

Examination of Foreign Language Teachers' Commitment Levels to Curriculum During the Covid-19 Pandemic Period

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Abstract

In this study, the aim was to examine foreign language teachers' commitment levels to the curriculum working in formal primary and secondary education institutions during Covid-19 pandemic period. With this general purpose, foreign language teachers' level of commitment to the curriculum was compared in terms of different variables (gender, type of school they graduated from, teaching level, year of experience). In this respect, this study is descriptive research in the scanning model. The study was carried out with the participation of 92 foreign language teachers working in primary and secondary education in a city center located in the Western Black Sea Region of Turkey in the 2020-2021 academic year. In the study, the 'personal information form' developed by the researchers and the 'Curriculum Commitment Scale' developed by Yaşaroğlu and Manav (2015), was employed as data collection tools. Frequency, percentage, arithmetic deviation in data analysis; *t* Test for Independent Groups were used to compare the means of two groups, and One-way Analysis of variance was

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used to compare the means of more than two groups. As a result it was concluded that the commitment level of foreign language teachers to the curriculum is high and there is no significant difference in the level of commitment to curriculum according to their demographic characteristics.

Keywords: Covid-19; Pandemic; Curriculum; Commitment to the curriculum; Foreign language teachers.

Covid-19 Salgın Döneminde Yabancı Dil Öğretmenlerinin Öğretim Programlarına Bağlılık Düzeylerinin İncelenmesi

Öz

Bu araştırmada Covid-19 salgın döneminde resmi ilköğretim ve ortaöğretim kurumlarında görev yapmakta olan yabancı dil öğretmenlerinin öğretim programına bağlılık düzeylerinin incelenmesi amaçlanmıştır. Bu genel amaç ile birlikte, yabancı dil öğretmenlerinin öğretim programlarına bağlılık düzeyleri farklı değişkenler (cinsiyet, mezun olunan okul türü, görev yaptığı eğitim kademesi, mesleki kıdem) açısından karşılaştırılmıştır. Bu bakımdan bu araştırma tarama modelinde betimsel bir araştırmadır. Araştırma 2020-2021 eğitim öğretim yılında Türkiye'nin Batı Karadeniz Bölgesi'nde yer alan bir il merkezinde ilk ve orta öğretim kurumlarında görev yapan 92 yabancı dil öğretmenin katılımıyla gerçekleştirilmiştir. Araştırmada veri toplama aracı olarak araştırmacılar tarafından geliştirilmiş "Kişisel Bilgi Formu" ve Yaşaroğlu ve Manav (2015) tarafından geliştirilmiş "Öğretim Programına Bağlılık Ölçeği" kullanılmıştır. Verilerin analizinde frekans, yüzde, aritmetik ortalama ve standart sapma; iki grup ortalamalarının karşılaştırılmasında bağımsız gruplar için *t* Testi, ikiden fazla grup ortalamalarının karşılaştırılmasında ise tek yönlü varyans analizi kullanılmıştır. Araştırma sonucunda, yabancı dil öğretmenlerinin öğretim programlarına bağlılık düzeylerinin yüksek olduğu ve demografik özelliklerine göre öğretim programlarına bağlılık düzeyinde anlamlı bir fark olmadığı sonucuna ulaşılmıştır.

Anahtar Kelimeler: Covid-19; Salgın; Öğretim programı; Öğretim programına bağlılık; Yabancı dil öğretmenleri.

Introduction

With the first Covid-19 case detected in the city of Wuhan in the south of China in November 2019, all countries of the world had to take different measures in every field. The Covid-19 virus, which has spread rapidly since

this date, was declared a pandemic by the World Health Organization on March 11, 2020. A pandemic is defined as the simultaneous effect and spread of a disease or infection all over the world (Roxby, 2020). In addition to all these developments, the first Covid-19 case in our country was seen on March 11, 2020 (TRT, 2020).

