



An Analysis of Student Loyalty Among Undergraduates at the Faculty of Education

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Research Article

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ABSTRACT

This study is a survey research aiming at revealing the level of loyalty among pre-service teachers and at identifying the effects of several factors on their loyalty. The participants of the study included 348 pre-service teachers studying at the Faculty of Education of Afyon Kocatepe University. In order to analyse the loyalty of the participants to their university the scale developed by Helgesen ve Nettet (2007a) and adopted by Korumaz ve Tekel (2017) into Turkish entitled "Student Loyalty Scale" was employed. In this study in order to establish the construct validity of the student loyalty scale confirmatory factor analysis (CFA) was used. It is found that model is an acceptable model. The findings indicate that the participants are generally pleased with the university. On the other hand, female participants are found to be much more satisfied with the opportunities offered in the faculty and the image of their field of study in comparison to male participants. It is also found that social studies pre-service teachers are less satisfied with their field of study in comparison to the other participants. In addition, elementary mathematics pre-service teachers are the most satisfied group with their field of study.

Keywords: Loyalty, quality of services, image of the study field, image of the faculty, pre-service teacher

Eğitim Fakültelerindeki Öğrenci Sadakatinin İncelenmesi

ÖZ

Bu araştırma, öğretmen adaylarının öğrenim gördükleri üniversiteye ne kadar sadakatli olduklarını belirlemeyi amaçlayan tarama modelinde bir çalışmadır. Araştırmanın örneklemini Afyon Kocatepe Üniversitesi, Eğitim Fakültesi'nde öğrenim görmekte olan 348 öğretmen adayı oluşturmaktadır. Öğretmen adaylarının öğrenim gördükleri üniversiteye sadakatini incelemek amacıyla, Helgesen ve Nettet (2007a) tarafından geliştirilen ve Korumaz ve Tekel (2017) tarafından Türkçeye uyarlanarak geçerlik ve güvenilirlik çalışması yapılan "Öğrenci Sadakati Ölçeği" kullanılmıştır. Bu araştırma kapsamında, "Öğrenci Sadakati Ölçeği" nin yapı geçerliğini gerçekleştirmek üzere Doğrulayıcı Faktör Analizi (DFA) kullanılmıştır. Modelin uyum iyiliği değerleri incelendiğinde modelin kabul edilebilir bir model olduğu tespit edilmiştir. Öğretmen adaylarının üniversitesine duyduğu sadakatin memnunun düzeyinde olduğu sonucuna ulaşılmıştır. Bununla birlikte, kadın öğretmen adaylarının erkek öğretmen adaylarına göre, fakültenin imkânları ve çalışma alanının imajından daha memnun olduğu sonucuna ulaşılmıştır. Sosyal Bilgiler öğretmen adaylarının çalışma alanının imajından diğer lisans programlarında öğrenim gören öğretmen adaylarına kıyasla daha az memnun olduğu sonucuna ulaşılmıştır. Ayrıca İlköğretim Matematik öğretmen adaylarının çalışma alanının imajından sınıf öğretmen adayları hariç diğer lisans programlarında öğrenim gören öğretmen adaylarına kıyasla daha memnun olduğu sonucuna ulaşılmıştır.

Anahtar Kelimeler: Sadakat, hizmet kalitesi, çalışma alanının imajı, fakültenin imajı, öğretmen adayı

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Introduction

The word loyalty is defined as “deep commitment” in the dictionary published by the Turkish Language Society (TDK, 2020). The concept of customer loyalty is defined as the deep commitment of the individuals to re-prefer a product or service of choice despite all marketing efforts and situational effects (Oliver, 1997; Korumaz and Tekel, 2017). In education the service offered by the educational institutions is education of which customers are students. The concept of student loyalty can be defined as the sincere commitment in regard to the educational institution that students prefer or they feel to the institution they are educated.

Student loyalty in higher education institutions is defined as the psychological commitment of the student to the university, including her feelings, descriptions and relationship (Öztürk and Faiz, 2020). The concept of loyalty in higher education institutions is directly related to the protection of existing students and having new students (Köse, 2012). As students' level of satisfaction with the university they attend increases, their loyalty to the institution will increase, so the existing students will be protected, and new students will be gained. The rapid increase in the number of institutions providing higher education at the international and national level, the limited financial resources and the increasingly competitive structure have directed the administrators of these institutions to seek new services in order to provide quality service, to gain new students and to protect their existing students (Köse, 2012).

