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Investigation of the Relationship between Curriculum Literacy and Teacher Performance

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ABSTRACT

This study aims to determine the relationship between curriculum literacy and teacher performance among Turkish language teachers. With a quantitative research design, a correlational survey model was utilized for this study. The study was conducted with 200 secondary school Turkish language teachers. This study used the Curriculum Literacy Scale and Teacher Performance Evaluation Scale as data collection instruments. The obtained data were transferred to the statistical program Jamovi 2.2.5, where statistical operations were performed. Standard deviation, mean, frequency, and percentage were used during data analysis. The relationships between dependent and independent variables were examined using the independent samples t-Test and one-way analysis of variance (ANOVA). Correlation analysis (Pearson product-moment correlation coefficient) was conducted to determine the relationships between scales and their dimensions. Utilizing linear regression analysis, the predictive role of curriculum literacy in teacher performance was determined. Results demonstrated a positive and highly significant correlation between curriculum literacy and teacher performance; curriculum literacy was a significant predictor of teacher performance. In addition, curriculum literacy did not differ significantly by gender or professional experience. There was also a significant difference in teacher performance in favor of female Turkish language teachers, but there was no significant difference in teacher performance based on their professional experience.

Keywords:
Curriculum literacy, teacher performance, Turkish teaching, Turkish language teacher

1. Introduction

The form and content of teaching have constantly been changing so far. Teaching, which rises to prominence with its role of transmitting knowledge in the behavioural approach, has had the chance of being a guide during the developmental process of students' various skills with the constructivist approach. Besides, teaching has transformed into a performance profession where knowledge is transformed into a skill thanks to advanced instructional technologies. This transformation has also accelerated the expectations of societies and institutions from teachers. Many countries have affirmed the emerging problems in teaching as a profession and teacher training process along with the necessity of making the profession qualified in order to overcome these problems, especially since the 1980s (Buyruk, 2014).

Increasing success and providing a quality educational experience for all students is the most significant result expected from schools for a long time (Elliot, 2015). This can be exemplified by preparing many reports in Australia in the late 1980s and early 1990s focusing on the need to improve teacher quality, education, and professional development (Ingvarson, 2010). Since the late 1990s and the beginning of the 2000s, significant changes have emerged in the teachers' education, employment, and working conditions in Turkey with similar

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regulations (Buyruk, 2014). Changes in teacher education and curricula since 2000s are considered as one of the most significant indicators of this situation.

Student achievement depending on teacher performance relates to whether the teacher's content knowledge is satisfactory, and thus the sufficiency of the curriculum knowledge becomes crucial. The Turkish Education Association (TEA, 2009) report suggests that knowing and understanding the curriculum and subject area in the teaching-learning process has a significant place among the competencies teachers should have. Therefore, it has become a prerequisite for the teacher to carry out a planned and prepared lesson process while displaying the skills and performance required by the teaching profession in the classroom environment. In this vein, teachers should know the curriculum of the course that is the source of their branch and should be able to use the curriculum in lesson planning, since the curriculum provides an overarching framework that specifies what will be taught, and it is a guide for the activities that teachers decide to design and enact in the classroom (Remillard, 2005). It might be accomplished by being a literate in a curriculum.

The accurate perception of the defined experiences that will guide the learning-teaching processes by the teacher or pre-service teacher and their use in accordance with their purpose necessitate being curriculum literate teachers or pre-service teachers (Bolat, 2017). In this regard, curriculum literacy refers to a competency related to understanding all work and actions in the processes of understanding, implementing and evaluating a curriculum (Akyıldız, 2020). According to Aslan (2019), "curriculum literacy" refers to an understanding of the curriculum's structure and features, including the relationship between the objectives, content, learning-teaching process, and evaluation dimensions; the consistency between these; and the determination of whether or not these dimensions are prepared in accordance with the requirements of the age and the readiness of the educators to implement them. Kahramanoğlu (2019) reported that the teacher is the main factor in the reflection of the curricula in the learning and teaching process, and hence it is fundamental for teachers to be curriculum literates to reflect the curricula in the learning and teaching process. This can be seen as an antecedent to teacher performance, as the projection of curriculum competence onto the learning-teaching process can have a direct impact on teacher performance.

One of the three essential basic elements of the education system and especially the implementer of the curriculum, teacher performance significantly impacts educational activities. Therefore, teacher performance will be important in increasing the quality as it affects the education process (Çekten & Özkan, 2018). Taylor and Tyler (2012) noted that teacher evaluation in education has become a dominant issue in the last decade and that good performance evaluation in education can be effective for teachers' professional development. The Organization for Economic Cooperation and Development (OECD, 2005) states that teacher quality is the most important variable influencing student achievement in school (p. 26). In addition, OECD (2009) emphasizes that raising teacher performance will likely lead to substantial gains in students' learning. The Ministry of National Education (MoNE, 2017) highlights general teacher competencies as professional knowledge, professional skills, attitudes and values within the Teaching Profession General Competencies. Among these competencies, the professional skill (planning, creating a learning environment, managing the learning and teaching process, measurement and evaluation practices) is directly related to teacher performance. Teacher competency puts great emphasis on ensuring students' achievement by improving their positive attitudes towards learning and increasing their motivation to learn (Ashton, 1985; Ashton & Webb, 1986; Guskey & Passaro, 1994). This reveals the idea that students' achievement can be achieved with teacher performance related to teacher competency. In this vein, it is most likely to underline the significance of evaluating teacher performance. Figure 1 depicts the pattern/cycle designed by Yoon, Duncan, Lee, Scarloss, and Shapley (2007, p. 4) on how professional development affects student achievement.