From the moment the first case is seen, the Covid-19 global virus pandemic causes disruptions in many areas and affects every moment of life; the education system also takes its share from these disruptions. With the increasing number of cases, one of the decisions taken to prevent the spread of the virus was the start of the distance education process with the closure of the schools, and it was necessary for the decision-makers in the field of education to make an effort to meet the educational needs of the students through online platforms and distance education solutions (Özer, 2020).

As a result of the recommendation of the Ministry of National Education and the Scientific Committee, education was suspended as of 16 March 2020. As of March 23, 2020, the Minister of National Education Prof. Ziya Selçuk stated that education and training activities will be carried out at all levels, synchronously and asynchronously, through the Education Information Network (EBA) and TRT EBA TV (Ministry of Education, 2020). Wide-ranging distance education practices, distance education, and seminars, teleconferences made using different communication tools in our country are the most striking examples of the educational practices carried out during the Covid-19 global virus pandemic. In this process, the change in understandings and expectations regarding the teaching profession, which is the most important element and stakeholder of the education system, can be evaluated among these changes and transformations.

All these new developments have also changed foreign language education, teacher and student behaviors. Among these changes, the biggest task undoubtedly belongs to the teachers. In this period of constant change and development, teachers also need to follow these developments closely and improve themselves (Özkan, 2005). Moving from this idea, it is seen that there are great changes in the technological and pedagogical experiences of the teachers who manage the education and training process with different methods, in today's transition to distance education with the pandemic (Kırmızıgül, 2020). It is obvious that the foreign language education elements, which have a significant impact on the development of a country, should be prepared for

changes and, if necessary, the foreign language teaching programs should be arranged according to the conditions.

The curriculum, which forms the basis of educational activities in schools, is a guide that shows which acquisitions and subjects will take place in the teaching-learning process of a course and in what way they should be taught to the student (Güzel and Karadağ, 2013). The teacher is undoubtedly the most fundamental element and also has the greatest role in the development of the education system, in the transfer of all social phenomena to generations, and the shaping of the students' personalities. According to Mihalic (2002), the future of the programs depends on the teachers who are their practitioners.

Fidelity to the curriculum is about whether the designed programs are implemented properly or not (Dusenbury, Brannigan, Falco and Hansen, 2003). The concept of commitment to the curriculum has been an issue studied since 1970s. According to Bond, Evans, Salyers, Williams and Kim (2000) "commitment is the degree of a program model which a program follows". In other words, while commitment is defined as the process followed to determine whether the students reach the desired goals or not, according to Bümen, Çakar and Yıldız (2014), commitment to the curriculum is defined as "the implementation of the designed program by teachers/stakeholders faithfully to the original". If the achievements in the curriculum are closely related to learning outcomes, it can be said that the program is effective. If these outputs are not compatible with each other, it is concluded that commitment to the curriculum is also at an insufficient level (Shen, Yang, Cao and Warfield (2008). Studies on the commitment to the curriculum are considered important in terms of providing information on why the program is not fully implemented, the analysis of the data obtained during the implementation, or why the different steps are taken in each new program are not permanent (Fullan and Pomfret, 1977). In addition, commitment to the curriculum is important due to reasons such as seeing how applications are processed, having information about whether innovations are effective, reaching the determined goals, and reaching the highest quality in all teaching activities as a result (Gelmez-Burakgazi, 2019).

Examining whether foreign language teaching programs are implemented as they are and adhering to the program can reveal the reasons for failures in foreign language teaching. In addition to this, students' negative

attitudes towards the target language, low success rates can provide information about whether the innovations in the program have been successful. At the same time, examining the level of commitment of foreign language teachers to the curriculum according to different variables can help to understand whether the variables affect their commitment, and which variable has a greater or less-effect. In this way, different strategies can be used or different strategies can be developed while preparing foreign language education programs.