Student loyalty is affected from different factors. Major such factors include the quality of services, perceived image of the educational institution and loyalty of students to the institution (Köse, 2012). The quality of service provided by the higher education institutions largely depends on the quality of education. When the literature is examined, it is seen that the quality of the teaching provided has an effect on student loyalty (Annamdevula and Bellamkonda, 2016; Helgesen and Nettet, 2007b; Öztürk and Faiz, 2020). This variable covers the characteristics of the quality of the service provided, such as the effectiveness of teaching activities, the educational technologies used, communication, the opportunities the school has and the updated teaching methods and techniques used (Rashid and Raj, 2006; Korumaz and Tekel, 2016) and it is seen that these features are mostly dependent on the quality of the instructors. When the literature is examined, there are studies that the competence of the instructor is effective on student loyalty (Öztürk and Faiz, 2020; Rojas-Méndez et al., 2009). The concept of image can be defined in the most general sense as the perceptions of the institution's internal and external stakeholders about the institution. Both the image of a university college and the image of a study program of a university college are assumed to have positive effects on student loyalty (Helgesen and Nettet, 2007a). Student commitment is defined as the student's overall satisfaction, sense of belonging, impression of educational quality, and willingness to attend the

institution again (Strauss and Volkwein, 2004). Hennig-Thurau, Langer and Hansen (2001) stated that student loyalty is determined directly by three complex constructs: students' perception of the quality of teaching activities (or service quality), students' trust in the institution's personnel and students' commitment to the institution. Trust reduces uncertainty for students and increases the belief among students that conflicts between school and them can be easily settled down, and therefore, it creates an intense desire among students to cooperate with the school (Var, 2013). However, when the literature is examined, it is seen that there are studies that student satisfaction has a direct effect on student loyalty (Gluid, 2011; Helgesen ve Nettet, 2007a; Kuanusorn and Puttawong, 2015; Mohamad and Awang, 2009; Öztürk and Faiz, 2020).

The competitive structure formed as a result of the increase in the number of higher education institutions and the alternatives of students has that made the concept of student loyalty important for these institutions. In order to ensure the continuity of higher education institutions, these institutions should be preferred by students, and one of the important factors determining such preferences is student loyalty. Student loyalty is important for universities, because students and graduates provide financial resources to the university for the activities (Var, 2013). The aim of the study is to determine how loyalty the pre-service teachers are to the university they are studying at and to examine whether loyalty differs depending on different variables.

Methodology

The study is designed as a survey model. This type of research reveals the beliefs, opinions, characteristics and past or present behavior of the participants (Neuman, 2007). The study participants are pre-service teachers attending the faculty of education at Afyon Kocatepe University. They were attending different departments, namely science education, elementary mathematics education, social studies education, Turkish language education, primary school education and pre-school education. The sample of the study is 360 pre-service teachers determined by simple random sampling method. The measurement tool was delivered and collected by hand, through face to face interviews with the pre-service teachers. However, twelve of them did not answer the scale properly and therefore, they were excluded from the study. Thus, the final number of participants is 348. Table 1 presents the participants' age, grade level, field of study and the place where they stay.

Data Collection Tool

In order to analyze the loyalty of the participants to the university they attend the scale developed by Helgesen and Nettet (2007a) and adopted by Korumaz and Tekel (2017) into Turkish entitled “Student Loyalty Scale” was employed. It is a 7-point likert-type scale with twenty-five items.

Table 1. Characteristics of the participants

Variables	Options	N
Gender	Female	272
	Male	76
Grade level	1st grade	82
	2nd grade	93
	3rd grade	89
	4th grade	84
	Science Education	57
Field of study	Elementary Mathematics Education	62
	Social Studies Education	52
	Turkish Language Education	59
	Primary School Education	60
	Pre-school Education	58
Place where the participants stay	State dormitory	168
	Private dormitory	70
	With their family	55
	Home	55

Table 2. Number of items in each factor and their Cronbach Alpha coefficients

Factors	Number of item	N	Alpha
Opportunities offered in the faculty	3	348	.72
Quality of services received	3	348	.62
Quality of services	6	348	.87
Loyalty	7	348	.90
Image of the study field	3	348	.88
Image of the faculty	3	348	.79
Total	25	398	.93