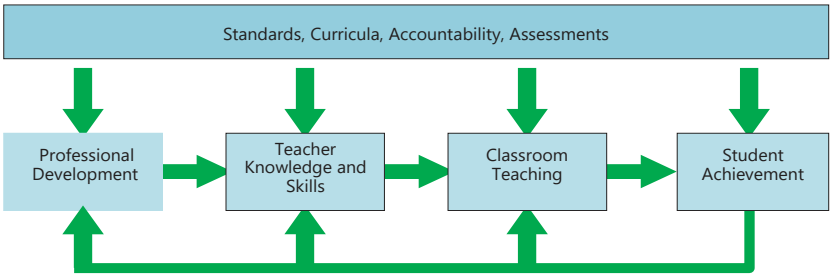

Figure 1. *The Effect of Professional Development on Student Achievement*

As shown in Figure 1, curricula are one of the four basic variables that play a significant role in professional development and student achievement. Besides, it is right to mention the presence of a linear relationship between professional development and student achievement. Professional development depends on knowledge and skills, and student achievement is raised using this knowledge and skill in the classroom environment. Teachers' knowledge and skills about a course curriculum also may be related to their teaching/teacher performance in the classroom (Yoon, Duncan, Lee & Shapley, 2007). Thus, teacher professional development, teacher knowledge and skills, and the performance of the teacher in the classroom environment may be crucial elements for students' achievement. It is unlikely to consider teacher performance, which is significant for student achievement, independently of the curriculum taught in the classroom, necessitating teachers to be curriculum literates.

Turkish course is a versatile course that is related to different disciplines and includes various skills (Sulak & Süğümlü, 2020). Teachers need to possess two elements for skill teaching. The first of these is to know the curriculum at a satisfactory level, while the second is that Turkish teachers' teacher performances for teaching language skills in the classroom environment are at a good level. Therefore, it is remarkable that Turkish teachers' curriculum literacy and teacher performances be related to each other.

Turkish teaching as a field is constructed on teaching four basic language skills: listening/watching, speaking, reading and writing (Ministry of National Education [MoNE], 2019). Among these skills, listening/watching and reading are based on understanding, while speaking and writing on narration (Şahin, 2020). The Turkish Language Curriculum is crucial for teaching these four basic language skills (MoNE, 2019). Teaching skills and performance can be directly affected by having comprehensive knowledge of the curriculum (Girgin, 2011; Süğümlü & Doğan, 2021), which is the teacher's guide. Because the Turkish Language Curriculum (MoNE, 2019) is a functional program to help students acquire key competencies with its approach, objectives, learning areas (four basic language skills), themes and subjects, gains, text and activities in the textbooks (Süğümlü, 2021). As a result of the literature review, there is no such study specifically published on examining the relationship between the Turkish language teachers' curriculum literacy and teacher performance in Turkey. In addition, there is no such research specifically published on the Turkish teachers' curriculum literacy. Likewise, no research was conducted directly on the teacher performances of Turkish language teachers. The studies are generally built on curriculum literacy of all teachers, curriculum literacy of pre-service teachers, and overall teacher performance (Akman, 2018; Arslan & Yengin Sarpkaya, 2020; Aslan & Gürlen, 2019; Aslan, 2019; Büyükgöze & Özdemir, 2017; Demir & Toraman, 2021; Erdem & Eğmir, 2018; Güneş Şinego & Çakmak, 2021; Kahramanoğlu, 2019; Kana, Aşçı, Zorlu Kana & Elkıran, 2018; Koç, Yazıcıoğlu & Hatipoğlu, 2009). The relationship between Turkish language teachers' curriculum literacy and teacher performance may also open new gates for conducting studies in other subject area. Therefore, this study is expected to fill a gap in the relevant literature.

The study was grounded on a hypothesis that curriculum literacy might affect teacher performance. The study's independent variable was identified as curriculum literacy and the dependent variable as teacher performance. This study aims to determine the relationship between Turkish language teachers' curriculum literacy and teacher performance. Besides, the study also investigated the determinants of Gender and professional experience on curriculum literacy and teacher performance. In this regard, answers to the following questions were sought:

- Is there a relationship between Turkish language teachers' curriculum literacy and teacher performance?
- Does the Turkish language teachers' curriculum literacy predict their teacher performance?
- Does the Turkish language teachers' curriculum literacy significantly vary across their Gender and professional experience?
- Does the Turkish language teachers' teacher performance significantly differ across their Gender and professional experience?

