Examination of Classroom Teachers' *Professional Identity Formation in Terms of Selected Variables*[1]

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Abstract

This study aims to provide a comparison or integration of findings obtained both quantitatively and qualitatively in terms of certain independent variables determined by using a parallel mixed-method design regarding teachers' professional identity constructions. Quantitative data were collected using the "Scale of Classroom Teachers' Professional Identity Formation/Construction Context" with a parallel mixed-method design, while qualitative data were collected through semi-structured interviews based on the determined variables. Two separate sets of data were collected and analyzed separately, and interpretations were made after the data's association, merging, or comparison phase. The participants of the study were determined separately according to data groups. The quantitative sample consists of 362 classroom teachers working in Elazığ. The qualitative study group was determined with a maximum variety sampling method according to purposeful sampling, consisting of 15 classroom teachers. Results indicate that classroom teachers' professional identity formations are similar in terms of gender variable. Based on the quantitative results of the research on the professional identity formation of classroom teachers, it was concluded that age and having children had no effect. However, in the qualitative results, attention was drawn to the differences in age groups of those who expressed the presence of its effect and to the positive and negative aspects of having children. No significant difference was found in the professional identity formations of classroom teachers based on marital status. In qualitative findings, opinions varied: some believed marital status positively influenced professional identity, while others did not and it was concluded that opinions were divided on its influence. Education level, professional seniority, and the presence of a classroom teacher in the family did not affect their professional identity formations, but qualitative findings revealed that there were many opinions indicating the presence of this effect.

Keywords: *Identity, Professional identity, Teacher identity, Classroom teacher*

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INTRODUCTION

Today, one of the recurring concepts in pedagogical circles is identity. The consistent identity (teacher identity) assumed as the repository of the teacher's experiences in classes and schools is the source of thoughts, attitudes, emotions, beliefs, and values (Zembylas, 2003). Identity refers to the way individuals perceive and connect with their personal experiences, as well as how they relate to different groups in society. The formation of identity is complex because it emerges from the relationships established among individuals, institutions, and organizations. (Sachs, 2005). According to Erikson, identity is not static, but rather a concept that develops and changes throughout life (Beijaard et. al, 2004). A profession can be defined as job that involves producing goods or services that are useful to people and that is carried out with systematic knowledge, skills and rules, which is acquired through a diploma education, and in return generates income (Toprakçı, 2009). Profession, which is an important source of human identity, is an area of activity that allows individuals to communicate with others, participate in society, and provides an opportunity to feel useful by contributing to the community (Kuzgun, 2017). The relationship between those who practice a profession and the profession itself shapes professional identity. When examining the professional identity of teachers, one should first examine the teaching profession in terms of its definition and consider its standards.

The teaching profession is defined as a profession that trains future generations to become productive individuals beneficial to their homeland and nation, requires specific expertise and skills related to its field, implements, influences, and also contributes to the state's educational policies (Tezcan, 2021). The teacher, a symbol of the education process, is not just a transmitter but also a model. The teacher is a learner while teaching (Bruner, 2021). In addition to expertise or professionalism, the teaching profession also requires a high level of professional ethical culture (Manolova Yalçın, 2023). According to the ten standards set by the Interstate New Assessment and Support Consortium (InTASC), a teacher is someone who is aware of the development and individual differences of the learner, supports learning environments for inclusive learning according to different cultures and societies based on active participation, knows the basic concepts, structure, and content of the relevant field and applies the content with different perspectives, plans instruction for their students, understands and uses various teaching strategies, employs multiple assessment methods, and takes on the responsibility of learning within leadership and collaboration, implements professional learning and ethical practices (Borich, 2017). Teachers need to educate themselves systematically, focusing on their continuous needs and development (Toprakçı & Altunay, 2015). Identity development also has an inclusive structure in teacher education that expands the teacher's knowledge and skills (Luehmann, 2007).The formation of teacher professional identity is the result of the intertwining of many aspects that are both professional and personal (Beijaard, 2019; Beauchamp & Thomas, 2009).

Research on the formation of teachers' professional identities contributes to understanding teachers' feelings about their professions in today's rapidly changing world and how they cope with the changes encountered, drawing attention to personal aspects (Beijaard et. al, 2004). From a broader perspective, the teacher's professional identity is directly related to their confidence in their abilities, their commitment to their profession, and their satisfaction with teaching practices (Maclean & White, 2007). In the formation of teachers' professional identities, factors such as confidence, being planned, making correct decisions considering internal and external factors during identity transitions, and acquiring professional knowledge with teacher training help them structure their careers at an early stage and explore their careers (Wang et. al., 2021). While the teacher professional identity maintains its holistic structure, it is also influenced by social and cultural contexts (Edwards & Edwards, 2017).

The holistic structure of professional identity is also evident in the literature. It is seen that teachers' professional identities are examined in the literature from many different angles. Various results have been reached regarding the research and formation processes of professional identity. Lei et al., (2022) suggest that professional identity is examined across three dimensions: cognitive, emotional, and sustainability factors. Kim et. al (2021) in their research on teacher candidates found that in professional identity development, digital stories provide positive emotions, and the presentation and sharing process is equally important. The presentation process helps develop teacher candidates' confidence and feelings of success. Yuan and Mak (2018) concluded that educational, historical, and sociocultural contexts are mediators in teachers' identity formations and reflective actions, and the challenges of such

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action and identity development are based on the educator's tracking and personalized support. Izadania (2013) in her study examining research on teacher candidates' professional identities, focused on four factors. These factors are previous experiences, context, the influence of learning communities, and undertaken reflective activities. One of the most notable gaps in research on professional identity is the lack of findings related to the negative situations and challenges encountered in identity formation processes. Huang et. al (2022) and Zhang et. al (2016) determined that the performances and academic competencies in the programs of teacher candidates are related to their professional identities. Zhang et. al (2016) correlates the professional identities of teacher candidates in China with motivational structure and performance in the program. Zhao and Zheng (2017) found that teaching practices, especially in the development of teacher candidates' professional identities, increased in intrinsic value identities. Yıldız and Çetin (2020) in their research on teachers concluded that the perception of professional identity predicts organizational commitment and classroom management competence levels. Kavrayıcı and Ağaoğlu (2020) found a medium-level relationship between the factors affecting teacher identity and organizational commitment and teacher identity perceptions.

When the literature is reviewed, it is observed that professional identity is examined in terms of certain variables. Chen et. al (2023) suggest that an individual's development is affected by various factors according to ecological system theory. It is suggested that the professional identities of teachers can also be influenced by various factors such as individual (e.g. gender), family (parenting) etc. Doğan and Erdiller-Yatmaz (2019) examined the development of professional identity in preschool teachers based on variables such as gender, marital status, monthly income, graduation from child development and education, level of education, position in the job, and active work status. They observed variations across these factors. Yao (2020) researched the professional identity of university students in terms of their department, gender, class, and being an only child, and observed differences based on these variables. Alptekin Yolcu and Kıngır (2021) and Çelik and Kalkan (2019) investigated the professional identities of teacher candidates based on the universities they attended, class level, and gender and identified variations among these factors. Eğmir and Çelik (2019) found that the beliefs of teacher candidates directly influence their perceptions of teacher identity, with differences also observed in terms of gender, class, and department. In Erdem's (2020) study, where he examined early-stage teacher identities, there was a noticeable differentiation in favor of women in terms of gender. There can be changes in the careers, commitments, and identities of those working as classroom teachers (Troman, 2013). According to Girgin and Şahin (2019a), the identity of a classroom teacher is distinct from other teacher identities. While other teacher identities carry specificity to a particular characteristic or a distinct area, classroom teacher identities encompass various disciplines and qualities.
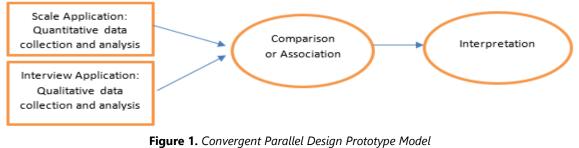
This research aims to compare or integrate the findings obtained both quantitatively and qualitatively using a parallel mixed-method design, considering some variables that are thought to potentially influence the professional identity formation of classroom teachers, who are distinguished by their characteristics from other teacher identities. Sachs (2005) states that when teachers form their professional identities, they are influenced by their own experiences both as students and teachers, their professional backgrounds, and even images of teachers in popular media such as movies. In this study, it is aimed to assess how variables like gender, age, marital status, educational status, professional seniority, having children, and having a classroom teacher in the family impact the professional identity of classroom teachers. The data, both quantitative and qualitative, is analyzed in relation to these variables to discern patterns and see where findings align or differ.

METHOD

1. *Research Design*

In the study, the convergent parallel design from mixed-method designs was used. In the convergent parallel mixed design, both quantitative and qualitative stages are applied simultaneously with equal weight. In the analysis process, the methods are analyzed separately, and the two data groups are combined and interpreted in a general manner. In this design, the researcher aims to compare and contrast quantitative and qualitative findings during the process, to support quantitative results by explaining them with qualitative results, and to synthesize quantitative and qualitative results in a complementary manner (Creswell & Plano Clark, 2020). Although each analysis unit is separate, each of

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them seeks to understand the phenomenon being researched in detail by combining it with meta-inferences and relating them (Teddlie & Tashakkori, 2015). The prototype model of the Convergent Parallel mixed-method research design is provided in Figure 1.

Figure 1. *Convergent Parallel Design Prototype Model*
[Adapted from Creswell and Plano Clark (2020)]

In the research, quantitative data were collected using the "Classroom Teachers' Professional Identity Formation/Construction Context Scale". Qualitative data were collected through semi-structured interviews based on the specified variables. Two separate data groups were collected, analyzed separately, and interpretations were made after the relationship, merging, or comparison stages of the data.