Table 3. Results of the Kolmogorov-Smirnov test and the coefficients of skewness

Factors	N	p	Coefficient of skewness
Opportunities offered in the faculty	348	.000	.043
Quality of services received	348	.000	.359
Quality of services	348	.002	.214
Loyalty	348	.002	.248
Image of the study field	348	.000	-.277
Image of the faculty	348	.000	-.147

The factor analysis carried out by Korumaz and Tekel (2017) indicates that the scale is composed of six factor, namely 'opportunities offered in the faculty', 'the quality of services received', 'the quality of services', 'loyalty', 'image of the study field' and 'image of the faculty'. The Cronbach Alpha coefficient of the scale was found to be .715.

In the study in order to establish the construct validity of the student loyalty scale confirmatory factor analysis (CFA) was used. It is used to test any existing theory (Matsunaga, 2010). The CFA produced the following fit indices ($\chi^2 = 695.37$; $df = 260$; $\chi^2 / df = 2.674$; $GFI = .86$; $CFI = .91$ $AGFI = .83$; $RMSEA = .069$). The coefficients from the GFI, CFI and AGFI are considered to be the reflection of good fit if these are more than .85 (Marsh, Balla and McDonald, 1988) or .90 (Kline, 2005; Schumacker and Lomax, 1996). It is also suggested that more than .80 coefficients are acceptable level of fit index (Cole, 1987; Gerbing and Anderdon, 1993). The CFI value more than .90 refers to the acceptable index of fit and the CFI value more than .95 is an

indication of good fit (Yılmaz and Çelik, 2009; Şimşek, 2007). The values from the RMSEA are considered to be enough for good fit if the values are either .10 or lower. If the rate of χ^2/df is between 2-5 it indicates good fit and if it is lower than 2 it refers to perfect fit. In addition, the GFI value increases in parallel to the number of the participants, and if the GFI value is 1 it refers to perfect fit (Jöreskog and Sörbom, 1993). In the study it is found that model is an acceptable model.

The Cronbach Alpha coefficient of the scale is found to be .93. The Cronbach Alpha coefficients for the factors are as follows: .72 for the opportunities offered in the faculty; .62 for the quality of services received; .87 for the quality of services; .90 for loyalty; .88 for the image of the study field and .79 for the image of the faculty. Table 2 presents the number of items in each factor and their Cronbach Alpha coefficients.

Table 4. N, X and sd values for the participants' loyalty to the university

Factors	N	Min.	Max.	X	sd
Opportunities offered in the faculty	348	1.00	7.00	4.29	1.32
Quality of services received	348	1.00	7.00	3.94	1.33
Quality of services	348	1.00	7.00	3.74	1.27
Loyalty	348	1.00	7.00	3.53	1.32
Image of the study field	348	1.00	7.00	4.38	1.53
Image of the faculty	348	1.00	7.00	4.09	1.26

Table 5. Results of the independent T-Test

Factors	Gender	N	X	sd	df	t	p
Opportunities offered in the faculty	Female	272	4.3627	1.26645	346	2.046	.041*
	Male	76	4.0132	1.48418			
Quality of services received	Female	272	3.8787	1.34267	346	-1.569	.118
	Male	76	4.1491	1.27703			
Quality of services	Female	272	3.7898	1.25453	346	1.471	.142
	Male	76	3.5482	1.30719			
Loyalty	Female	272	3.5877	1.32661	346	1.510	.132
	Male	76	3.3289	1.29951			
Image of the study field	Female	272	4.4645	1.51403	346	1.998	.047*
	Male	76	4.0702	1.54662			
Image of the faculty	Female	272	4.0821	1.28391	346	-.168	.866
	Male	76	4.1096	1.17428			

*p<.05

Data Analysis

The data obtained were analyzed using the SPSS. The distribution of the data was examined using the single-sample Kolmogorov-Smirnov Test, and the coefficient of skewness was calculated. As can be seen in Table 3 although the data seem not to distribute in a normal manner, the coefficient of skewness indicates that the data are distributed normally in all factors. It is reported that if the coefficient of skewness is in the range of $-1/+1$, it suggests that the distribution of the data does not deviate from the normality (Büyüköztürk, 2007). Therefore, in the data analysis the parametric tests are employed. Independent samples T-Test was used to determine whether pre-service teachers' loyalty to their university differs according to gender. One-Way ANOVA test was used to determine whether pre-service teachers' loyalty to their university differs according to grade level, field of study and place where the participants stay.