2. Methodology

2.1.Research Model

This study aims at determining the relationship between Turkish language teachers' curriculum literacy and teacher performance. Hence, the study employed a correlational survey method, one of the quantitative research designs. To examine the relationships between two or more variables without attempting to influence the variables themselves, researchers can use relational survey models (Christensen et al., 2015) to measure the degree of relationship between two or more variables using correlational statistical analyses (Creswell, 2012; Fraenkel et al., 2012). The purpose of this study is to shed light on the connection between curriculum literacy and teacher performance among Turkish language educators, as well as to draw conclusions about the potential magnitude of that connection

2.2. Research Sample

This study was conducted with 200 participants working as Turkish language teachers in public and private secondary schools affiliated to the Ministry of National Education in Turkey during the spring semester of the 2020-2021 academic year. The convenience sampling method (Creswell, 2013; Cohen, Manion, & Morrison, 2007), which is one of the non-probability sampling methods, was used to determine the participants. The current COVID-19 pandemic was an influential factor in choosing the convenience sampling method. Among the participants, 120 (60%) are female, and 80 (40%) are male. 94 (47%) of Turkish language teachers have 0-9 years of teaching experience, 83 (41.5%) 10-19, and 23 (11.5%) 20-29 years of teaching experience.

2.3. Data Collection Tools and Procedure

The study utilized two data collection tools: the Curriculum Literacy Scale to determine the Turkish language teachers' curriculum literacy and the Teacher Performance Evaluation Scale to identify their teaching performance. Necessary permissions were obtained from the researchers about the use of the scales.

Curriculum Literacy Scale (Akyıldız, 2020) consists of 36 items and four dimensions, including objectives, content, learning experiences, measurement, and assessment. It is a five-point Likert-type scale ranging across never (1), rarely (2), sometimes (3), often (4), and always (5). The Cronbach α reliability coefficient of the tool was determined as 0.97. Within the scope of this study, the Cronbach α reliability coefficient of the scale was found to be 0.96.

Teacher Performance Evaluation Scale (Özgenel, 2019) encompasses 34 items and five dimensions, including field knowledge, preparation of the learning-teaching process, communication, execution of the learning-teaching process and professional development, professional attitudes, and values. It is a five-point Likert-type scale ranging across very little (1), less (2), medium (3), good (4), and very good (5). The Cronbach α reliability coefficient of the scale was identified as 0.96. As for this study, the Cronbach α reliability coefficient of the scale was determined to be 0.94.

Two scales were used to collect the research data. The researcher informed the Turkish teachers before filling out the scales. The participants were asked to check the appropriate options for the items in the scales. The scales were sent to the teachers online. A voluntary consent form was obtained online from participants stating that they were volunteers. It took one month to complete the scales and collect data.

2.4. Data Analysis

The obtained data were transferred to the Jamovi 2.2.5 statistics program (The jamovi project, 2021) and statistical analyses were performed via this program. Standard deviation, mean, frequency and percentages were used during data analysis. Afterwards, skewness and kurtosis coefficients were examined to identify whether the data demonstrated normal distribution. If the skewness and kurtosis coefficients are within the limits of +1 and -1, then the scores do not show a significant deviation from the normal values (Büyüköztürk, 2018). Moreover, Tabachnick and Fidell (2007) reported that the skewness and kurtosis coefficients between -1.5 and +1.5 are sufficient for normality.

The analysis results showed that the skewness coefficient of the curriculum knowledge scale was -0.124 and the kurtosis coefficient was -0.304; the skewness coefficient of the teacher performance evaluation scale was determined to be -0.482 and the kurtosis coefficient was -0.143, which means that the data are normally

distributed and parametric tests can be used.. Independent samples t-Test and one-way analysis of variance (ANOVA) were used to examine the relationships between variables and scales. The effect size was calculated for the independent samples t-Test. In addition, Tukey Post-Hoc Test was used to investigate which of the means were different. Correlation analysis (Pearson product-moment correlation coefficient) was performed to analyse the relationships between scales and dimensions. The correlation coefficient obtained as a result of the correlation analysis was interpreted according to the intervals given by Cohen, Manion, and Morrison (2007, p. 536) as 0.20-0.34, 0.35-0.64, 0.65-0.84, and 0.85 and above. Linear regression analysis was conducted to determine at what rate curriculum literacy predicted teaching performance. Before deciding on the linear regression analysis, the bilateral relations between the variables were examined and great attention was paid to the absence of multicollinearity. Therefore, the autocorrelation status was firstly examined with the Durbin-Watson value, and the values were noted to be within the normal limits. In the second step, the variance inflation factor (*VIF*) and the tolerance value *(1-R²)*, which is the variance rate that the independent variable could not explain, were examined (Field, 2013). The tolerance value *(1-R²)* and variance inflation factor (*VIF)* revealed the absence of a multicollinearity problem. The level of significance was accepted as .05 during data analysis. The findings were presented and interpreted in tables and figures.