2. Participants

In the research, different sampling methods were used to access quantitative and qualitative data. To determine the quantitative sample of the study, a prediction formula in continuous variables was used. The universe of the study consists of classroom teachers working in the province of Elazığ. The number of classroom teachersworking in Elazığ, both public and private, is 2353 (MEB, 2020). To determine the sample size, the formula $n=n_0/1+(n_0+N)$ with $n_0=[(txS)/d]^2$ was used, and the deviation amount $d=0.05$ and the standard deviation were estimated as 0.5 points, and the confidence level $(1-\alpha)=0.95$ was taken. The t-value corresponding to the confidence level was taken as 1.96 (Büyüköztürk et al., 2020). It was determined that the sample size should be at least 331. The quantitative sample of this study consists of 362 class teachers. Convenience sampling was used for the quantitative sample of the research. Creswell (2017b) describes convenience sampling as a non-probability sampling method used when access to participants is easier and more appropriate. The demographic characteristics of the participants in the quantitative sample according to the specified variables are given in Table 1.

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Table 1. *Demographic characteristics of the participants*

	Groups	Frequency	%
Gender	Female	180	49,7
	Male	182	50,3
Education Level	Associate's - Bachelor's	290	80,1
	Graduate	72	19,9
Age	Age 35 and below	54	14,9
	36-45 years	144	39,8
	46- 55 years	132	36,5
	56 years and above	32	8,8
Marital Status	Married	304	84
	Single	58	16
Professional Seniority	9 years and below	36	9,9
	10-14 years	52	14,4
	15- 19 years	74	20,4
	20 years and above	200	55,2
Having Children	Yes	307	84,8
	No	55	15,2
Presence of a Classroom Teacher in the Family	Yes	171	47,2
	No	191	52,8
	Total	362	100

The qualitative study group of the research was determined according to the purposeful sampling method. Purposeful sampling is a type of sampling that can focus on relatively small samples that enable in-depth analysis of purposefully selected cases. There are also different strategies to access these rich situations (Patton, 2018). Among these, in maximum diversity sampling, different features and criteria

are defined, and it is researched whether there are common or shared phenomena to reveal the dimensions of different problems from varied situations (Yıldırım & Şimşek, 2021). Maximum variation refers to the formation of a sample that encompasses the different values a specified variable can take (Özdemir et al., 2019). In this research, diversity has been aimed to be ensured according to the specified demographic variables. In the qualitative dimension of the study, 15 class teachers were reached. Instead of teacher names in the study, a code name starting with "KF" has been used for each teacher. The characteristics of the qualitative study group are given in Table 2.

Table 2. *Demographic characteristics of teachers participating in the qualitative study*

Participant	Gender	Age	Marital Status	Education Level	Professional Seniority	Having Children	Presence of a Classroom Teacher in the Family
KF1	Female	36- 45	Married	Bachelor's Degree	21- 26 years	Yes	No
KF2	Female	25-35	Single	Graduate Degree	1-4 years	No	Yes
KF3	Male	36- 45	Married	Graduate Degree	21- 26 years	Yes	Yes
KF4	Male	46- 55	Married	Bachelor's Degree	27- 32 years	Yes	Yes
KF5	Female	36- 45	Married	Bachelor's Degree	21- 26 years	Yes	Yes
KF6	Male	36-45	Married	Bachelor's Degree	21- 26 years	Yes	No
KF7	Female	56 years and above	Single	Bachelor's Degree	33 years and above	Yes	Yes
KF8	Male	36-45	Married	Bachelor's Degree	21- 26 years	Yes	No
KF9	Female	36-45	Single	Graduate Degree	21- 26 years	Yes	Yes
KF10	Male	36-45	Married	Graduate Degree	21- 26 years	Yes	Yes
KF11	Male	46-55	Single	Bachelor's Degree	27- 32 years	Yes	No
KF12	Female	36-45	Single	Graduate Degree	21- 26 years	Yes	No
KF13	Male	46-55	Married	Bachelor's Degree	27- 32 years	Yes	No
KF14	Female	25-35	Single	Graduate Degree	5-9 years	No	Yes
KF15	Male	46-55	Married	Bachelor's Degree	27- 32 years	Yes	No

3. Data Collection Tools and Processes

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For collecting the quantitative data of the research, the "Class Teacher's Professional Identity Formation/Structuring Context Scale" created by Girgin and Şahin (2019b) was used. The scale includes five sub-factors named "evaluation of professional identity, the difference of class teaching from other branches, identity formation process, factors influencing the shaping of identity, and negative factors on the professional identity of the class teacher." The scale is of the five-point Likert type and has a 0.64 Cronbach Alpha reliability coefficient. Ölçeğin kullanımı için gerekli izinler alınarak ölçeğin uygulamaları gerçekleştirilmiştir. The necessary permissions were obtained for the use of the scale. In the qualitative part of the research, semi-structured interviews were conducted with teachers. The interview questions in the research were formulated using Patton's (2018) general interview guide approach, where the researcher pre-establishes discussion topics prior to the interview. The established topic headings act as a checklist for the interview. Each heading is addressed during the conversation. For the qualitative data collection, an interview guide, crafted based on these headings, was employed. This guide was aligned with the variables from the research's quantitative part. There are 7 topic headings related to the professional identity formation of classroom teachers. The determination of variables present in both qualitative and quantitative data groups was made based on reviews in the relevant literature and by obtaining opinions from experts in the field. During the interview, participants were asked questions from a previously prepared interview form. Additional probing questions were also asked depending on the flow of the interview. An example of the questions on the form is: "Is there an effect of age on the professional identity formation process of classroom teachers? Why? Please explain". The necessary permissions were obtained from the Elazığ Provincial Directorate of National Education for both data groups in the research. The quantitative scales in the study have been included in the research based on the principle of voluntariness both online and face-to-face. In the study, 163 samples were reached through an online survey, and 219 samples were reached with face-to-face surveys, reaching a total of 382 teachers. The online survey was created on Google Forms, and the requirement to log in was activated to ensure each participant only responded once. A link was shared with schools to reach the teachers. Semi-structured interviews were conducted with 15 teachers, ranging from 5 to 16 minutes, with an average duration of

9-10 minutes. Before the interviews, permission was obtained from the participants through a volunteer consent form, and the interviews were recorded with an audio recording device.

4. Data Analysis

In the analysis of quantitative data, the normal distributions of the data were primarily examined. In the research, the SPSS 22 software was used for the analysis of the data. The total score of the scale and the total scores based on variables were examined for normal distribution via Kolmogorov-Smirnov, skewness, and kurtosis values. The distribution of the total score and the measurements of the dependent variable showed a normal distribution for each examined variable group. In the analysis of the data, t-Test and ANOVA tests were preferred. Effect sizes were calculated. According to Creswell (2017b), effect size in quantitative studies provides the strength of interpretations made with descriptive statistics and the practical significance of the results, regardless of whether the data represents the true universe in differences between groups or relationships between variables. Effect sizes can also be used to explain variance and differences in group averages between two or more variables. According to Cohen et al., (2021), while statistical significance indicates whether a finding occurred by chance, what researchers are curious about is the size and importance of the difference, relationship, or effect. Effect size is also standardized with some measurements. In this research, effect sizes were calculated using formulas based on the applied tests and presented along with the findings.

In this research, content analysis was used in the analysis of qualitative data. In content analysis, fundamental meanings are reached through themes or patterns. There are inductive and deductive qualitative analyses. In inductive analysis, themes are derived from the data (Patton, 2018). In the analysis of qualitative data, specific stages were followed using content analysis. In the first stage of content analysis, data obtained from interviews are decrypted and converted into text. Textualized interviews are read and coded. As a result of repeated readings in codings, similar codes are combined and grouped under specific themes (Creswell, 2017a). After the interviews in this research were transcribed, content analysis was initiated. Content analysis was conducted with themes. Inductive analyses were performed. The analysis of qualitative data in the study was done by two researchers. Firstly, codes were generated. Coding schemes were repeatedly conducted by two researchers. Codes and themes were formed based on the common consensus of the two researchers. In the study, to show which participant opinions led to the reached codes and themes, they were presented by giving the opinions of the participants and participant code names. Various strategies are used to ensure validity and reliability in qualitative research. Ensuring this requires taking measures to access the correct information in the research and defining the process transparently and in detail to allow another researcher to evaluate it (Yıldırım & Şimşek, 2021). To ensure the credibility of the research, interviews with teachers were conducted focusing on in-depth data collection. To diversify data sources, interviews were conducted with participants showing different characteristics according to the variables determined in the research. In the analyses conducted in the study, raw data were continuously and repeatedly checked by two researchers, and the final version of the study was shaped by deciding on the codes and themes where the two researchers agreed. Transferability was ensured by describing the raw form of the data in detail with direct quotations. Care was taken to select participants that reflect data diversity in the research. In this study, to ensure confirmability, from the form created to collect data, the research was controlled with the help of external experts. The analysis was carried out by two researchers through continuous repetitive checks in the raw data and the analysis phase of the research.

In the analyses of the convergent parallel mixed design, two different databases are analyzed separately according to the characteristics of each data, and after that, the two databases are combined and compared for interpretation. After reaching quantitative and qualitative findings, quantitative findings are compared and either confirmed or rejected. Combined data are presented, and the final process of the mixed method, interpretation, is carried out. Points where the two types of data overlap or diverge are addressed. Complete separation and merger are not expected (Creswell, 2017b). In this research, after analyzing the two data sets, the findings were interpreted in the final stage based on their divergence and convergence situations, and the analyses were conducted.

FINDINGS

In this section of the research, data obtained through quantitative and qualitative data collection methods were examined according to the convergent parallel mixed design to explore the formation of professional identity among classroom teachers based on variables such as gender, age, marital status, educational status, professional seniority, having children, and having a classroom teacher in the family. The findings obtained for each variable are presented.