Findings

The means and standard deviation of the data obtained for the purpose of determining how loyal the participants to the university where they were studying were examined and the results are given in Table 4. As can be seen in Table 4 the factor of the image of the study field has the highest mean score (4.38). It is followed by the opportunities in the faculty (4.29), the image of the faculty (4.09), the quality of services received (3.94), the quality of services (3.74) and loyalty (3.53). Except for the factor of loyalty the participants appear to be satisfied with these factors. As for the factor of loyalty they seem to be in the range between being satisfied and not satisfied.

Independent samples T-Test was used to determine whether pre-service teachers' loyalty to their university differs according to gender. The results of the T-Test are given in Table 5. Table 5 shows that the views of the pre-service teachers on the factor of opportunities offered in the faculty of loyalty significantly differ according to gender variable ($t_{(346)} = 2.046$, $p < .05$). More specifically, female participants are found to have higher mean scores (4.36) than those of male participants (4.01) in relation to the factor of the opportunities offered in the faculty. Table 5 also indicates that the views of the pre-service teachers' on the factor of the image of the study field of loyalty significantly differ according to gender variable ($t_{(346)} = 1.998$, $p < .05$). Again, it is found that female participants have higher mean (4.46) than those of male participants (4.07) in relation to the factor of the image of the study field. As can be seen in Table 5 the remaining factors, namely the quality of services received, the quality of services, loyalty and the image of the faculty, are not significantly differ according to gender of the participants ($t_{(346)} = -1.569$; $t_{(346)} = 1.471$; $t_{(346)} = 1.510$; $t_{(346)} = -.168$, $p > .05$).

One-Way ANOVA test was used to determine whether pre-service teachers' loyalty to their university differs according to grade level. The results of the One-Way ANOVA are given in Table 6. Table 6 indicates that the loyalty of the participants does not significantly differ according to grade level ($F_{(3-344)} = 1.013$; $F_{(3-344)} = 1.824$, $F_{(3-344)} = .803$, $F_{(3-344)} = .263$, $F_{(3-344)} = 1.292$, $F_{(3-344)} = 1.561$, $p > .05$).

Table 6. Results of the One-Way ANOVA

Factors	Grade level	N	X	sd	F	p
Opportunities offered in the faculty	1st grade	82	4.47	1.42	1.013	.387
	2nd grade	93	4.33	1.29		
	3rd grade	89	4.13	1.29		
	4th grade	84	4.23	1.30		
Quality of services received	1st grade	82	3.82	1.45	1.824	.142
	2nd grade	93	3.81	1.37		
	3rd grade	89	4.21	1.32		
	4th grade	84	3.91	1.15		
Quality of services	1st grade	82	3.67	1.45	.803	.493
	2nd grade	93	3.87	1.22		
	3rd grade	89	3.78	1.20		
	4th grade	84	3.60	1.21		
Loyalty	1st grade	82	3.51	1.41	.263	.852
	2nd grade	93	3.63	1.25		
	3rd grade	89	3.47	1.33		
	4th grade	84	3.51	1.33		
Image of the study field	1st grade	82	4.41	1.69	1.292	.277
	2nd grade	93	4.44	1.50		
	3rd grade	89	4.54	1.41		
	4th grade	84	4.11	1.51		
Image of the faculty	1st grade	82	4.11	1.29	1.561	.198
	2nd grade	93	4.24	1.33		
	3rd grade	89	4.14	1.13		
	4th grade	84	3.85	1.26		

One-Way ANOVA test was used to determine whether pre-service teachers' loyalty to their university differs according to the field of study variable. The results of the One-Way ANOVA are given in Table 7. Table 7 shows that the views of the pre-service teachers on the factor of quality of services of loyalty significantly differ according to field of study variable ($F_{(5-342)} = 3.098, p < .05$). More specifically, the highest mean score on this factor belongs to those whose field of study is science education (4.08). It is followed by those who field of study is pre-school education (3.94), those who were attending the branch of primary school education (3.94), those whose field of study is elementary mathematics education (3.62), those whose field of study is Turkish language education (3.43) and those whose field of education is social science education (3.39). Tukey HSD test was performed to find out which groups differed. In regard to the mean scores in the factor of the quality of services there are significant differences between pre-service science teachers and pre-service elementary mathematics teachers, pre-service Turkish language teachers, and pre-service social science teachers. In addition, it is seen that there are significant differences between pre-service social science teacher and pre-service pre-school teachers and pre-service primary school teachers. Another similar significant difference is also found between pre-service Turkish language teacher and pre-service pre-school teachers and pre-service primary school teachers.