Table 1 depicts the mean and standard deviation values of the Turkish language teachers' scores obtained from the scales.

Table 1. *Arithmetic Mean and Standard Deviation Values regarding Curriculum Literacy and Teacher Performance*

Scales	$\bar{X}$	*SD*
1. Curriculum Literacy Scale	4.25	0.433
1.1. Objectives	4.29	0.473
1.2 Content	4.19	0.524
1.3. Learning Experiences	4.23	0.490
1.4. Measurement and Assessment	4.32	0.484
2. Teacher Performance Evaluation Scale	4.43	0.368
2.1. Field Knowledge	4.13	0.535
2.2 Preparation of Learning-Teaching Process	4.17	0.591
2.3. Communication	4.57	0.466
2.4. Executing the Learning-Teaching Process and Professional Development	4.25	0.557
2.5. Professional Attitudes and Values	4.80	0.288

2.5. Ethical

Ethics committee approval dated 28.04.2021 and decision numbered 2021-82 was taken from Ordu University Social and Human Sciences Research Ethics Committee. Scientific and Ethical principles were ensured during the data collection process.

3. Findings

3.1. The Relationship between Curriculum Literacy and Teacher Performance

Table 2 depicts the results of the correlation analysis performed to determine the relationship between the Turkish language teachers' curriculum literacy and teacher performance.

Table 2. *Correlation Analysis regarding Curriculum Literacy and Teacher Performance*

Scales	CLS 1	CLS 2	CLS 3	CLS 4	CLS	TPES 1	TPES 2	TPES 3	TPES 4	TPES 5	TPES
CLS 1	—										
CLS 2	0.738*	—									
CLS 3	0.681*	0.762*	—								
CLS 4	0.546*	0.643*	0.681*	—							
CLS	0.814*	0.903*	0.921*	0.830*	—						
TPES 1	0.386*	0.496*	0.486*	0.519*	0.548*	—					
TPES 2	0.478*	0.481*	0.580*	0.401*	0.563*	0.616*	—				
TPES 3	0.373*	0.437*	0.456*	0.429*	0.491*	0.487*	0.498*	—			
TPES 4	0.482*	0.527*	0.571*	0.397*	0.573*	0.497*	0.628*	0.660*	—		
TPES 5	0.248*	0.259*	0.321*	0.313*	0.332*	0.373*	0.350*	0.459*	0.411*	—	
TPES	0.521*	0.573*	0.635*	0.513*	0.650*	0.721*	0.814*	0.780*	0.881*	0.643*	—

Note: *p <.001, CLS 1: Objectives, CLS 2: Content, CLS 3: Learning Experiences, CLS 4: Measurement and Assessment, CLS: The Overall Curriculum Literacy Scale, TPES 1: Field Knowledge, TPES 2: Preparation of Learning-Teaching Process, TPES 3: Communication, TPES 4: Executing the Learning-Teaching Process and Professional Development, TPES 5: Professional Attitudes and Values, TPES: The Overall Teacher Performance Evaluation Scale.

As shown in Table 2, significant relationships were identified between curriculum literacy and teacher performance, between the dimensions of curriculum literacy and teacher performance, and between the overall curriculum literacy and teacher performance scales. A positive and high-level (strong) significant relationship (Cohen, Manion, & Morrison, 2007, p. 536) was noted across the overall curriculum literacy and teacher performance ($r = 0.650, p < .01$). In this regard, the higher the curriculum literacy is, the higher the teacher performance becomes. Figure 1 displays the general correlation matrix of Turkish language teachers' curriculum literacy and performance.

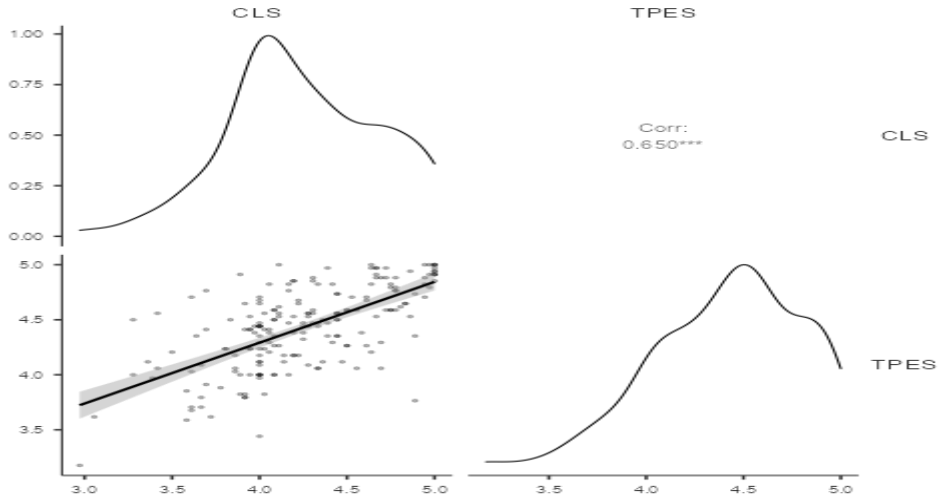

Figure 2. *Correlation Matrix regarding Scales*

Figure 2 suggests the positive and high-level relationship distribution between Turkish language teachers' curriculum literacy and teacher performance. This distribution indicates that the lines of curriculum literacy and teacher performance are close to each other and move in the same direction.