1. *Findings on the Examination of Classroom Teachers' Professional Identity Formation According to Gender Variable*

1.1. Quantitative Findings

The findings obtained from the t-test regarding the formation of classroom teachers' professional identity according to the gender variable are provided in Table 3.

Table 3. *t-Test results for classroom teachers' professional ıdentity formation process according to gender status*

Gender	N	X̄	S	sd	t	p	η2
Female	180	107,3333	11,00432	357,060	-.321	.748	.000
Male	182	107,7253	12,18736				

According to gender status, the formation of classroom teachers' professional identity, t(357,06)=-.321, p>.05; female classroom teachers (x̄=107,333) and male classroom teachers (x̄=107,725) did not show a statistically significant difference in their professional identity constructions.

1.2. Qualitative Findings

The findings obtained from the analyses conducted by referring to the opinions of classroom teachers on the "effect of gender in professional identity formation and its reasons" are given in Table 4. 2 themes and 10 codes related to the gender effect were created.

Table 4. *Gender in classroom teachers' professional ıdentity formation*

	Themes	Participants
Theme 1	**Effect found**	KF2, KF4, KF8, KF9*, KF12, KF14, KF15
Theme 1 Codes	Female nature	KF2, KF8, KF9*, KF14
	Distancing from school	KF15
	Societal perspective	KF4, KF12
	Male nature	KF8
Theme 2	**No effect**	KF1, KF3, KF5, KF6, KF7, KF9*, KF10, KF11, KF13
Theme 2 codes	Male nature	KF3
	Dependent on personality	KF1, KF7, KF9*
	Loving the profession	KF6, KF13
	Distancing from school	KF3
	Societal perspective	KF5
	Teacher identity	KF10

Note: * belongs to teachers who expressed opinions on both themes.

For the theme "Effect found", 7 teachers expressed their opinion, and 4 codes were formed, which are "female nature, societal perspective, distancing from school, and male nature". For the theme "No effect", 9 teachers expressed their opinion, and 6 codes emerged, which are "dependent on personality, loving the profession, male nature, distancing from school, societal perspective, and teacher identity". The opinions of teachers KF8 and KF13 have been provided related to these themes and codes."

> "*Both women and men have personal characteristics stemming from their inherent genders, so it's natural for them to reflect this onto their professions. I honestly think that female teachers, being more emotional and nurturing, differ from male teachers who tend to be more controlling and protective in their teaching styles.*" **(KF8)**
>
> "*Frankly, I don't think there's any effect at all. After all, we're practicing a professional career here, and the most significant determinant is how one approaches showing affection towards children.*" *(KF13)*

1.3. Comparison or Integration

In the research, responses given by classroom teachers to quantitative and qualitative data collection tools were combined, and a comparison or integration of both data groups was carried out. The presentation was structured around the t-test results for quantitative findings related to the gender

variable of teachers and the themes, codes, and which participants expressed opinions in which themes obtained from interviews for qualitative findings. Table 5 contains data related to comparison or integration based on the gender variable.

Table 5. *Comparison or Integration Based on the Gender Variable*

Quantitative Data				Qualitative Data		
Gender	**X̄**	**p**	**t**	**Themes**	**Participants of Themes**	**Codes related to the Themes**
Female	107,3333	.748	-.321	Effect found	KF2, KF4, KF8, KF9*, KF12, KF14, KF15	Female nature
Male	107,7253					Distancing from school
						Societal perspective
						Male nature
				No effect	KF1, KF3, KF5, KF6, KF7, KF9*, KF10, KF11, KF13	Male nature
						Dependent on personality
						Loving the profession
						Distancing from school
						Societal perspective
						Teacher identity

In quantitative findings, no significant difference was observed based on the gender variable, and this situation is similarly observed in qualitative findings. It is seen that a comparable number of teachers expressed their opinions for both themes. When examining the codes of "male and female nature" within the "effect found" theme, it becomes evident that they suggest the presence of this effect in both genders. Additionally, under the "societal perspective" code, it's observed that teachers emphasize the influence of societal views on their professional identity formation more than the inherent differences between genders. In the "No effect" theme, they mainly advocate the view that it is more related to "personality and loving the profession." Based on these two data groups, one can conclude that the formation of professional identity among classroom teachers is similar in terms of the gender variable.

2. *Findings Obtained from Examining the Formation of Professional Identity Among Classroom Teachers based on the Age Variable.*

2.1. Quantitative Findings

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The results obtained from the one-way analysis of variance (ANOVA) for the formation of the professional identity of classroom teachers based on the age variable are presented in Table6

Table 6. *ANOVA results for the formation process of professional ıdentity of classroom teachers according to age status*

Source of Variance	Total squares	sd	Mean squares	F	p	η2
Between groups	901,135	3	300,378	2,256	.082	.019
Within groups	47673,03	358	133,165			
Total	48574,17	361				

According to the obtained results, the formation of professional identity among classroom teachers does not show a statistically significant difference in terms of the age variable, $F(3, 358)=2,256$, $p>.05$. There is no significant difference between any age groups determined by the age ranges. Accordingly, the ages of classroom teachers do not influence the formation process of their professional identity.

2.2. Qualitative Findings

The findings obtained from the analysis of the answers given by the classroom teachers to the question "the effect of age on professional identity formation and its reasons" are presented in Table 7. Regarding the age effect in professional identity formation, 2 themes - "Effect found and No effect " - and 12 codes have been formed. Codes related to both themes are available. Teachers who expressed their opinions on both themes are shown in both theme groups.

Within the "effect found" theme, 13 teachers expressed their opinions, resulting in a total of 8 codes being formed: "unable to keep up with physical activity, professional development, change in professional identity, lack of motivation, experience, societal perspective, burnout, fatigue" In the "no effect" theme, 3 teachers shared their views, leading to the creation of a total of 4 codes: "self-improvement, working at any age, professional development, and dependent on personality.

Table 7. *Age in the Formation of Professional Identity of Classroom Teachers.*

Themes		Participants
Theme1	**Effect found**	KF2, KF3, KF4, KF6, KF7, KF8, KF9, KF10, KF11, KF12, KF13*, KF14, KF15
	Unable to keep up with physical activity	KF2, KF11
	Professional development	KF4, KF6, KF10
	Change in professional identity	KF7, KF8, KF9
Theme1	Lack of motivation	KF3, KF15
Codes	Experience	KF3, KF4, KF9, KF10, KF12, KF13*, KF14
	Societal perspective	KF12
	Burnout	KF15
	Fatigue	KF2
Theme2	**No effect**	KF1, KF5, KF13*
	Working at any age	KF5
Theme 2	Professional development	KF1
Codesı	Self-improvement	KF1, KF13*
	Dependent on personality	KF13*

Views of the teachers coded as KF4 and KF5 are provided.

"The effect of age exists in this way: age actually means experience, experience means the teacher developing herself/himself, and it means taking a step further in her/his profession. Therefore, I think age has a positive effect." (KF4)

"In my opinion, age has no effect. When you are young, you think differently. As you age, you discover more. You get better, yes, but I believe you work wholeheartedly at any age." (KF5)

2.3. Comparison or Integration

The findings related to the comparison or integration according to the age variable of classroom teachers are provided in Table 8.

Table 8. *Comparison or Integration by Age Variable*

Quantitative Data				Qualitative Data		
Age	X̄	p	f	Themes	Participants of themes	Codes related to the themes
35 years and below	108,370					Unable to keep up with physical activity
36- 45 years	108,6250	.08	2,256		KF2, KF3, KF4,	Professional development
46-55 years	107,0985				KF6, KF7, KF8,	Change in Professional identity
56 years and above	102,9688			**Effect found**	KF9, KF10, KF11, KF12, KF13*, KF14, KF15	Lack of motivation
						Experience
						Societal perspective
						Burnout
						Fatigue
				No effect	KF1, KF5, KF13	Working at any age
						Professional development
						Self-improvement
						Dependent on personality

When examining both types of data, statistically significant differences were not identified among age groups according to the quantitative data of the research. In qualitative findings, while opinions were provided in both directions, the majority expressed their views towards the presence of an age effect. Examining the codes related to the theme "Effect found," it was concluded that age has both positive and negative impacts. Codes like inability to keep up with physical activity, burnout, fatigue, and lack of motivation indicate the negative aspects of age in the formation of professional identity. Meanwhile, codes such as change in professional identity, experience, and professional development highlight the positive aspects of age in the formation of professional identity. Based on the codes of the "effect found" theme, it can be said that age has both positive and negative impacts on the formation of professional identity. In the theme named "No effect ", the codes mostly found are related to professional, working at any age, self-improvement, and personality-dependence. While no statistically significant difference was found between age groups in quantitative data, in qualitative data, attention was drawn to the positive and negative aspects of the difference between age groups due to the effect of age. Examining both types of data, it is concluded that quantitative and qualitative data overlap.

3. Classroom Teachers' Findings on the Formation of Professional Identity by Marital Status

3.1. Quantitative Findings

The findings, according to the t-test result for the scale of the formation of professional identity of classroom teachers based on the marital status variable, are provided in Table 9.

Table 9. *t-Test results of the formation process of professional ıdentity of classroom teachers by marital status variable.*

Marital Status	N	X̄	S	sd	t	p	η2
Married	304	107,4704	11,35385	360	-.225	.822	.000
Single	58	107,8448	12,91511				

Regarding marital status, the formation of professional identity among classroom teachers shows t(360)=-.225, p>.05; married classroom teachers (x̄=107,47) and single classroom teachers (x̄=107,8448) do not demonstrate statistically significant differences in their professional identity constructions.