Table 7 also indicates that the views of the pre-service teachers on the factor of image of the study field of loyalty significantly differ according to field of study variable ($F_{(5-342)} = 14.24, p < .05$). The highest mean score belongs to pre-

service elementary mathematics teachers (5.14). It is followed by pre-service primary school teachers (4.98), pre-service pre-school teachers (4.56), pre-service Turkish language teachers (4.11), pre-service science teachers (4.08) and pre-service social science teachers (3.21). Tukey HSD test was performed to find out which groups differed. Significant differences in terms of mean scores were found between pre-service social science teachers and all other participants. In regard to the mean scores in the factor of the image of the study field there are significant differences between pre-service elementary mathematics teachers and pre-service science teachers, pre-service Turkish language teachers, and pre-service pre-school teachers. In addition, it is seen that there are significant differences between pre-service primary school teachers and pre-service science teachers and pre-service Turkish language teachers. As can be seen in Table 7 the remaining factors, namely "the opportunities at the faculty", "the quality of services received", "loyalty" and "the image of the university", are not significantly differ according to field of study of the participants ($F_{(5-342)} = .649, F_{(5-342)} = .642, F_{(5-342)} = 1.294, F_{(5-342)} = .211, p > .05$).

One-Way ANOVA test was used to determine whether pre-service teachers' loyalty to their university differs according to the place where the participants stay. The results of the One-Way ANOVA are given in Table 8. Table 8 indicates that the loyalty of the participants does not significantly differ according to the place where the participants stay ($F_{(3-344)} = 9.14, F_{(3-344)} = 1.595, F_{(3-344)} = .476, F_{(3-344)} = .200, F_{(3-344)} = .503, F_{(3-344)} = 1.408, p > .05$).

Table 7. Results of the One-Way ANOVA

Factors	Field of study	N	X	sd	F	p	Anlamlı Fark
Opportunities offered in the faculty	1.Science Education	57	4.46	1.36	.65	.66	
	2.Elementary Mathematics Education	62	4.18	1.18			
	3.Social Science Education	52	4.28	1.33			
	4.Turkish Language Education	59	4.46	1.49			
	5.Primary School Education	60	4.16	1.44			
	6. Pre-School Education	58	4.18	1.12			
Quality of services received	1.Science Education	57	4.08	1.33	.64	.66	
	2.Elementary Mathematics Education	62	3.89	1.17			
	3.Social Science Education	52	4.10	1.35			
	4.Turkish Language Education	59	3.99	1.57			
	5.Primary School Education	60	3.87	1.30			
	6.Pre-School Education	58	3.72	1.27			
Quality of services	1.Science Education	57	4.08	1.17	3.09	.01*	1-2,3,4 3-5,6 4-5,6
	2.Elementary Mathematics Education	62	3.62	1.15			
	3.Social Science Education	52	3.39	1.09			
	4.Turkish Language Education	59	3.43	1.44			
	5.Primary School Education	60	3.94	1.27			
	6.Pre-School Education	58	3.94	1.33			
Loyalty	1.Science Education	57	3.67	1.14	1.29	.26	
	2.Elementary Mathematics Education	62	3.46	1.18			
	3.Social Science Education	52	3.17	1.17			
	4.Turkish Language Education	59	3.52	1.59			
	5.Primary School Education	60	3.58	1.43			
	6.Pre-School Education	58	3.76	1.33			
Image of the study field	1.Science Education	57	4.08	1.35	14.2	.00*	3-1,2,4,5,6 2-1,4,6 5-1,4
	2.Elementary Mathematics Education	62	5.14	1.19			
	3.Social Science Education	52	3.21	1.38			
	4.Turkish Language Education	59	4.11	1.57			
	5.Primary School Education	60	4.98	1.41			
	6.Pre-School Education	58	4.56	1.48			
Image of the faculty	1.Science Education	57	4.06	1.18	.211	.95	
	2.Elementary Mathematics Education	62	4.07	.77			
	3.Social Science Education	52	4.20	1.23			
	4.Turkish Language Education	59	3.98	1.36			
	5.Primary School Education	60	4.16	1.50			
	6.Pre-School Education	58	4.06	1.42			