3.2. The Predicting Power of Curriculum Literacy on Teacher Performance

The results regarding the linear regression analysis conducted to analyse at what rate Turkish language teachers' curriculum literacy predicted teacher performance are presented in Table 3.

Table 3. *The Predictor of Teacher Performance*

Model	B	Standard Error	β	t	*p*
TP Stable	2.080	0.1960		10.6	< .001
CL	0.553	0.0459	0.650	12.1	< .001

Note: TP: Teacher Performance, CL: Curriculum Literacy, R= .650, R^2=.420 $F_{(1,198)} = 145, p < .001$)

Upon analyzing Table 3, curriculum literacy was found to explain 42% of the total variance of teacher performance ($F_{(1,198)} = 145, p < .001$), and its contribution to the regression model was significant (ß = $0.650, p < .001; \%95\ CI = 0.554, .757$). According to the standardized (β) coefficient and t values, curriculum literacy was noted to be a significant predictor of teacher performance.

3.3. The Relation of Gender to the Curriculum Literacy and Teacher Performance

Table 4 shows the results of independent samples t-Test conducted to determine whether the Turkish language teachers' curriculum literacy significantly varied across gender.

Table 4 reveals that the overall curriculum literacy scale $\left(t_{(198)} = 0.849,\ p > .05\right)$ and the dimensions of objectives ($t_{(198)} = 0.792,\ p > .05$), content ($t_{(198)} = 1.028,\ p > .05$), learning experiences ($t_{(198)} = 0.968,\ p > .05$), measurement and assessment ($t_{(198)} = 0.106,\ p > .05$) were free from a significant difference across gender. Nevertheless, female Turkish teachers were found to have higher mean scores than males in general and all dimensions of the curriculum literacy scale.

Table 4. *t-Test Results regarding Gender (Curriculum Literacy)*

Scales	Gender	N	$\bar{X}$	SD	df	t	p	d
Objectives	Female	120	4.31	0.454	198	0.792	0.429	0.1144
	Male	80	4.25	0.502				
	Total	200						
Content	Female	120	4.22	0.502	198	1.028	0.305	0.1484
	Male	80	4.14	0. 556				
	Total	200						
Learning Experiences	Female	120	4.26	0.486	198	0.968	0.334	0.1397
	Male	80	4.19	0.496				
	Total	200						
Measurement and Assessment	Female	120	4.32	0.477	198	0.106	0.916	0.0153
	Male	80	4.31	0.498				
	Total	200						
Curriculum Literacy (Overall)	Female	120	4.27	0.415	198	0.849	0.397	0.1225
	Male	80	4.22	0.461				
	Total	200						

Note: *p<.05

The mean scores of the female Turkish language teachers' curriculum literacy in terms of gender are presented in Figure 3.

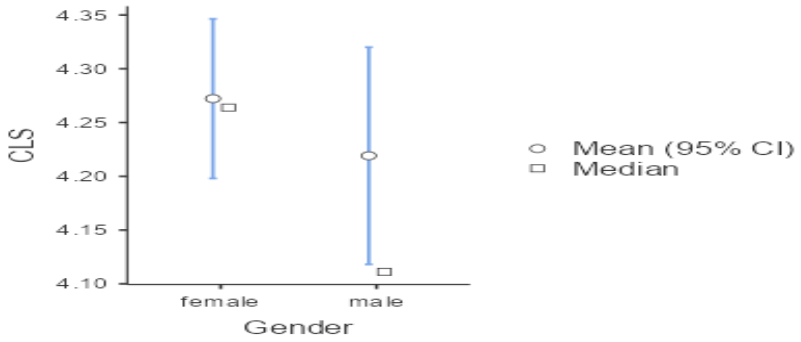

Figure 3. *Curriculum Literacy Mean Scores related to Gender*

Table 5 shows independent samples t-Test results on whether the Turkish language teachers' teacher performance significantly differed across their gender.

Table 5. *t-Test Results regarding Gender (Teacher Performance)*

Scales	Gender	N	$\bar{X}$	SD	df	t	p	d
Field Knowledge	Female	120	4.14	0.536	198	0.202	0.840	0.0291
	Male	80	4.12	0.553				
	Total	200						
Preparation of Learning-Teaching Process	Female	120	4.21	0.622	198	1.066	0.288	0.1539
	Male	80	4.11	0.541				
	Total	200						
Communication	Female	120	4.62	0.476	198	1.631	0.105	0.2353
	Male	80	4.51	0.445				
	Total	200						
Executing the Learning-Teaching Process and Professional Development	Female	120	4.31	0.551	198	2.043	0.042*	0.2948
	Male	80	4.15	0.555				
	Total	200						
Professional Attitudes and Values**	Female	120	4.85	0.260	198	3.174	0.002*	0.4581
	Male	80	4.72	0.312				
	Total	200						
Teacher Performance Evaluation (Overall)	Female	120	4.48	0.362	198	2.186	0.030*	0.3155
	Male	80	4.36	0.369				
	Total	200						

Note: *p<.05, ** Welch's t was performed since variance homogeneity could not be ensured.