Bümen, Çakar and Yıldız (2014), who are the first researchers to use the concept of commitment to the curriculum in the national literature, talk about the factors affecting the curriculum in their studies. In another study, Dikbayır and Bümen (2016) examined the commitment to the curriculum according to the opinions of teachers. In the national literature, in the following years, teachers' opinions on the factors affecting program commitment were discussed in the study conducted by Bay, Kahramanoğlu, Döş and Özpolat (2017). Aslan and Erden (2020) conducted a study on secondary school teachers' commitment to the program. Aşçı and Yıldırım (2020) also have studies examining the relationship between teacher agency and teachers' commitment to the program. Gelmez-Burakgazi (2020), on the other hand, discussed the concept of commitment to the program in detail and talked about the importance and basic criteria of commitment to the program.

In addition, it is seen that the concepts related to commitment to the program are indirectly examined in the literature. These concepts can be summarized as the evaluation of the effectiveness of the curriculum in practice (Butakın and Özgen, 2007; Gömleksiz and Bulut, 2006; Gömleksiz and Bulut, 2007) the opinions of teachers, teacher candidates or students about the implementation of the curriculum (Bal, 2008, Ersoy and Kaya, 2009; Kurt and Yıldırım, 2010); and the problems encountered in the implementation process of the curriculum (Adıgüzel, 1997; Duru and Korkmaz, 2010).

When the international literature is examined, it is seen that the concept of commitment has been used in the field of psychotherapy in the 1960s and in the field of education since the 1970s. Researchers working in the field of education such as Bond et al. (2000), Carroll et al. (2007), Dane and Schneider (1998), O'Donnell (2008) have put forward different methods and models that can be used to measure commitment to the curriculum (Gelmez-Burakgazi, 2020).

According to Kozikoğlu (2014) there is a direct proportion between the effectiveness of the program and how the program is implemented. From this point of view, examining whether foreign language teaching programs are implemented as they are and committed to the curriculum can reveal the reasons for the failures in foreign language teaching, students' negative attitudes towards the target language, low success rates, and can give information about whether the innovations in the program have been successful or not. At the same time, examining the level of commitment of foreign language teachers to the curriculum according to different variables can help to understand whether the variables affect the commitment to the curriculum, and which variable has a greater or lesser effect. Thus, different strategies can be used or different strategies can be developed while preparing foreign language teaching programs.

As a result, it is known that the negative conditions of the Covid-19 global pandemic and the uncertainties experienced in the process cause various difficulties for our teachers who have to continue their education. In addition to all these difficulties, determining the extent to which the existing foreign language teaching programs are adhered to will also be useful in terms of providing effective education and evaluation of the programs in a much more realistic way. From this point of view, this study is considered important in terms of determining the level of commitment of foreign language teachers to the curriculum, creating or increasing awareness of the concept, the continuation of the success of foreign language teaching, and not interrupting education, especially during the pandemic period.

Aim of The Study, Problem Status and Subproblems

The aim of the study is to examine the levels of commitment to the curriculum of foreign language teachers working in formal primary and secondary education institutions in terms of different variables (gender, type of school they graduated, teaching level, year of experience) during the Covid-19 pandemic period. For this purpose, answers to the following questions were sought:

1. What is the level of foreign language teachers' commitment to the curriculum during the Covid-19 pandemic period?
2. During the Covid-19 pandemic period, do foreign language teachers' level of commitment to curriculum differ significantly according to

gender, type of school graduated, teaching level, and year of experience?

Research Model

This research is a descriptive study in the scanning model in which the level of commitment to the curriculum of foreign language teachers working in official education institutions during the Covid-19 pandemic period is examined according to various variables. Descriptive research aims to reveal the current situation and to reveal the priorities related to the research subject without controlling and manipulating this situation by the researcher (Cohen, Manion and Morrison, 2005; Karasar, 2020). In the research, the causal comparison was used as a design. In this context, possible causal factors that may be related to the level of commitment of foreign language teachers to the curriculum (gender, type of school graduated, education level, and year of experience) were examined. In causal-comparative research, researchers try to determine the cause or consequences of differences between individuals or groups (Frankel, Wallen and Hyun, 2015). For this reason, causal comparison studies are used to compare sample groups when trying to determine the causes of the situation that occurs after a certain observation in situations that cannot be determined by experimental and correlational research, and possible causes are tried to be discovered (Cohen, et al., 2005).