*p<.05

Conclusions, Discussion and Suggestions

The study aims to determine how loyalty the pre-service teachers are to the university they are studying at and to examine whether loyalty differs depending on different variables. In the study, the mean scores and standard deviation values of in regard to the data obtained for the factors were examined. Based on the findings obtained, it is concluded that the loyalty of pre-service teachers to the university is at the level of satisfaction. This finding is consistent with the findings reported in the study by Öztürk and Faiz (2020) and by Saydam (2018) on a sample of undergraduate students in that the loyalty of undergraduate students was found at the level of "moderate". The current finding is also consistent with the findings reported by Kasalak, Özcan and Dağyar (2019). They found that the relationship between the perceptions of the pre-service teachers about the image of university

and their loyalty to the university is also at the moderate level. They also concluded that the participants are mostly satisfied with the image of their field of study ($X=4.38$). Therefore, the present findings are consistent with those of Kasalak, Özcan and Dağyar (2019). The other point for which the participants is mostly satisfied is the opportunities of the faculty, and the level of satisfaction was that of moderate. In the study by Yalman, Erilli and Noyan Yalman (2016) on a sample of vocational higher school students it is found that student loyalty is closely related to the quality of services and the school facilities which is consistent with the present findings. In addition, the level of the service quality received ($X=3.94$) and the quality of services ($X=3.74$) are found to be at moderate level. In the study conducted by Öztürk and Faiz (2020), the perceived teaching quality of higher education students is generally at a moderate level, which is similar to the results of this research.

Table 8. Results of the One-Way ANOVA

Factors	Place where the participants stay	N	X	sd	F	p
Opportunities offered in the faculty	State dormitory	168	4.35	1.33	.914	.434
	Private dormitory	70	4.05	1.21		
	With their family	55	4.34	1.30		
	Home	55	4.35	1.45		
Quality of services received	State dormitory	168	3.87	1.29	1.595	.190
	Private dormitory	70	3.77	1.42		
	With their family	55	4.22	1.25		
	Home	55	4.09	1.39		
Quality of services	State dormitory	168	3.75	1.27	.476	.699
	Private dormitory	70	3.58	1.25		
	With their family	55	3.79	1.20		
	Home	55	3.83	1.35		
Loyalty	State dormitory	168	3.49	1.28	.200	.897
	Private dormitory	70	3.51	1.38		
	With their family	55	3.64	1.26		
	Home	55	3.57	1.47		
Image of the study field	State dormitory	168	4.46	1.52	.503	.681
	Private dormitory	70	4.41	1.43		
	With their family	55	4.25	1.75		
	Home	55	4.22	1.45		
Image of the faculty	State dormitory	168	4.20	1.23	1.408	.240
	Private dormitory	70	3.83	1.38		
	With their family	55	4.05	.98		
	Home	55	4.11	1.41		

In the study by Yaman, Erilli and Noyan Yalman (2016) students are found to be generally satisfied at the moderate level with the service quality they received which is consistent with the present findings. In regard to the findings by Kasalak, Özcan and Dağyar (2019) in regard to the image of quality are also consistent with the present findings. Alves and Raposo (2007) concluded that the image of the university, its technical and functional quality and the university's perception of value were influential in student satisfaction, and this result is in line with the findings of the study.

Secondly, the study investigated whether pre-service teachers differ in terms of loyalty to their university based on gender, grade level, field of study, and the place where they stay. When the change of loyalty of pre-service teacher to the university depending on the gender is analyzed, it is concluded that female pre-service teachers are more satisfied with the faculty's opportunities and the image of the study field than male pre-service teachers. Saydam (2018) also found that female undergraduate students have higher levels of loyalty to the university in contrast to the male undergraduate students which is consistent with the present findings. Similarly, Gülcan, Kuştepe and Aldemir (2002) found that female undergraduate students are much more satisfied with the department they attend than male undergraduate students. In this context, it can be said that female pre-service teachers are more idealistic and find the teaching profession more valuable. In addition, this suggests that male pre-service teachers have higher expectations of the university than female pre-service teachers. On the other hand, in the present study it is found

that gender does not have any significant effect on "Quality of services", "Quality of services received", "Loyalty" and "Image of the faculty".