Table 5 revealed a statistically significant difference across the overall teacher performance ($t_{(198)} = 2.186$, $p < .05$) and the dimensions of executing the learning-teaching process and professional development ($t_{(198)} = 2.043$, $p < .05$), professional attitudes and values ($t_{(198)} = 3.174$, $p < .05$) in terms of gender. However, the dimensions of field knowledge ($t_{(198)} = 0.202$, $p > .05$), preparation of the learning-teaching process ($t_{(198)} = 1.066$, $p > .05$) and communication ($t_{(198)} = 1.631$, $p > .05$) did not significantly vary across gender. Although the dimensions of field knowledge, preparation of the learning-teaching process and communication did not significantly differ across gender, the mean score of female Turkish language teachers was higher than that of males. The mean scores indicating the difference in teacher performance in favour of female Turkish language teachers are demonstrated in Figure 4.

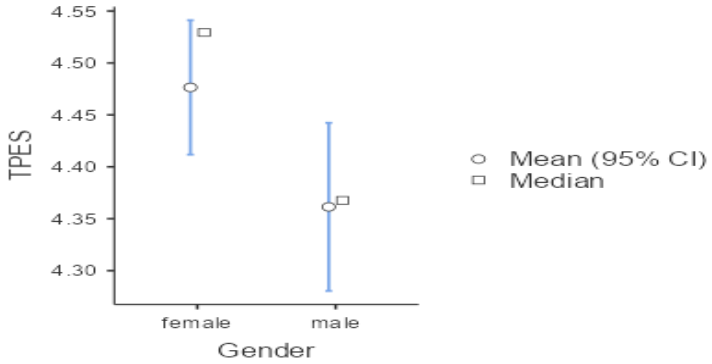

Figure 4. *Teacher Performance Mean Scores related to Gender*

3.4. The Relation of Professional Experience to Curriculum Literacy and Teacher Performance

Table 6 illustrates the results of the one-way analysis of variance (ANOVA) conducted to identify whether the Turkish language teachers' curriculum literacy significantly differed across their professional experience.

Table 6. *ANOVA Results regarding Professional Experience (Curriculum Literacy)*

Scales		Sum of Squares	df	Mean of Squares	F	p	Tukey Post-Hoc Test
Objectives	Betw. Groups	.392	2	.196			
	Within Groups	44.173	197	.224	0.874	0.419	
	Total	44.564	199				
Content	Betw. Groups	.233	2	.116			
	Within Groups	54.412	197	.276	0.422	0.657	
	Total	54.645	199				
Learning Experiences	Betw. Groups	.723	2	.361			
	Within Groups	46.995	197	.239	1.515	0.222	
	Total	47.718	199				
Measurement and Assessment	Betw. Groups	1.578	2	.789			
	Within Groups	45.026	197	.229	3.451	0.034*	1-3
	Total	46.603	199				
Curriculum Literacy (Overall)	Betw. Groups	.463	2	.232			
	Within Groups	36.892	197	.187	1.236	0.293	
	Total	37.356	199				

Note: *p<.05, 1: 0-9 Years of Professional Experience, 2: 10-19 Years of Professional Experience, 3: 20-29 Years of Professional Experience

Table 6 figures no significant difference across the overall curriculum literacy scale ($F_{(2,197)} = 1.236, p > .05$) and its dimension of objectives ($F_{(2,197)} = 0.874, p > .05$), content ($F_{(2,197)} = 0.422, p > .05$), learning experiences (($F_{(2,197)} = 1.515, p > .05$) in terms of their professional experience. Concerning the Turkish language teachers' curriculum literacy, only the dimension of measurement and assessment ($F_{(2,197)} = 3.451, p < .05$) differed significantly across the professional experience. Tukey pairwise comparison analysis was used to determine which of the means were different. Accordingly, a significant difference was pointed across the Turkish language teachers with 0-9 years of professional experience and those with 20-29 years of professional experience in favour of teachers with 20-29 years of professional experience. Moreover, Figure 5 also shows that the overall curriculum literacy scale did not differ across professional experience, yet the mean

score of Turkish language teachers with 20-29 years of professional experience was higher than that of the teachers with 0-9 and 10-19 years of professional experience.

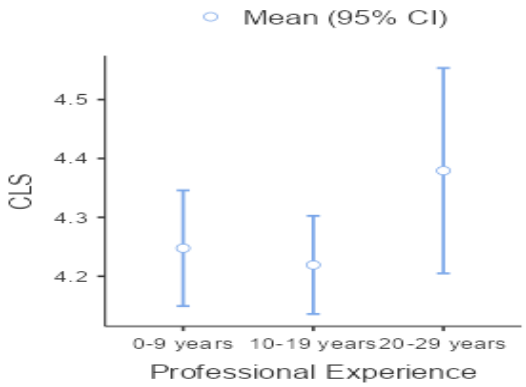

Figure 5. *Curriculum Literacy Mean Scores related to Professional Experience*

The results of the one-way analysis of variance (ANOVA) used to evaluate whether the Turkish language teachers' teacher performance significantly differed in terms of their professional experience are presented in Table 7.