3.2. Qualitative Findings

Classroom teachers were asked about the "effect of marital status on professional identity formation and the reasons for this." The findings obtained from the analysis based on their responses are presented in Table 10. For the effect of age on professional identity formation, 2 themes, "Effect found and No effect" and 9 codes have been generated. Codes related to both themes are available.

Table 10. *Marital status in the formation of classroom teachers' professional ıdentity*

Themes		Participants
Theme1	**Effect found**	KF1, KF2, KF3, KF4, KF8, KF9, KF10, KF12, KF14, KF15
Theme 1 codes	Ability of unmarried (single) to allocate time	KF1, KF2, KF8, KF14
	Marriage bringing order	KF4, KF8
	Difference in responsibility level	KF9, KF12, KF14, KF15
	Life experience	KF10
	Effect of having children	KF10
	Dedication to children	KF3, KF9, KF15
Theme2	**No effect**	KF5, KF6, KF7, KF10, KF11, KF13
Theme 2 codes	Dependent on personality	KF6, KF10
	Loving the profession	KF6
	Perspective on the profession	KF5, KF13

Under the theme named "effect found", 10 teachers expressed their opinions, leading to the creation of 6 codes: "Ability of unmarried (single) to allocate time, marriage bringing order, difference in responsibility level, life experience, effect of having children, dedication to children." Under the theme named "no effect", 6 teachers shared their views, resulting in 3 codes: "dependent on personality, perspective on the profession, loving the profession." Views of teachers coded KF8 and KF15 are presented.

> *"I think marital status is influential. Because married teachers, living an orderly life, will inevitably reflect this orderliness into their profession." (KF8)*
>
> *"When you're single, you have no responsibilities. You can go to any region of Turkey. You don't have responsibilities. Therefore, you can fully devote yourself to your profession. But after getting married, life definitely becomes more challenging, and you start to have people for whom you are responsible." (KF15)*

3.3. Comparison or Integration

The findings related to the comparison or integration according to the marital status variable of classroom teachers are presented in Table 11.

According to quantitative variables, the marital status variable has not created a statistically significant difference in the professional identity formation of classroom teachers. Examining the qualitative data, it is observed that opinions are expressed in both theme groups and they are close to each other. 10 teachers expressed views in the "Effect found" direction, while 6 teachers expressed views in the "No effect " theme. When examining the codes of teachers expressing their views in the "Effect found" direction, it is observed that marriage bringing order and the influence of having their own child

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positively affects the professional identity formation of married classroom teachers. Whereas, the difference in the responsibility level of unmarried individuals and devotion to children codes also have a positive effect.

Table 11. *Comparison or Integration based on Marital Status Variable*

Quantitative Data				Qualitative Data		
Age	X̄	p	f	Themes	Participants of themes	Codes related to the themes
Married	107,4704	.822	-.225	**Effect found**	KF1, KF2, KF3, KF4, KF8, KF9, KF10, KF12, KF14, KF15	Marriage bringing order
Single	107,8448					Ability of unmarried (single) to allocate time
						Difference in responsibility level
						Life experience
						Effect of having children
						Dedication to children
				Etkisi yok	KF5, KF6, KF7, KF10, KF11, KF13	Dependent on personality
						Loving the profession
						Perspective on the profession

Opinions in the direction of "Effect found" suggest that the state of being married or not positively affects the professional identity formation process of classroom teachers. When examining the perspectives aligned with the "effect found", both the positive influences of being married and the advantages of being unmarried are highlighted. The marital status, whether married or single, does not exclusively sway the formation of professional identity in one specific direction. Both states bring about their own set of positive influences. These findings underscore that each status contributes to the shaping of professional identity. When examining the "No effect " theme, it is observed that the marital status of classroom teachers is more associated with codes such as dependent on the individual, loving the profession, and perspective on the profession. Based on the findings obtained in both types of data, it can be said that marital status affects the professional identity formation of classroom teachers in a similar proportion.

4. ***Results of the examination of the professional identity formation of classroom teachers according to the education level variable***

4.1. Quantitative Findings

The findings obtained according to the education level variable of classroom teachers' professional identity formation scale t-test are presented in Table 12.

Table 12. *Classroom teachers' professional ıdentity formation process education level variable t-test results.*

Education Level	N	X̄	S	sd	t	p	η2
Associate's - Bachelor's	290	107,3276	11,43900	360	-.667	.505	.001
Graduate	72	108,3472	12,27520				

According to the marital status, the formation of classroom teachers' professional identity t(360)=-.667, p>.05 does not show a significant difference statistically in the professional identity formations of married classroom teachers (x̄=107,3276) and single classroom teachers (x̄=108,3472).

4.2. Qualitative Findings

Based on the answers given by classroom teachers to the questions about the "effect of education level on professional identity formation and the reasons for this", the results obtained from the analyses are presented in Table 13.

Table 13. *The formation of classroom teachers' professional identity according to education level*

Themes		Particiapats
Theme 1	**Effect found**	KF1, KF2, KF3, KF4, KF5, KF6, KF7, KF8, KF9, KF10, KF12, KF13, KF14, KF15
Theme1 codes	Professional development	KF3, KF4, KF5, KF6, KF8, KF9, KF10, KF12, KF14, KF15
	Graduate	KF1, KF2, KF3, KF4, KF5, KF7, KF8, KF9, KF10, KF12, KF15
	Bachelor's	KF3, KF6, KF8, KF13
Theme 2	**No effect**	KF11
Theme2 codes	Identity	KF11

There are 2 themes related to the effect of education level on professional identity formation, which are "Effect found and No effect", and 4 codes have been generated. There are codes related to both themes. Within the "Effect found" theme, a total of 3 codes have been generated, which are "graduate", "professional development", and "undergraduate". Under the "No effect " theme, a single code named "personality" has been created. 14 teachers expressed their opinions under the "effect found" theme, while 1 teacher shared an opinion under the "no effect" theme. The opinion of the teacher coded as KF2 and KF3 have been provided.

> *"I believe that teachers who have completed postgraduate master's education are more conducive in the classroom. Because they are experts in their field, so there is a positive effect." (KF2)*
> *"Nowadays, undergraduate education is no longer enough, it's definitely beneficial for our teachers to do postgraduate studies and develop themselves academically in their own field."(KF3)*

4.3. Comparison or Integration

Findings related to the comparison or integration according to the educational status variable of classroom teachers are presented in Table 14.

Table 14. *Comparison or Integration Based on the Education Level Variable*

Quantitative Data				Qualitative Findings		
Education Level	**X̄**	**p**	**t**	**Themes**	**Participants of the themes**	**Codes related to the themes**
Associate's- achelor's Graduate	107,3276 108,3472	.505	-.667	**Effect found**	KF1, KF2, KF3, KF4, KF5, KF6, KF7, KF8, KF9, KF10, KF12, KF13, KF14, KF15	Professional development Graduate Bachelor's
				No effect	KF11	Identity

When examining the quantitative findings, the variable of educational status does not show a statistically significant difference in the professional identity formation of classroom teachers. However, based on qualitative findings, a majority of teachers express the opinion that effect found. When examining the views of teachers who stated "Effect found," it's observed that they emphasize the necessity of undergraduate education and express that postgraduate education, like undergraduate education, is now a requirement. In the "No effect " theme, one teacher expressed that this situation is more related to personality. While no differences are seen in the quantitative findings due to the educational status, qualitatively, all teachers except one have expressed the effect of education, emphasizing that both undergraduate and postgraduate education are necessary.

5. Findings obtained as a result of examining the professional identity formation of classroom teachers according to the professional seniority variable

5.1. Quantitative Findings

Findings related to the formation of the professional identity of classroom teachers according to the professional seniority variable, based on the t-test results, are presented in Table 15.

Table 15. *ANOVA results on the formation process of classroom teachers' professional identity based on professional seniority status*

Source of Variance	Total Squares	sd	Mean Squares	f	p	η2
Btween groups	594,450	3	198,152			
Within groups	47979,71	358	134,022	1,479	.220	.012
Total	48574,17	361				

According to the findings obtained, the professional identity formation of classroom teachers does not show a statistically significant difference in terms of the professional seniority variable, F(3, 358)= 2,220, p>.05. No significant differences were observed between any of the determined professional seniority ranges. In this context, the professional seniority of classroom teachers does not influence the process of their professional identity formation.

5.2. Qualitative Findings

Based on the answers provided by classroom teachers to the question of "the effect of professional seniority on professional identity formation and its reasons," the findings obtained from the analyses are presented in Table 16.

Table 16. *Professional identity formation of classroom teachers in terms of professional seniority.*

Themes		Participants
Theme 1	**Effect found**	KF2, KF3, KF4, KF5, KF8, KF9, KF10, KF11, KF12, KF13, KF14, KF15
Theme 1 codes	Self-renewal	KF3, KF4, KF5, KF6, KF8, KF9, KF10, KF12, KF14, KF15
	Experience	KF2, KF3, KF4, KF5, KF8, KF9, KF10, KF11, KF12, KF13, KF14, KF15
Theme 2	**No effect**	KF1, KF6, KF7
Theme 2 codes	Individual-dependent	KF1, KF7
	Self-improvement	KF6

Regarding the influence of the professional seniority variable on the professional identity formation of classroom teachers, 12 teachers expressed their opinions under the "effect found" theme, while 3 teachers shared their views under the "no effect" theme. Regarding the effect of professional senioority on professional identity formation, two themes, "effect found" and "no effect ," and 4 codes have been generated. Codes related to both themes are present. Under the theme "Effect found," 2 codes named "experience" and "self-renewal" have been generated. Under the theme "No effect ," 2 codes named "individual-dependent" and "self-improvement" have been generated. The opinions of teachers named KF7 and KF12 have been provided.