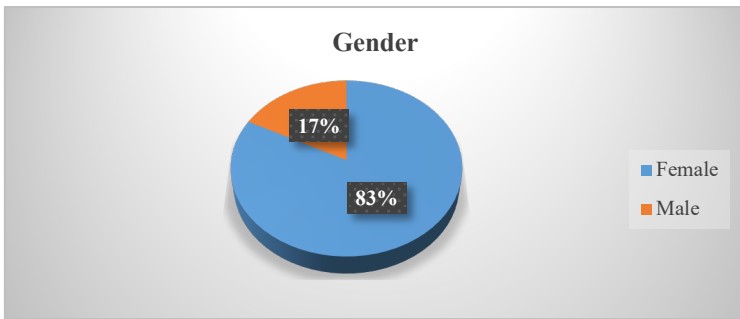
Population and Sampling

The sample of this research consists of foreign language teachers (N=92) working in primary and secondary education in a city center located in the Western Black Sea region of Turkey in the 2020-2021 academic year.

Table 1. Socio-demographic Characteristics of The Participants

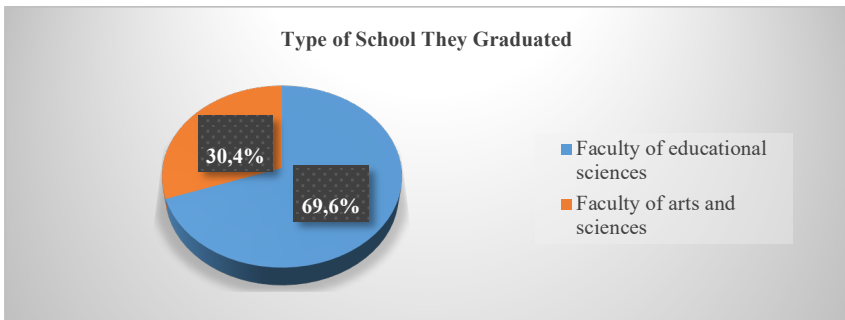
Variables	Groups	f	%
Gender	Female	76	82.6
	Male	16	17.4
Type of school they graduated	Faculty of educational sciences	64	69.6
	Faculty of arts and sciences	28	30.4
Teaching level	Primary School	19	20.7
	Secondary School	37	40.2
	High School	36	39.1
Year of experience	0-5 years	12	13.0
	6-10 years	20	21.7
	11-15 years	18	19.6
	16 years and above	42	45.7
Total		92	100

In the selection of this province in the study, it was thought that the necessary preparations could be made and supervised better due to the fact that the institutions where the researchers' work were included. In the research, the convenience sampling method was used to prevent time and labor loss (Büyüköztürk, 2013). Socio-demographic characteristics of the participants of the study are presented in Table 1. As it is seen in Table 1, ninety-two (N=92) foreign language teachers participated in the study totally. The distribution of primary and secondary education foreign language teachers who participated in the study and were included in the sample by gender is shown in Graphic 1.



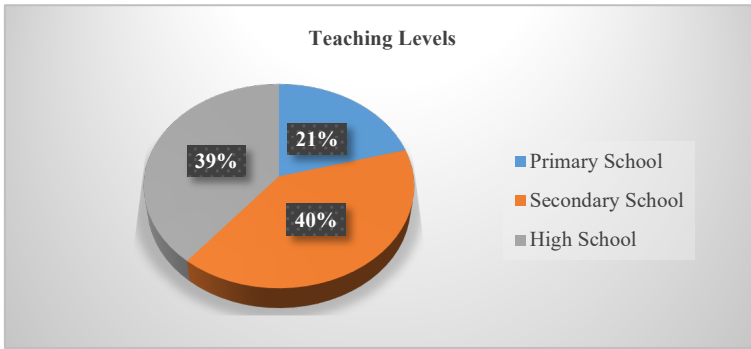
Graphic 1. Distribution of Primary and Secondary Education Foreign Language Teachers Participating in The Study by Gender

When the distribution of foreign language teachers participating in the study by gender is examined, it is seen that 17% (N=16) is male and 82.6% (N=76) is female. The distribution of foreign language teachers participating in the study according to the type of school they graduated is shown in Graphic 2.