Table 7. *ANOVA Results regarding Professional Experience (Teacher Performance)*

Scales		Sum of Squares	df	Mean of Squares	F	p	Tukey Post-Hoc Test
Field Knowledge	Betw. Groups	.898	2	.449	1.577	0.209	
	Within Groups	56.094	197	.285			
	Total	56.992	199				
Preparation of Learning-Teaching Process	Betw. Groups	.732	2	.366	1.047	0.353	
	Within Groups	68.850	197	.349			
	Total	69.582	199				
Communication	Betw. Groups	.457	2	.228	1.053	0.351	
	Within Groups	42.717	197	.217			
	Total	43.174	199				
Executing the Learning-Teaching Process and Professional Development	Betw. Groups	.643	2	.322	1.037	0.357	
	Within Groups	61.127	197	.310			
	Total	61.771	199				
Professional Attitudes and Values	Betw. Groups	.138	2	.069	0.827	0.439	
	Within Groups	16.402	197	.083			
	Total	16.540	199				
Teacher Performance Evaluation (Overall)	Betw. Groups	.274	2	.137	1.012	0.365	
	Within Groups	26.705	197	.136			
	Total	26.980	199	.137			

Note: *p<.05, 1: 0-9 Years of Professional Experience, 2: 10-19 Years of Professional Experience, 3: 20-29 Years of Professional Experience

In the analysis of Table 7, no significant difference was found between teachers' overall performance (F_((2,197))=1,236,p >.05) and the dimensions of field knowledge (F_((2,197))=1,236,p >.05), preparation of the learning-teaching process (F_((2,197))=1,236,p >.05), communication (F_((2,197))=1.236,p >.05),

implementation of the teaching-learning process and professional development (F_((2,197))=1.236,p >.05), professional attitudes and values (F_((2,197))=1.236,p >.05) related to their professional experience. In addition, Figure 6 also suggests that the overall teacher performance scale did not significantly differ across their professional experience, yet the mean score of Turkish language teachers with 20-29 years of professional experience was higher than that of the teachers with 0-9 and 10-19 years of professional experience.

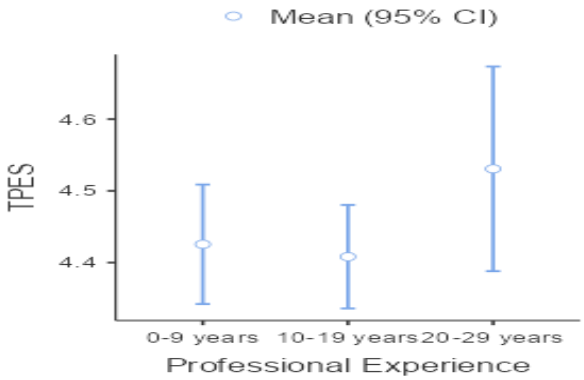

Figure 6. *Teacher Performance Mean Scores related to Professional Experience*

4. Conclusion and Discussion

In order to discuss the results of the present study, the authors conducted a literature review on the relationship between Turkish language teachers' curriculum literacy and teacher performance in Turkey. Due to the absence of a study specifically examining the Turkish language teachers' curriculum literacy and teacher performance, the results on teachers'/pre-service teachers' curriculum literacy, teacher performance, self-efficacy, and other variables were discussed (Akman, 2018; Arslan & Yengin Sarpkaya, 2020; Aslan & Gürlen, 2019; Aslan, 2019; Büyükgöze & Özdemir, 2017; Demir & Toraman, 2021; Erdem & Eğmir, 2018; Güneş Şinego & Çakmak, 2021; Kahramanoğlu, 2019; Koç, Yazıcıoğlu & Hatipoğlu, 2009; Şeref & Çinpolat, 2021).The study revealed a positive and high level (strong) significant relationship across the Turkish language teachers' curriculum literacy and teacher performance. Namely, the higher the curriculum literacy, the higher the teacher performance. Besides, curriculum literacy was reported to significantly predict teacher performance. Curriculum literacy is one of the teacher competencies (Bolat, 2017). Thus, it is most likely to stress that curriculum is regarded as among the most substantial guides on conducting quality education and training (Çetinkaya & Tabak, 2019); therefore, curriculum literacy is a significant indicator of teacher performance. Teacher performance is related to knowing and applying the curriculum at a satisfactory level is an expected result of the present study since teacher performance is an element that cannot be considered independently of the curriculum.