> *"I think it's more related to an individual's character, the importance given to the profession, and the awareness of how to shape the resources at hand. Therefore, I think it's more dependent on the individual rather than seniority." (KF7)*
>
> *"Due to the investments we make in ourselves and the contributions to our personal development, I can really see this change increasing along with professional seniority. Therefore, I can say that seniority definitely has a positive effect on professional identity." (KF12)*

5.3. Comparison or Integration

The findings related to the comparison or integration of classroom teachers according to the educational status variable are provided in Table 17.

Table 17. *Comparison or Integration by Professional Seniority Variable*

Quantitative Data				Qualitative Data		
Seniority	**X̄**	**p**	**f**	**Themes**	**Participants of the themes**	**Codes related to the themes**
9 years and below	108,3333	.220	1,479	**Effect found**	KF2, KF3, KF4, KF5, KF8, KF9, KF10, KF11, KF12, KF13, KF14, KF15	Self-renewal
10-14 years	109,8269					Experience
				No effect	KF1, KF6, KF7	Individual-dependent
						Self-improvement

When examining quantitative data, professional seniority does not statistically influence the formation of classroom teachers' professional identities. However, examining qualitative data reveals that there is a high number of teachers expressing the opinion that Effect found. Within the "Effect found" theme, the influences of "self-renewal and experience" on identity are mentioned, while in the "No effect " theme, teachers have indicated it's dependent on "individual-dependent and self-improvement." In the quantitative findings, it's noted that professional seniority has no effect, and in the qualitative findings, there are opinions in both directions, but it's identified that there are more opinions in the "Effect found" direction.

6. *Findings from the examination of classroom teachers' professional identity formation according to the variable of having children*

6.1. Quantitative Findings

The findings obtained from the t-test conducted to determine the effect of having children on the formation of classroom teachers' professional identities are provided in Table 18.

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Table 18. *t-Test results of classroom teachers' professional ıdentity formation process according to the variable of having children*

Having Cildren	N	X̄	S	sd	t	p	η2
Yes	307	107,5635	11,43946	360	.128	.898	.000
No	55	107,3455	12,56718				

According to the having children status, the formation of the professional identity of classroom teachers is t(360)=.128, p>.05. Statistically, there is no significant difference in the professional identity formation between classroom teachers who have children (x̄=107,5635) and those who do not (x̄=107,3455).

6.2. Qualitative Findings

Classroom teachers were asked about the "impact and reasons of the having children status on professional identity formation". The findings obtained from their answers and the subsequent analysis are provided in Table 19.

Table 19. *Formation of classroom teachers' professional ıdentity based on having children status.*

Themes		Participants
Theme 1	**Effect found**	KF2, KF3, KF4, KF5, KF7, KF8, KF9, KF10, KF11, KF12, KF13, KF14, KF15
Theme 1 codes	Empathic perspective	KF2, KF3, KF8, KF9, KF10, KF15
	Increased level of responsibility	KF8, KF11, KF12, KF14, KF15
	Changed perspective towards children	KF4, KF9, KF13, KF14
	Understanding the child	KF5, KF10
	Dedication to the student	KF11
	Emotionalization	KF4, KF9
	Drifting away from education	KF3, KF14
Theme 2	**No effect**	KF1, KF6
Theme 2 codes	Loving the profession	KF6
	Loving children	KF1

In relation to the impact of having children status on professional identity formation, 2 themes, "Effect found" and "No effect ", have been identified, and 9 codes have been formed. Codes related to both themes are present. Under the theme "Effect found," a total of 7 codes have been created, which are "empathic perspective, increased level of responsibility, changed perspective towards children, understanding the child, emotionalization, drifting away from education, and dedication to the student." Under the theme "No effect ," the codes are "loving the profession and loving children." The opinions of teachers named KF1 and KF10 have been shared.

> *"Having a child does not have an effect. If someone loves children, regardless of gender, they will fulfill the role of a classroom teacher beautifully, connect with the child at their level, understand the child's language and feelings, and act accordingly." (KF1)*

> *"I believe someone who has a child will feel as if the other children are their own and will shape their teaching accordingly. They can approach the child with empathy. They would likely understand child psychology better. I think this is influential." (KF10)*

6.3. Comparison or Integration

Findings related to the comparison or integration based on the classroom teachers' educational status variable are given in Table 20.

Table 20. *Comparison or integration based on having children status variable*

Quantitative Findings				Qualitative Findings		
Having Children	X̄	p	t	Themes	Participants of the themes	Codes related to the themes
Yes	107,5635	.898	.128	**Effect found**	KF2, KF3, KF4, KF5, KF7, KF8, KF9, KF10, KF11, KF12, KF13, KF14, KF15	Empathic perspective Increased level of responsibility Changed perspective towards children Understanding the child Dedication to the student Emotionalization Drifting away from education
No	107,3455			**No effect**	KF1, KF6	Pesonality-dependent Self-improvement

When examining both types of data, quantitative findings suggest that having children doesn't statistically affect the formation of a professional identity among classroom teachers. Under the theme "Effect found," codes such as an empathic perspective, a change in the viewpoint towards children, understanding the child, and emotionalization express the positive aspects of having children on professional experience. On the other hand, codes under the same theme like drifting away from education and increased responsibility indicate negative impacts of having children on the formation of professional identity. Teachers who opined in favor of the "there's no effect" believe that having children does not influence the formation of a professional identity, and this has been translated into codes such as loving the profession and loving children. While the quantitative data suggests that having children does not create a statistically significant difference in the formation of professional identity, the qualitative findings indicate that the status of having children can have an impact, with its advantages and disadvantages.

7. Findings based on the presence of a classroom teacher in the family affecting the formation of a classroom teacher's professional identity

7.1. Quantitative Findings

Findings obtained from the t-test carried out to determine the effect of having a classroom teacher in one's family on their professional identity formation are presented in Table 21.

Table 21. *t-Test results on the effect of the presence of a classroom teacher in the family on the formation of a classroom teacher's professional identity*

Presence of a Claassroom Teacher in the Family	N	X̄	S	sd	t	p	η2
Yes	171	106,9298	12,11639	360	-.932	.352	.002
No	191	108,0681	11,12137				

Considering the presence of a classroom teacher in one's family, the formation of a classroom teacher's professional identity t(360) = .352, p > .05; the presence (mean = 106,9298) or absence (mean = 108,0681) of a classroom teacher in the family doesn't show a statistically significant difference in their professional identity formation.

7.2. Qualitative Findings

Based on the answers given to the question "What is the effect and reasons of having a classroom teacher in the family on your professional identity formation?", the findings obtained are presented in Table 22.

Table 22. *Presence of a classroom teacher in the family on the formation of a classroom teacher's professional identity*

Themes		Participants
Theme 1	**Effect found**	KF1, KF2, KF3, KF4, KF5, KF6, KF7, KF8, KF9, KF10, KF11, KF12, KF13, KF14, KF15
Codes related to the themes	Being more successful	KF11
	Benefiting from their experiences	KF2, KF3, KF4, KF5, KF7, KF8, KF10, KF14
	Guidance	KF13
	The importance of the role model	KF1, KF2, KF3, KF9, KF10, KF12, KF15

For the effect of having a classroom teacher in the family on professional identity formation, 1 theme "Effect found"and a code have been formed. Under the theme titled "Effect found," a total of 4 codes have been formed, including "benefiting from their experiences, being more successful, guidance, and the importance of the role model." The opinions of teachers coded as KF1 and KF11 have been provided.

> *"It can have both positive and negative effects. If there's a classroom teacher in the family who we consider as a role model, it really has a positive effect. However, if we have a classroom teacher in our family who is a negative, aggressive example, I believe this can also have a negative influence." (KF1)*

> *"I've often witnessed that classroom teachers, or subject teachers for that matter, who have close family members as teachers, tend to be more successful in the teaching profession." (KF11)*

7.3. Comparison or Integration

The findings related to comparison or integration based on the presence of a classroom teacher in the family of classroom teachers are presented in Table 23.

Table 23. *Comparison or integration based on the presence of a classroom teacher in the family*

Quantitative Findings				Qualitative Findings		
Children	X̄	p	t	Themes	Participants of the theme	Codes related to the themes
Yes	106,9298	.352	-.932	Effect found	KF1, KF2, KF3, KF4, KF5, KF6, KF7, KF8, KF9, KF10, KF11, KF12, KfxdxF13, KF14, KF15	Being more successful
No	108,0681					Benefiting from their experiences
						Guidance
						The importance of the role model

It is observed that there is no statistically significant difference in the quantitative findings. Qualitatively, only the theme "Effect found" is present. Classroom teachers who opined that there's an effect mentioned positive aspects like teachers being more successful when there's a classroom teacher in the family, benefiting from that person's experiences, and getting guidance from that person, while also emphasizing the importance of the role model. Both positive and negative opinions were expressed related to the code of the importance of the role model.

DISCUSSION, CONCLUSION, AND RECOMMENDATIONS

This study aimed to investigate the formation of the professional identity of classroom teachers according to some selected variables, there is no statistical difference in the professional identity formation of male and female teachers in terms of the gender variable. According to the views of the teachers, when evaluations are made for female and male teachers, they state that both genders have an impact on the formation of professional identity, but the teachers who state that there is no impact mostly relate this to loving the profession and personality. Based on the results of both data groups, it can be concluded that the formation of professional identity of classroom teachers in terms of gender variable is similar. In the literature, some scholars (Atik, 2022; Bacakoğlu, 2018; Yao, 2020), reported no differences in terms of gender. However, in some studies, it is observed that there are differences in terms of gender, and results in favor of women (Alptekin Yolcu&Kıngır, 2021; Çelik&Kalkan, 2019; Doğan&Erdiller-Yatmaz, 2018; Eğmir&Çelik, 2019; Erdem, 2020; Kavrayıcı, 2019). Özkan (2020) states that there are professional inequalities in terms of gender and that women face professional discrimination, face obstacles, and are prevented from advancing vertically. Based on the results of this study, the professional identities that affect the professional development of teachers can be further researched and examined with different methods in line with the different results reported in the literature in terms of gender.