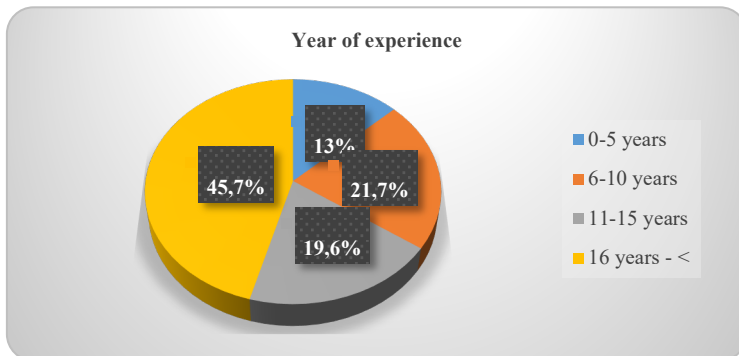
Graphic 2. Distribution of Primary and Secondary Education Foreign Language Teachers Participating in the Study by School Type They Graduated

It is seen that 69.6% (N=64) of the teachers participating in the study graduated from the faculty of education, and 30.4% (N=28) from the faculty of science and literature. The distribution of the foreign language teachers participating in the study according to their teaching level is shown in Graphic 3.



Graphic 3. Distribution of Primary and Secondary Education Foreign Language Teachers Participating in the Study by the Teaching Level

When Graph 3 is examined, it is seen that 20.7% (N=19) of the teachers participating in the research work in primary school, 40.2% (N=37) in secondary school, 39.1% (N=36) in high school. The distribution of foreign language teachers participating in the study according to their year of experience is shown in Graphic 4.



Graphic 4. Distribution of Primary and Secondary Education Foreign Language Teachers Participating in the Study by Year of Experience

As seen in graph 4.13% (N=12) of the teachers participating in the research are 0-5 years; 21.7% (N=20) 6-10 years; 19.6% (N=18) 11-15 years; 45.7% (N=42) of them have 16 years or more professional seniority.

Data Collection Tools

In this study, developed by researchers ‘personal information form’ and the ‘curriculum commitment scale’ developed by Yaşaroğlu and Manav (2015), was used to determine teachers’ level of commitment to the curriculum.

The Scale of Commitment to the Curriculum

In the study, the scale developed by Yaşaroğlu and Manav (2015) was used to determine teachers’ level of commitment to the curriculum. The scale consists of 20 items in total. Sixteen items in the scale are positive and 4 are negative. As a result of the factor analysis, a single factor structure has emerged. The load values of the items remaining on a single factor vary between .355 and .757. The Cronbach Alpha reliability coefficient of the scale was calculated as .896. In the selection of the ‘Multidimensional Perfectionism Scale’ used in the study, the fact that the scale was up-to-date, presented a holistic perspective by showing a single-factor structure and its items were clear and understandable were effective. The internal consistency coefficient for this study was found to be .91.

Personal Information Form

Through the information form prepared by the researchers, the participants’ information on gender, type of school graduated, teaching level and year of experience were obtained.

Data Analyses

Data of the study were collected in April 2021. The scales were applied by obtaining the necessary ethics committee permission from the researchers. Participation in the study was based on volunteerism. In the study, frequency (f), percentage (%), arithmetic mean (\bar{x}) and standard deviation (SD) were used to determine the level of commitment to the curriculum of foreign language teachers working in primary and secondary education institutions during the Covid-19 pandemic period. Since a 5-point likert-type scale is used to interpret the arithmetic mean values, the mean scores obtained from the scale are interpreted according to the following values.

- Never (1.00 - 1.80) / very low
- Rarely (1.81 - 2.60) / low
- Sometimes (2.61 - 3.40) / medium
- Often (3.41 - 4.20) / high

- Always (4.21 - 5.00) / very high

For causal comparison design, in order to determine which statistics to use in comparing the mean between groups, score distributions were examined. The results are given in Table 2.

