identified in the research for engagement to the profession and dedication to the profession. Making the teaching profession a preferred profession in every respect should be the top priority of societies. Since the results obtained from this study are limited

to the quantitative data obtained from two data collection tools, in-depth qualitative research can be recommended. In addition, by conducting causal-comparative research for the results obtained, more detailed information on the reasons for the results can be obtained. By using different variables and data collection tools, engagement to the teaching profession, and the skills of choosing teaching techniques can be discussed more comprehensively. It may also be suggested to conduct researches on the engagement of teachers, who are also practitioners in the process, to the teaching profession, their skills, and competence to choose teaching techniques.

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