No difference was found in the formation of the professional identity of classroom teachers according to the age variable. When the opinions of the teachers are examined, the existence of the age effect is expressed more. When the codes formed as a result of the analyses are examined, while they point out factors that negatively affect professional identity formations such as slowing down in physical movements, decreasing in motivation, and burnout as age progresses, they also state that experience increases with age and there is a change in professional identity in parallel with professional developments. Çelebi Uçar (2018) found a negative relationship between teacher identity and burnout perception levels. Accordingly, as teachers' professional identity perceptions increase, their burnout perceptions decrease. Zhang et al., (2016) associate the professional identities of teacher candidates with motivational structure. When examining the theme named "No Effect", teachers stated that age has no effect on the formation of professional identity and that the main effects are self-improvement and personality, and that they can work at any age. When quantitative and qualitative data are examined, it can be concluded that both data groups overlap. Kavrayıcı (2019) also concluded in his study that there is no relationship between teacher identity and the age variable and stated that the age variable should be considered independently of teacher identity.

When examining the effect of marital status on the formation of professional identity of classroom teachers, according to quantitative data, marital status does not cause a difference in the formation of

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professional identity. According to qualitative data, the number of those who state marital status has an effect on the formation of professional identity, and those who say it has no effect is close to each other. In addition, teachers who state that Effect found mention that marriage bringing order and having one's own child positively affects the formation of professional identity for classroom teachers, while those who are not married state that the dedication to children due to the difference in the level of responsibility again has a positive effect. Girgin and Şahin (2019a) concluded in their study, where they determined life lines for forming professional identity, that marriage in personal life also affects the formation of professional identity. In the qualitative findings of this study, it is observed that both aspects of marital status have positive effects. Teachers who state that marital status does not affect the formation of professional identity have opinions that this situation is related to the perspective on the profession, loving the profession, and personality. Kavrayıcı (2020) concluded that personal characteristics mostly affect the professional identities of teachers. In this study, it can be said that the professional identity formation of classroom teachers is similarly affected according to the marital status variable in both types of data. It has been concluded that the professional identity of classroom teachers is again affected both positively and negatively in terms of marital status. It is observed that there is a perception that married classroom teachers allocate less time due to increased responsibility, while single teachers allocate more time. For this, training can be provided to classroom teachers. Improvements can be made on issues such as personal rights and teaching obligations to minimize the negative reflections of increased responsibility levels in the lives of married classroom teachers on professional identity.

When examining the professional identity formations of classroom teachers based on their educational status variable, no difference was found between associate degree, bachelor's degree, and postgraduate graduates according to quantitative data. When qualitative data was examined, only one teacher defended the opinion that there was no teacher effect, saying that this was related to personality, while all other teachers emphasized the importance of education for professional development, drawing attention to the necessity of both undergraduate and postgraduate education. According to Bukor (2011), teacher identity should be seen as integrated into one's own life and filtered by the rational and intuitive aspects of the mind. The foundation of identity formation is expressed in three ways: cognitive, emotional, and behavioral. The cognitive aspect is the individual's thoughts, beliefs, assumptions, perceptions, knowledge, and experiences. Atal (2019), in his research on teacher candidates, concluded that content knowledge and technical knowledge and skills affect the formation of the professional identities of information technology teachers. Ulubey et al., (2018) examined the pre-service teacher identities of teacher candidates who took pedagogical training before and after the training. It was concluded that there was a significant decrease in the average of this sub-dimension that forms their professional identity at the end of the pedagogical training in terms of liking to work with students only. Beijaard et al., (2000) emphasized subject matter expertise in the process of forming teachers' professional identities. Çeltek (2019), in his research on school administrators' identity perceptions, found that educational status positively affects this perception. Based on the findings of this research, in-service training activities that support the professional identity development of classroom teachers, education activities supported by private or the Ministry of National Education, workshops, symposiums, and panels can be organized. Opportunities can be offered to encourage classroom teachers to receive instruction at graduate education levels such as a master's degree with a thesis or a doctorate.

The professional identity formation of classroom teachers does not vary according to the professional seniority variable based on quantitative analyses. Examining the results of qualitative analyses, it is seen that a high number of teachers expressed that the professional seniority variable has an effect. Teachers mostly emphasized that professional seniority brings experience and that professional identity can be improved by renewing oneself. Teachers who said that seniority has no effect on professional identity formation stated that this depends on personality and self-improvement. While the effect of professional seniority appears ineffective in quantitative results, in qualitative results, although there are opinions in both directions, the number of opinions stating it has an effect is higher. Eroğlu and Özbek (2020) similarly concluded that effective teacher characteristics include experience, personal development, and updating oneself. Aldemir and İlhan (2018) concluded that as time progresses in the profession, the positive perceptions that psychological counselors and guidance

teachers had during their undergraduate graduation period tend to turn negative. Troman (2008) also stated that classroom teachers undergo significant changes in their identities, commitments, and careers over the years. Platforms can be created where classroom teachers with high professional seniority can guide on-duty teachers and share their past experiences.

In the formation of professional identity, having children or not, does not have an effect according to quantitative data. Examining the qualitative data, most teachers stated that having a child has an effect, but there are both advantages and disadvantages to this. Teachers express that having a child changes their perspective on children, enables them to empathize with children, and has a positive emotional effect, while it leads to a negative effect in terms of distancing from the profession and increasing responsibilities when they have a child. Some teachers state that this is not affected by having a child and is related to loving the profession and children. In both types of data, it is seen that there are advantages and disadvantages in the process of forming the professional identities of teachers who have children and those who do not. Girgin and Şahin (2019a) concluded in their research in which they determined lifelines for forming a professional identity that the situation of having a child in personal life affects professional identity formation. Çeltek (2019) emphasized the effect of the compassion of motherhood on their professions in his research on school administrators. According to Kavrayıcı (2019), family effects, such as being a mother, father, or spouse, affect professional identity.

When the qualitative data was examined, which suggests that classroom teachers' professional identity formation is not affected by the presence of classroom teachers in their families, all teachers stated that there is an influence. According to them, having a classroom teacher in the family provides positive effects in terms of guidance, sharing experiences, and success. They point out the importance of the person taken as a role model, suggesting that this situation can have both positive and negative effects. Similarly to this research, Kavrayıcı (2019) and Girgin and Şahin (2019a) stated that the presence of a teacher in the family and the role model effect contribute to professional identity formation. Hunter-Johnson (2015) concluded that their previous teachers influenced teachers' career choices. However, Deniz and Görgen (2019) reached the conclusion that the presence of a teacher in the family and the effect of teacher role models do not have an impact. Since different results are obtained in the studies, further research can examine different factors that affect the professional identity formation of classroom teachers, and process-oriented examinations of their professional identity formation can be conducted.

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In this study, we investigated the professional identity formation of classroom teachers concerning selected variables. We found consistent results across both data sets for the gender variable. The gender variable's influence on teachers' professional identity formation can be said to be present for both genders, and the existence of this gender effect can also be attributed to societal perspectives. Based on the quantitative results of the study on classroom teachers' professional identity formation, it can be concluded that the age variable has no effect. However, in the qualitative results, those who expressed the presence of its effect drew attention to the positive and negative aspects of the differences between age groups. They mentioned that as age progresses, experience increases, positively affecting professional development. On the other hand, with advancing age, fatigue, decreased motivation, burnout, and the inability to keep up physically are expressed. According to the variable of having children, while there is no statistically significant difference in the quantitative results of the study, the qualitative findings suggest that the status of having children can have an impact, with its advantages and disadvantages. The quantitative data showed no significant difference in professional identity formation based on marital status, but qualitative findings indicated a positive influence of marital status on both fronts. As for educational level, professional seniority, and having a classroom teacher in one's family, qualitative results suggest that while these factors might not directly shape professional identity, they still have some perceived effects.

Sınıf Öğretmenlerinin Mesleki Kimlik Oluşumlarının Seçilmiş Bazı Değişkenler Açısından İncelenmesi[2]

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Özet

Bu araştırmada öğretmenlerin mesleki kimlik yapılandırmaları paralel karma desen kullanılarak belirlenen bağımsız bazı değişkenler açısından hem nicel hem de nitel boyutta elde edilen bulguların karşılaştırması veya entegrasyonunun sağlanması amaçlanmıştır. Araştırmada karma yöntem desenlerinden paralel karma desen kullanılarak nicel veriler "Sınıf öğretmenlerinin mesleki kimlik oluşum/yapılandırma bağlam ölçeği" ile nitel veriler ise belirlenen değişkenlere yönelik olarak yarı yapılandırılmış görüşme ile toplanmıştır. İki ayrı veri grubu toplanarak ayrı ayrı analizi gerçekleştirilmiş ve verilerin ilişki, birleştirme veya karşılaştırma aşamasının ardından yorumlamaları yapılmıştır. Araştırmanın katılımcıları veri gruplarına göre ayrı ayrı belirlenmiştir. Nicel örneklemi Elazığ ilinde görev yapan 362 sınıf öğretmeninden oluşmaktadır. Nitel çalışma grubu ise amaçlı örnekleme yöntemine göre maksimum çeşitlilik örneklemesiyle 15 sınıf öğretmeni belirlenmiştir. Verilerin toplam puan ve bağımlı değişkene ait ölçümlerin dağılımı her incelenen değişken grubu için normal dağılım göstermiştir. Verilerin analizinde ise t Testi ve ANOVA testleri tercih edilmiştir. Nitel verilerin analizinde içerik analizi kullanılmıştır. Araştırmanın sonucunda sınıf öğretmenlerinin mesleki kimlik oluşumlarında cinsiyet değişkeni açısından benzer oldukları sonucuna ulaşılabilmektedir. Sınıf öğretmenlerinin mesleki kimlik oluşumlarında araştırmanın nicel sonuçlarından hareketle yaş durumu ve çocuk sahibi olma değişkenin etkisinin olmadığı sonucuna ulaşırken nitel sonuçlarda ise etkisinin varlığı yönünde görüş bildirenlerin yaş grupları arasındaki farklılık durumlarının ve çocuk sahibi olma durumunun pozitif ve negatif yönlerine dikkat çekilmiştir. Medeni hal değişkenine göre sınıf öğretmenlerinin mesleki kimlik oluşumlarında anlamlı farklılığa ulaşılmamıştır. Nitel bulgularda da her iki yönde de görüş bildirdirildiği etkisi var yönünde görüşlerin ise medeni halin her iki yönünde de artı yönde etkisinin olduğu sonucuna ulaşılmıştır. Eğitim durumu, mesleki kıdem, ailede sınıf öğretmenin olması yönünden ise mesleki kimlik oluşumlarını etkilemediği nitel bulgularda etkisinin varlığı yönünde görüşlerin fazla olduğu sonucuna ulaşılmıştır.