Table 2. Normality Distribution Results of Scores

Kolmogorov-Smirnov Test							
Measurement	\bar{x}	Sd	Kurtosis		Skewness		K-S Test
			Range	Std. Error	Range	Std. Error	
Levels of commitment to the curriculum	3.824	0.404	1.464	.498	-.906	0251	Z= .148 <i>p</i> = 0.08

p<0.05

When the skewness and kurtosis coefficients of the scale of commitment to the curriculum are examined in Table 2, it is seen that the Kurtosis coefficient values for both scales are above the +1.5 range, but the Skewness coefficient values are in the range of +1.5. In addition, it is seen that the Kolmogorov-Smirnov test results for the scale are *p*>0.05. This value indicates that the scale scores have a normal distribution. When skewness-kurtosis and Kolmogorov-Smirnov tests were evaluated together, it was accepted that the distribution of scores was normal (symmetrical).

For this reason, in order to determine whether the level of commitment of foreign language teachers working in primary and secondary schools differs according to the demographic characteristics (gender, type of school graduated, teaching level, year of experience) during the Covid-19 pandemic period, *t* Test (independent samples *t* Test) was used for comparing the means of two groups, one-way analysis of variance (One way ANOVA) was used for comparing the means of more than two groups. 0.05 significance level was used for the significance of the differentiation between groups.

Findings

This section contains findings related to the sub-problems of the study in line with the data of the research.

Findings Regarding the Commitment Levels of Foreign Language Teachers to the Curriculum during the Covid-19 Pandemic Period

The first sub-problem of the study was stated as “What is the level of foreign language teachers’ commitment to the curriculum during the Covid-19 pandemic period?”. The findings obtained depending on this sub-problem are given in Table 3.

Table 3. Data on Teachers' Commitment to The Curriculum

Point	N	Min.	Max.	Σx	Sd
Commitment to curriculum	9	1.70	5.00	3.82	.40

$p < 0.05$

When Table 3 is examined, it is found that the level of commitment to the curriculum of foreign language teachers is high ($\Sigma x = 3.82$). This result gives us information that teachers adhere to the curriculum while planning their teaching activities.

Findings Regarding the Comparison of Foreign Language Teachers' Commitment to Curriculum during the Covid-19 Pandemic Period

The second sub-problem of the study was stated as "During the Covid-19 pandemic period, do foreign language teachers' level of commitment to curriculum differ significantly according to gender, type of school graduated, teaching level and occupational seniority?". The findings obtained depending on this sub-problem are given below.

The results of the comparison of foreign language teachers' level of commitment to the curriculum by gender during the Covid-19 pandemic period are given in Table 4.

Table 4. *t* Test Results of Foreign Language Teachers' Level of Commitment to The Curriculum According to Gender

Gender	N	Σx	Sd	<i>t</i> Test		
				df	t	<i>p</i>
Female	76	3.826	.421	90	.096	.924
Male	16	3.825	.321			

$p < 0.05$

As the level of foreign language teachers' commitment to the curriculum was compared by gender, statistically no significant difference was found between the mean of female teachers ($\Sigma x = 3.826$; $Sd = 3.826$) and the mean of male teachers ($\Sigma x = 3.825$; $Sd = .321$) [$t(90) = .096$, $p > 0.05$]. This result shows that female and male foreign language teachers' commitment levels to the curriculum have similar characteristics. The results of comparing the level of commitment to the curriculum of foreign language teachers according to the type of school graduated during the Covid-19 pandemic period are given in Table 5.