When the change of loyalty of pre-service teacher to the university depending on the grade level is analyzed, it is concluded that the loyalty of pre-service teachers to the university attending different grade levels is similar. In the study of Saydam (2018) with 3rd and 4th grade university students, it is found that the loyalty levels of these students do not change based on grade level which is similar to the present findings. In this context, it can be said that pre-service teachers make choices by researching and consciously before coming to the university, they build their expectations correctly with this awareness, and accordingly, loyalty does not change according to the grade levels.

When the change of loyalty of pre-service teachers to the university depending on their field of study is analyzed, it is found that pre-service science teachers are more satisfied with the service quality than pre-service elementary mathematics teachers, pre-service Turkish language teachers and pre-service social studies teachers. This may be due to the fact that pre-service science teachers have laboratory courses and therefore perceive the education and training service provided more adequately. It is also found that pre-service primary school and pre-school teachers are more satisfied with the service quality compared to pre-service Turkish language and social studies teachers. Similarly, pre-service primary school teachers' having laboratory courses such as science and technology laboratory applications may cause them to

perceive education services as higher quality. However, the reason why pre-service pre-school teachers are more satisfied may be due to their belief in the competence of the instructors. However, it is found that the pre-service social studies teachers are less satisfied with the image of their study field than the other participants. In the research conducted by Akhan and Mert (2021), pre-service social studies teachers think that their fields are not given the necessary value. For this reason, this may be due to the thoughts of pre-service social studies teachers that their fields are not given the necessary value. It is concluded that pre-service elementary mathematics teachers are more satisfied with the image of their study field than the pre-service teachers studying in other undergraduate programs, excluding pre-service primary school teachers. It is also concluded that the pre-service primary school teachers are more satisfied with the image of their study field than pre-service Turkish language, Science and Social studies teachers. In addition, it is found that the loyalty of the pre-service teachers to the university attending at different teacher training programs is similar in terms of the "Opportunities of the faculty", "Quality of service received", "Loyalty" and "Image of the faculty".

When the change of loyalty of pre-service teachers to the university depending on where they stay is analyzed, it is concluded that the loyalty of the participants who live in the state dormitory, private dormitory, with their family and at home is similar to each other. This may be due to the fact that pre-service teachers live in a dormitory, at home or with their families, which is independent of the university they study at. In this context, it is thought that the characteristics of the university directly will differentiate the loyalty of the pre-service teachers to the university where they are studying, rather than where they live.

Based on the findings of the study the following suggestions are developed:

- Similar studies can be carried out at teacher training programs regarding student loyalty. In addition, the changes in student over time can also be analyzed.
- Based on the related studies, studies examining the effect of different variables on student loyalty can be designed. However, studies examining the effects of student loyalty on various organizational outcomes can also be designed.

Genişletilmiş Özet

Giriş

Öğrenci sadakati kavramı öğrencilerin tercih ettiği bir eğitim kurumu ya da aldığı eğitim hizmetini yeniden tercih etmeye yönelik, eğitim gördükleri kuruma hissettikleri için bağlılık olarak tanımlanabilir. Yükseköğretim kurumlarında sadakat kavramı var olan öğrencilerin korunması ve yeni öğrencilerin kazanılması ile doğrudan ilişkilidir (Köse, 2012). Öğrencilerin öğrenim gördükleri üniversiteye ilişkin memnuniyet düzeyleri arttıkça öğrencilerin kuruma hissettikleri sadakat artacak buna bağlı olarak da var olan öğrenciler korunacak ve yeni öğrenciler kazanılacaktır. Uluslararası ve ulusal düzeyde yüksek öğretim veren kurum

sayısının hızla artması, finansal kaynakların kısıtlılığı ve artan rekabetçi yapı bu kurumların yöneticilerini kaliteli hizmet verme, yeni öğrencileri kazanma ve var olan öğrencilerini korumak için yeni arayışlara yöneltmiştir (Köse, 2012).