The relevant literature includes various studies on the relationship between different variables and teacher performance despite indirectly related to curriculum literacy and teacher performance. Büyükgöze and Özdemir (2017) reported a medium level and positive relationship between teachers' job satisfaction and their job performance levels; besides, job satisfaction was determined to be a significant predictor of teacher performance. In the study by Koç at al. (2009), a strong positive relationship was pointed out between teachers' job satisfaction and performance levels. Arslan and Yengin Sarpkaya (2020) found a significant relationship between teachers' organizational climate perceptions and their performance perceptions. In another study conducted by Akman (2018), positive, low and medium level significant relationships were noted across organizational justice, job motivation and teacher performance. Şeref and Çinpolat (2021) investigated the relationship between teaching self-efficacy related to teaching performance and Turkish language teachers' ability to use methods and techniques. The present study also revealed a positive and significant relationship between Turkish language teachers' method and technique use skills and teacher self-efficacy, and that teachers' method and technique use skills were a significant predictor of teacher self-efficacy. The results of the studies in the relevant literature are congruent with those of this study (Akman, 2018; Arslan & Yengin Sarpkaya, 2020; Büyükgöze & Özdemir, 2017; Koç at al., 2009; Şeref & Çinpolat, 2021). However, it is required to do research on the subject to discuss the relationship between curriculum literacy and teacher performance. Along with quantitative research, qualitative research may contribute to the related literature.

Another study result suggested that curriculum literacy did not significantly vary across gender and professional experience. It is desirable that curriculum literacy does not differ significantly in terms of gender as knowing and applying the curriculum at a satisfactory level is expected from all teachers, regardless of their gender. However professional experience may be expected to differ significantly in terms of curriculum literacy. Still, the result of the study indicating that curriculum literacy is free from a significant difference in terms of professional experience is considered positive. In terms of the quality of school instruction, the close relationship between curriculum knowledge and practice is remarkable among those with more or less experience in the teaching profession.As it is a fact that some schools hold more teachers who have just started their profession, while others embody those with more professional experience. Kahramanoğlu (2019) concluded that female teachers' curriculum literacy differed significantly compared to males, whereas their professional experience did not. Demir and Toraman (2021) affirmed that teachers' curriculum literacy levels did not significantly vary across their gender and seniority. In the study conducted by Güneş Şinego and Çakmak (2021), gender and seniority were not significantly effective in teachers' curriculum literacy levels. Likewise, Aslan and Gürlen (2019) outlined that the secondary school teachers' curriculum literacy levels did not differ significantly in terms of their gender and years of service. In the study conducted on the pre-service teachers' curriculum literacy, Aslan (2019) reported that pre-service teachers' curriculum literacy did not vary across their gender. A similar layout was noted in the study carried out by Erdem and Eğmir (2018). The results of these studies in the literature are in conjunction with those of this study. Evaluating these results in general, it may be wise to mention that gender and professional experience are not the determinants of curriculum literacy. However, it is undeniable that there is a need for research on the subject to review curriculum literacy in terms of gender and professional experience. Both quantitative and qualitative studies are expected to contribute to the relevant literature.

This study clarified that there was a significant difference in teacher performance in favor of female Turkish language instructors, but not in terms of professional experience. The fact that the number of female teachers exceeds the number of male teachers may facilitate the emergence of a gender-based performance disparity among teachers. Besides, female teachers may assume that they are more inclined toward teaching. In their study, Arslan and Yengin Sarpkaya (2020) concluded that teachers' perceptions of performance evaluation did not significantly differ across their gender and years of service. In a similar vein, Büyükgöze and Özdemir (2017) pointed out that teachers' performance levels did not significantly differ in terms of their gender and years of service. Şeref and Çinpolat (2021), on the other hand, found that teaching self-efficacy related to teacher performance varied significantly in favour of male Turkish language teachers, but that is not the case for their professional experience. The results of the studies in the literature are mainly similar to those of this study. Based on these results, gender and professional experience may not be determinants of teacher performance. It is important to conduct more research on the relation between gender and professional experience with teacher performance.

5. Limitations of the Study and Recommendations

The research is limited to the 2020-2021 academic year, 200 Turkish language teachers who voluntarily participated in the study, the COVID 19 pandemic process, and the convenience sampling method. Increasing the number of participants, conducting research with different teaching fields, having a probabilistic sample method and collecting data when the impact of the COVID 19 pandemic is decreasing will impact the research results. Therefore, the removal of those mentioned above and limiting factors as well as conducting new research will contribute to the determination of the relationship between the curriculum literacy of teachers in general and Turkish language teachers in particular and teacher performance.

Based on the findings, various recommendations were provided:

- Studies could be carried out to enable pre-service teachers to acquire curriculum literacy skills within teacher training framework. Since curriculum literacy is a significant predictor of teacher performance, developing pre-service teachers' curriculum literacy is essential.
- In-service trainings should be conducted to improve teachers' curriculum literacy skills and performance.
- Educators appointed as educational institutions' administrators should be informed that teacher performance can be improved by knowing and applying the relevant teaching field well.

- Conducting research by revealing the relationship between the curriculum literacy and performance of teachers from different branches will contribute to the relevant literature.

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