Table 5. *t* Test Results of Foreign Language Teachers' Level of Commitment to The Curriculum According to The Type of School Graduated

Type of school graduated	N	Σx	Sd	<i>t</i> Test		
				df	t	p
Faculty of education	64	3.854	.449	90	1.057	.200
Faculty of science and literature	28	3.757	.272			

p<0.05

When the curriculum commitment levels of foreign language teachers were compared according to the type of school they graduated from, it was concluded that there was no significant difference [$t(90)=1.057$, $p>0.05$] between the teachers who graduated from the faculty of education ($\Sigma x=3.854$; Sd=.449) and foreign language teachers who graduated from the faculty of science and literature ($\Sigma x=3.757$; Sd=.272). This result shows that the commitment levels of foreign language teachers to the curriculum have similar characteristics according to the type of school they graduated. During the Covid-19 pandemic period, the results of the comparison of the levels of commitment of foreign language teachers to the curriculum according to the teaching level are given in Table 6.

Table 6. Anova Test Results of Foreign Language Teachers' Level of Commitment to the Curriculum According to The Teaching Level

	Teaching Level	N	Σx	Sd	df	F	Sig.	Difference
Commitment to curriculum	Primary School	19	3.782	.235	2-89	.427	.654	No
	Secondary School	37	3.782	.314				
	High School	36	3.799	.539				

p<0.05

When the results of foreign language teachers' level of commitment to the curriculum regarding the teaching level they work in are examined, no statistically significant difference was found at the $p<0.05$ level [$F(2-89)=.427$; $p<0.05$]. Based on these findings, it can be said that foreign language teachers' level of commitment to the curriculum does not differ, but their level of commitment is generally high. During the Covid-19 pandemic period, analysis of variance (ANOVA) results of foreign language teachers' level of commitment to the curriculum by year of experience are given in Table 7.

Table 7. Anova Test Results of Foreign Language Teachers' Level of Commitment to The Curriculum According to Year of Experience

	Year of Experience	N	Σx	Sd	df	F	<i>p</i>	Difference
Commitment to Curriculum	1-5 years	12	3.875	.515				
	6-10 years	20	3.875	.286	3-88	.748	.526	No
	11-15 years	18	3.700	.300				
	16 years + <	42	3.839	.455				

$p < 0.05$

Foreign language teachers' level of commitment to the curriculum according to the year of experience was not found to be statistically significant at the $p < 0.05$ level [$F_{(3-88)} = .748$; $p < 0.05$]. Based on these findings, it can be said that foreign language teachers' level of commitment to the curriculum does not differ according to the year of experience, but their level of commitment is high in general.

Results, Discussion and Recommendations

It can be said that the changes that occur with the transition from physical classrooms to internet-based classrooms at all levels in our country during the Covid-19 pandemic process have greatly affected students, parents, teachers, and education administrators. The distance education process, which started on March 23, has caused a complete change in the way of education and training activities, as well as the relations of students and teachers with each other. In this process, it is observed that while parents, teachers, and students are trying to keep up with the digitalized system, they try to add new ones to their knowledge both technologically and pedagogically. For this reason, the importance of commitment to the curriculum has been taken into account in order to maintain an effective foreign language education and to enable students to acquire fluent and autonomous foreign language skills during the Covid-19 pandemic period. With this research, the level of commitment of foreign language teachers working in primary and secondary education institutions to the curriculum was examined in terms of different variables (gender, type of school graduated, education level, year of experience) and the following results were obtained.

As a result of the analysis made according to the first problem sentence of the research, it was found that during the Covid-19 pandemic period, foreign language teachers' commitment levels of the curriculum were high. Education programs in our country are based on the principle of applying for the same program in the whole country by preparing from the center. Therefore,

the most important task expected from teachers is to plan and implement lesson activities by taking the curriculum into account. Based on all these, it can be said that teachers are committed to the curriculum while planning and implementing their activities. There are studies in the literature that support the results of this study (Arslan-Çelik, 2020; Aslan and Erden, 2020; Aşçı and Yıldırım, 2020; Bal, 2008; Burul, 2018; Dikbayır and Bümen, 2016; Doğan, 2010). Arslan-Çelik (2020) examined the level of commitment of English teachers working at the 7th grade level in her master's thesis and concluded that the level of commitment of teachers to the program differs. Aslan and Erden (2020) found that secondary school teachers' overall commitment to the curriculum was high in their research, in which analyzed secondary school teachers' commitment to the curriculum according to various variables. In addition, different from this result, there are studies in the literature where commitment to the curriculum is low (Atilla, 2012; Aykaç and Ulubey, 2012).