Anahtar Kelimeler: *Kimlik, Mesleki kimlik, Öğretmen kimliği, Sınıf öğretmeni*

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Genişletilmiş Özet

Problem: Günümüzde pedagojik çevrelerde yinelenen kavramlardan birisi de kimlik olarak dikkat çekmektedir. Öğretmenin sınıf ve okullardaki deneyimlerinin deposu olarak varsayılan tutarlı kimlik (öğretmen kimliği) düşüncelerin, tutumların, duyguların, inançların ve değerlerin kaynağıdır (Zembylas, 2003). Erikson'a göre kimlik durağan değildir aksine hayat boyunca gelişen ve değişen bir kavramdır (Beijaard et. al,, 2004). Meslek, insanlara faydalı mal veya hizmet üretmeyi içeren, sistematik bilgi, beceri ve kurallarla yürütülen, diploma eğitimiyle kazanılan ve karşılığında gelir sağlayan iş olarak tanımlanabilir (Toprakçı, 2009). Bir mesleği icra edenler ile mesleğin kendisi arasındaki ilişki mesleki kimliği biçimler. Mesleki kimliğin bilişsel, duygusal ve sürdürülebilir faktörler olmak üzere üç boyutta ele alındığı ifade edilmektedir (Lei et. al., 2022). Öğretmen mesleki kimliğinin oluşumu ise hem mesleki hem de kişisel olan birçok yönün iç içe geçmesiyle meydana gelmektedir (Beijaard, 2019; Beauchamp&Thomas, 2009). Öğretmenlerin mesleki kimliklerinin oluşumuna yönelik araştırmalar çok hızlı değişimin yaşandığı günümüzde öğretmenlerin mesleklerine olan hisleri ve karşılaşılan değişimlerle nasıl başa çıkabildiklerine katkıda bulunurken bu durum kişisel yönlere dikkat çekmektedir (Beijaard et. al., 2004). Öğretmen mesleki kimliği bütüncül yapısını korurken sosyal ve kültürel bağlamlardan da etkilenmektedir (Edwards & Edwards, 2017). Sınıf öğretmenliği kimliğinde ise bir farklılaşma bulunmaktadır. Diğer öğretmen kimlikleri spesifik olarak bir özellik veya belirgin bir alana özgülük taşırken sınıf öğretmenliği birçok disiplin ve nitelikleri barındırmaktadır (Girgin & Şahin, 2019a). Alanyazın incelendiğinde mesleki kimliğin belirli değişkenler açısından incelendiği görülmektedir. Chen et. al (2023) bireylerin gelişimi ekolojik sistem teorisine göre farklı etkenlerden etkilenmektedir. Öğretmenlerin meslek kimliklerinin de bireysel (örn. cinsiyet), aile (ebeveynlik) vb. farklı faktörlerden etkilenebileceğini ileri sürülmektedir. Doğan and Erdiller-Yatmaz (2019) okulöncesi öğretmenlerin mesleki kimliklerini cinsiyet, medeni durum, aylık gelir, çocuk gelişimi ve eğitiminden mezun olma durumları, eğitim düzeyleri, işteki konum ve aktif çalışma durumları açısından mesleki kimliğin gelişimini incelemişlerdir ve bu değişkenler açısından farklılaştığı görülmektedir. Yao (2020) üniversite öğrencilerinde öğretmen mesleki kimliği bölüm, cinsiyet, sınıf değişkeni ve tek çocuk olma durumu açısından araştırılmıştır ve çeşitli değişkenler açısından farklılaşma görülmüştür. Alptekin Yolcu and Kıngır (2021) and Çelik and Kalkan (2019) öğretmen adaylarının mesleki kimliklerini öğrenim gördükleri üniversite, sınıf düzeyi ve cinsiyet değişkeni açısından incelemişlerdir. Değişkenler açısından farklılaşmalar belirlemişlerdir. Eğmir and Çelik (2019) öğretmen adaylarının inançları öğretmen kimlik algılarını doğrudan etkilemekteyken cinsiyet, sınıf ve bölüm değişkenleri açısından da farklılaşmalar olmuştur. Erdem (2020) araştırmasında erken dönem öğretmen kimliklerini incelediği araştırmasında cinsiyet değişkeni açısından öğretmen kimliklerinde kadınların lehine farklılaşmıştır. İlkokullarda görev yapanların kariyerlerinde, bağlılıklarında ve kimliklerinde değişimler olabilmektedir (Troman, 2008). Mesleki kimlik araştırmalardan da görüldüğü gibi farklı değişkenler açısından ele alınmıştır. Bu araştırmada ise öğretmenlerin mesleki kimlik yapılandırmaları paralel karma desen kullanılarak belirlenen bağımsız bazı değişkenler açısından hem nicel hem de nitel boyutta elde edilen bulguların karşılaştırması veya entegrasyonunun sağlanması amaçlanmıştır. Bu amaca ulaşmak için cinsiyet, yaş, medeni hal, eğitim durumu, mesleki kıdem, çocuk sahibi olma ve ailede sınıf öğretmeni olma durumu değişkenleri çerçevesinde nicel veri toplama aracılığıyla ulaşılan verilerin analizi ve nitelde ise belirlenen değişkenlere yönelik soruların derinlemesine cevaplanarak gerekli paradigmaların elde edilmesi ve bütün nicel ve nitel bulguların birbirini desteklemesi veya desteklemeyen yönlerinin neler olduğunun belirlenmesi amaçlanmıştır.

Method: Araştırmada karma yöntem desenlerinden yakınsayan paralel desen kullanılmıştır. Araştırmada nicel ve nitel verilere ulaşmak için farklı örnekleme yöntemleri kullanılmıştır. Araştırmanın nicel örneklemini belirlemek amacıyla sürekli değişkenlerde tahmin formülü kullanılmıştır. Örneklem büyüklüğünün en az 331 olması gerektiği belirlenmiştir. Bu araştırmanın nicel örneklemi 362 sınıf öğretmeninden oluşmaktadır. Araştırmanın nitel çalışma grubu amaçlı örnekleme yöntemlerinden maksimum çeşitlilik örneklemesi kullanılmıştır. Bu araştırmada da belirlenen demografik değişkenlere göre çeşitliliğin sağlanması hedeflenmiştir. Araştırmanın nitel boyutunda 15 sınıf öğretmenine ulaşılmıştır. Araştırmada öğretmen isimleri yerine her öğretmene "KF" ile başlayan bir kod isim kullanılmıştır. Araştırmanın nicel verilerini toplamak için Girgin and Şahin (2019b) tarafından oluşturulan "Sınıf öğretmeninin mesleki kimliğinin oluşum/ yapılandırma bağlam ölçeği" kullanılmıştır. Araştırmanın nitel kısmında yarı yapılandırılmış görüşme kullanılmıştır. Araştırmanın nitel kısmında öğretmenlerle yarı yapılandırılmış görüşmeler yapılmıştır. Araştırmada gerçekleştirilen görüşmelerde kullanılan görüşme

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soruları Patton'un (2018) genel mülakat kılavuzu yaklaşımına göre kullanılmıştır. Bu yaklaşımda araştırmacı görüşme öncesi konuşulacak konuları belirler. Bu belirlenen konu başlıkları bir kontrol listesi görevi görür. Bütün konu başlıkları görüşme süresince görüşülür. Araştırmanın nitel verilerini toplamak için araştırmacı tarafından geliştirilen önceden belirlenen konu başlıklarına göre oluşturulan mülakat kılavuzu kullanılmıştır. Bu mülakat kılavuzu araştırmanın nicel bölümünde yer alan değişkenlere paralel olarak oluşturulmuştur. Sınıf öğretmenlerinin mesleki kimlik oluşumlarına yönelik 7 konu başlığı bulunmaktadır. Hem nitel hem de nicel veri grubunda yer alan değişkenlerin belirlenmesi ise ilgili alan yazında yapılan incelemeler ve alanında uzman kişilerin görüşleri alınarak yapılmıştır. Görüşme sırasında katılımcılara önceden hazırlanan görüşme formundan sorular sorulmuştur. Görüşmenin akışına bağlı olarak ilave derinlemesine sorular da sorulmuştur. Formda yer alan ı sorulara bir örnek şu şekildedir: "Sınıf öğretmenlerinin mesleki kimlik oluşum sürecinde yaşın ı etkisi var mıdır? Neden? Lütfen açıklayınız." Bu görüşme formu araştırmanın nicel bölümünde yer alan değişkenlere paralel olarak oluşturulmuştur. Nicel verilerin analizinde öncelikle verilerin normal dağılımları incelenmiştir. Araştırmada verilerin analizinde SPSS 22 programı kullanılmıştır. Ölçeğin toplam puanı ve değişken bazlı toplam puanları Kolmogorov-Smirnov, çarpıklık ve basıklık değerleri üzerinden normal dağılım incelenmiştir. Toplam puan ve bağımlı değişkene ait ölçümlerin dağılımı her incelenen değişken grubu için normal dağılım göstermiştir. Verilerin analizinde ise t Testi ve Anova testleri tercih edilmiştir. Etki büyüklükleri hesaplanmıştır. Nitel verilerin analizinde içerik analizi yapılmıştır. Yakısayan paralel karma desenin analizlerinde iki farklı veri tabanı her verinin özelliğine göre ayrı bir biçimde analiz edildikten sonra iki veri tabanı birleştirilip karşılaştırılarak yorumlanır. Nicel ve nitel bulgulara ulaşıldıktan sonra nicel bulgular karşılaştırılarak doğrulanır ya da reddedilir. Birleştirilmiş veriler gösterilerek karma yöntemin son süreci olan yorumlama gerçekleştirilir. İki veri çeşidinin birlikte örtüştüğü veya ayrıldığı noktalar ele alınmaktadır. Tam bir ayrılık ve birleşme beklenilmemektedir (Creswell, 2017b). Bu araştırmada da iki veri seti analiz edildikten sonra ayrılıp birleşme durumlarına göre bulgular son aşamada yorumlanarak analizler gerçekleştirilmiştir.