When the commitment levels of foreign language teachers to the curriculum were compared according to gender, it was concluded that there was no significant difference. Similar to this result, another research was made by Eker, Akar-Elekoğlu, Kamar and Kamar (2019). In their research which aimed to determine the level of commitment of teachers working in secondary education institutions to the curriculum, they stated that the gender variable did not have a significant effect on the commitment to the curriculum.

When the level of commitment of foreign language teachers to the curriculum according to the type of the school they graduated examined, several characteristics were found as a result. It can be referred that regardless of being graduated from the faculty of educational sciences or faculty of arts and sciences, teachers, who work both in primary and secondary schools, have a respectable impact on the result with their commitment to the foreign language program during the pandemic period. A similar finding is encountered in the study of Burul (2018). He stated that the variable of school type of graduation did not have a significant effect on the result of teachers' level of commitment to the curriculum. Different from this finding of the study, there is also a study in which the commitment to the curriculum is indirectly considered, there is a significant difference between the variable of school type of graduation and the commitment (Özenç and Doğan 2007).

It was also reported that the commitment levels of the foreign language teachers did not differ significantly according to their teaching level, but generally, the teachers had a high level of commitment. In parallel with this finding, it was concluded that secondary school teachers' commitment to the curriculum was also high in the study of Aslan and Erden (2020). Finally in the study, whether the level of commitment of foreign language teachers to the curriculum differs according to occupational seniority was examined and it was concluded that the level of commitment, in general, was high. This result can be interpreted as the fact that teachers have just started their profession or their experience does not affect their commitment to the curriculum. Also, it is seen that studies have been conducted to support this result of the study (Butakın and Özgen, 2007; Doğan, 2010; Kabaoğlu, 2015). In these studies, it can be concluded that there is no significant difference regarding occupational seniority.

Carroll, Patterson, Wood, Booth, Rick and Balain (2007) and Davis (2014) state that the concept of commitment acts as a bridge between the application and the possible results expected to occur and can affect the relationship between them directly or indirectly. Based on the findings of this study, it is observed that the commitment levels of the foreign language teachers working in primary and secondary education institutions to the curriculum is high both in general and also in terms of gender, type of school graduated, teaching level and occupational seniority variables. This shows that the teachers, who have the biggest role in the implementation of the curriculum, try to make teaching compatible with it for their branches, and they include the activities and practices that exist in the program in the process. In addition, considering that the expectation of parents and administrators from teachers is a parallel education with the duration and program, it is expected that the concept of commitment to the curriculum is high.

In line with the findings of the study, the following suggestions have been made:

It is known that the concept of commitment builds a bridge between the implementation process of the current program and the possible outcomes expected at the end of the program, also directly affects the relationship between them. Accordingly, a study can be conducted that investigates how effectively teachers use the measurement tools in the curriculum and aims to develop different measurement tools apart from the existing ones in the curriculum. In

terms of the sustainability of the programs, the importance of the concept of commitment stands out. For this reason, the commitment levels of different branch teachers can be examined comparatively across the branch by considering the same variables. Thus, it is possible to comment on the effectiveness of the curriculum of the branch in question or to benefit from the results of the research while preparing a new program in the future. Considering that curricula are prepared to meet the needs of society and students, it can be mentioned that not only teachers but also students should be included in the process. For this reason, a study based on student views can be carried out in the future, investigating the effects of program commitment on students. In addition, a study to be carried out by considering the school climate of foreign language teachers and the physical conditions of the school in the light of the factors affecting the concept of commitment to the curriculum can guide the decision-makers on improving the current conditions. Due to the scarcity of studies in terms of gender and professional seniority by directly addressing the commitment to the curriculum, new studies can be conducted that address these variables. The effect of academic career on the concept of commitment to the curriculum can be investigated by considering the education levels of teachers (master's, doctorate). The results can strengthen teachers' academic careers.

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