Sonuçlar: Sınıf öğretmenlerinin mesleki kimliğinin oluşumunu seçilmiş bazı değişkenlere göre incelenmesini amaçlayan bu araştırmada cinsiyet değişkeni açısından kadın ve erkek öğretmenlerin mesleki kimlik oluşumda istatistiksel olarak anlamlı bir farklılık bulunmamaktadır. Öğretmenlerin görüşlerine göre kadın ve erkek öğretmenler açısından yapılan değerlendirmeler sonucunda her iki cinsiyetinde mesleki kimlik oluşumunda etkisinin olduğunu ifade edilirken etkisinin olmadığını ifade eden öğretmenler daha çok mesleği sevme ile kişilik ile ilişkili olduğunu ifade ettikleri görülmektedir. Ulaşılan her iki veri grubundaki sonuçlara göre cinsiyet değişkeni yönünden sınıf öğretmenlerinin mesleki kimlik oluşumlarının benzer olduğu sonucuna ulaşılabilir. Alanyazında da (Atik, 2022; Bacakoğlu, 2018; Yao, 2020) araştırmalarında cinsiyet açısından farklılık belirlememişlerdir. Bunun yanı sıra cinsiyet açısından farklılıkların olduğu ve kadınlar lehine (Alptekin Yolcu&Kıngır, 2021; Çelik&Kalkan, 2019; Doğan&Erdiller-Yatmaz, 2018; Eğmir&Çelik, 2019; Erdem, 2020; Kavrayıcı, 2019) sonuçlara ulaşıldığı görülmektedir. Sınıf öğretmenlerinin yaş değişkenine göre mesleki kimlik oluşumlarında farklılığa ulaşılmamıştır. Öğretmenlerin görüşleri incelendiğinde yaş etkisinin varlığı daha çok ifade edilmiştir. Yapılan analizler sonucunda oluşan kodlar incelendiğinde ise yaş etkisinin varlığı yönünde görüşlerin artı ve eksi yönde olduğu yaşın ilerlemesiyle fiziksel hareketlerde yavaşlama, motivasyonda azalma ve tükenmişlik gibi mesleki kimlik oluşumlarını negatif yönde etkileyen unsurlara dikkat çektikleri görülürken yaşla birlikte tecrübenin arttığını mesleki gelişimlere paralel olarak mesleki kimlikte değişim meydana geldiğini ifade ettikleri görülmektedir. Kavrayıcı (2019) araştırmasında da öğretmen kimliği ile yaş değişkeni arasında bir ilişki olmadığı sonucuna ulaşarak yaş değişkenini öğretmen kimliğinden bağımsız düşünülmesi gerektiğini ifade etmiştir. Sınıf öğretmenlerinin mesleki kimlik oluşumlarında medeni hal değişkenin etkisi incelendiğinde nicel verilere göre medeni hal değişkeni mesleki kimlik oluşumlarında istatistiksel olarak farklılığa neden olmamaktadır. Nitel verilere göre ise medeni halin mesleki kimlik oluşumunda etkisinin varlığını ifade edenlerle etkisinin olmadığını söyleyenlerin sayısı birbirine yakındır. Bunun yanısıra etkisinin olduğunu ifade eden öğretmenler evliliğin getirdiği düzen ve kendi çocuğunun olmasının sınıf öğretmenlerinin mesleki kimlik oluşumunu artı yönde etkilediğini evli olmayanların ise sorumluluk düzeyindeki farklılığın getirdiği çocuklara adanmışlık yine artı yönde bir etki sağlamaktadır. Eğitim durumu değişkenine göre sınıf öğretmenlerinin mesleki kimlik oluşumları incelendiğinde nicel verilere göre ön lisans-lisans ve lisansüstü mezunları arasında istatistiksel olarak bir farklılık bulunmamıştır. Nitel veriler incelendiğinde ise öğretmenlerden yalnızca bir öğretmen etkisi olmadığı görüşünü savunarak ve bu durumun kişilikle ilişkili olduğunu söylediği, diğer öğretmenlerin

hepsi etkisinin varlığı yönünde görüş bildirirerek mesleki gelişimin sağlanabilmesi için eğitimin önemine vurgu yaparak hem lisans hem de lisansüstü eğitimin gerekliliğine dikkat çektikleri görülmüştür. Araştırmada nicel sonuçlarda mesleki kıdem etkisiz görülürken nitel sonuçlarda her iki yönde de görüş olmasına rağmen etkisi var yönündeki görüşlerin sayısı fazladır. Mesleki kimlik oluşumunda sınıf öğretmenlerinin çocuk sahibi olma durumu nicel verilere göre istatistiksel olarak anlamlı bir farklılık oluşturmamaktadır. Nitel veriler incelendiğinde ise daha çok öğretmenler çocuk sahibi olmanın etkisinin olduğunu ancak bu etkinin avantajları ve dezavantajlarının olduğu yönünde görüş bildirmişlerdir. Öğretmenler çocuk sahibi olmanın mesleki kimlik oluşumlarında çocuklara bakış açılarını değiştirmelerine, onlarla empati yapabilme özelliği kazanmalarına ve duygu yönünden artı yönde etki ettiğini ifade ederken çocuk sahibi olunca meslekten uzaklaşma ve sorumlukların artması yönünde ise negatif yönde etkiye neden olduğunu ifade etmektedirler. Bazı öğretmenler ise bu durumun çocuk sahibi olmadan etkilenmediğini yaptığın mesleği sevmek ve çocukları sevmekle ilişkili olduğunu ifade etmektedirler. İki veri türünün de sonuçlarının benzer olarak çocuk sahibi olan öğretmenlerle çocuk sahibi olmayan öğretmenlerin mesleki kimliklerinin oluşum sürecinde avantaj ve dezavantajların söz konusu olduğu görülmektedir. Sınıf öğretmenlerinin mesleki kimlik oluşumlarında ailelerinde sınıf öğretmeni olma durumundan etkilenmedikleri nitel veriler incelendiğinde ise bütün öğretmenler etkisinin var olduğunu ifade etmişlerdir. Sınıf öğretmenlerine göre ailede sınıf öğretmenin olması rehberlik, tecrübe paylaşımı ve başarı yönünden olumlu yönde etki sağlamaktadır. Örnek alınan kişinin önemine dikkat çekerek bu durumun artı ve eksi yönde etkisinin olacağını ifade ettikleri görülmektedir.

Sınıf öğretmenlerinin mesleki kimlik oluşumlarının seçilmiş bazı değişkenler açısından incelendiği bu araştırmada cinsiyet değişkeni açısından her iki veri gurubu içinde benzer sonuçlara ulaşıldığı görülmektedir. Sınıf öğretmenlerinin mesleki kimlik oluşumlarında nicel sonuçlarda yaş ve çocuk sahibi olma durumunun etkisinin olmadığı görülürken nitel sonuçlarda bu değişkenlerin etkisi avantajlı ve dezavantajlı yönleriyle karşımıza çıkmaktadır. Medeni hal değişkenine göre nicel sonuçlarda sınıf öğretmenlerinin mesleki kimlik oluşumlarında istatistiksel olarak anlamlı farklılığa ulaşılmamıştır. Nitel sonuçlarına göre ise medeni halin her iki yönünün de pozitif yönde etki sağladığı sonucuna ulaşılmıştır. Eğitim durumu, mesleki kıdem, ailede sınıf öğretmenin olması yönünden ise mesleki kimlik oluşumlarını etkilemediği nitel bulgularda etkisinin varlığı yönünde görüşlerin çoğunlukta olduğu sonucuna ulaşılmıştır.

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Öneriler: Bu araştırmada ulaşılan sonuçlardan hareketle sınıf öğretmenlerinin mesleki kimlik gelişimlerini destekleyici hizmet içi eğitim faaliyetleri, özel veya Millî Eğitim Bakanlığı destekli eğitim faaliyetleri, atölyeler, çalıştaylar ve paneller düzenlenebilir. Sınıf öğretmenlerinin tezli yüksek lisans, doktora gibi eğitim kademelerinde öğrenim almalarına yönelik teşvik edici fırsatlar sunulabilir. Araştırmalarda sınıf öğretmenlerinin mesleki kimlik oluşumlarını etkileyen farklı faktörlerin etkisi incelenebilir ve mesleki kimlik oluşumlarının süreç odaklı incelemeleri yapılabilir.

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