Yükseköğretim kurum sayılarının artması ile birlikte öğrencilerin alternatiflerinin artması sonucunda oluşan rekabetçi yapı bu kurumlar açısından öğrenci sadakati kavramını önemli hale getirmiştir. Yüksek öğretim kurumlarının devamlılığını sağlayabilmesi için öğrenciler tarafından tercih edilmesi gerekir ve tercih edilmeyi belirleyen önemli faktörlerden birisi öğrenci sadakatidir. Öğrenci sadakati üniversiteler için önemlidir, çünkü eğitime devam eden öğrenciler de mezunlar da etkinlikleri için üniversiteye finansal kaynaklar sağlarlar (Var, 2013). Bu bağlamda, bu araştırma öğretmen adaylarının öğrenim gördükleri üniversiteye ne kadar sadakatli olduklarını belirlemeyi ve sadakatin farklı değişkenlere göre farklılaşım farklılaşmadığını incelemeyi amaçlamaktadır.

Yöntem

Bu araştırma, tarama modelinde desenlenmiştir. Araştırmanın örneklemini Afyon Kocatepe Üniversitesi, Eğitim Fakültesi Fen Bilgisi Eğitimi, Matematik Eğitimi, Sosyal Bilgiler Eğitimi, Türkçe Eğitimi, Sınıf Eğitimi, Okul Öncesi Eğitimi Anabilim dallarında öğrenim görmekte olan birinci, ikinci, üçüncü ve dördüncü sınıf düzeyinde seçkisiz yolla seçilmiş 348 öğretmen adayı oluşturmaktadır.

Öğretmen adaylarının öğrenim gördükleri üniversiteye sadakatini incelemek amacıyla Helgesen ve Nessel (2007) tarafından geliştirilen ve Korumaz ve Tekel (2017) tarafından Türkçeye uyarlanarak geçerlik ve güvenilirlik çalışması yapılan 7'li likert tipinde "Öğrenci Sadakati Ölçeği" kullanılmıştır. Korumaz ve Tekel' in (2017) yaptığı faktör analizi sonucuna göre ölçek, 'Fakültenin imkanları', 'Alınan hizmet kalitesi', 'Hizmet kalitesi', 'Sadakat', 'Çalışma alanının imajı' ve 'Okulun imajı' olmak üzere altı faktörlü bir yapı göstermektedir. Öğrenci Sadakati Ölçeği' nin güvenilirlik çalışması kapsamında, ölçeğin iç tutarlılığı için Cronbach Alpha katsayısı hesaplanmış ve 25 maddelik ölçeğin iç tutarlılık katsayısı .715 olarak belirtilmiştir.

Bu araştırma kapsamında, Öğrenci Sadakati Ölçeği' nin yapı geçerliğini belirlemek üzere yapılan DFA sonucuna göre uyum indeksleri ($\chi^2 = 695.37$; $df = 260$; $\chi^2 / df = 2.674$; $GFI = .86$; $CFI = .91$ $AGFI = .83$; $RMSEA = .069$) elde edilmiştir. Modelin uyum iyiliği değerleri incelendiğinde modelin kabul edilebilir bir model olduğu tespit edilmiştir. Bununla birlikte yapılan güvenilirlik analizi sonucunda ölçeğin Cronbach Alpha değeri .93 olarak tespit edilmiştir.

Elde edilen veriler, SPSS istatistik paket programı yardımıyla analiz edilmiştir. Araştırmada öncelikle verilerin dağılımının incelenmesi amacıyla tek örneklem Kolmogorov-Smirnov Testi uygulanmış ve çarpıklık katsayıları incelenmiştir. Kolmogorov-Smirnov testine göre veriler tüm faktörlerde normal dağılım göstermiyor gibi görünse de çarpıklık katsayıları incelendiğinde verilerin tüm faktörlerde normal dağılım gösterdiği anlaşılmıştır. Bu nedenle, verilerin analizinde parametrik testlere başvurulmuştur.

Sonuç

Öğretmen adaylarının öğrenim gördükleri üniversiteye sadakatının çalışma alanının imajı boyutunun en yüksek ortalamaya sahip olduğu ve bu boyutu sırasıyla fakültenin imkânları, fakültenin imajı, alınan hizmetin kalitesi, hizmet kalitesi ve sadakat boyutlarının izlediği bulunmuştur. Öğretmen adaylarının üniversitelere duyduğu sadakatin “fakültenin imkanları” ve “çalışma alanının imajı” boyutlarına ilişkin görüşlerinin cinsiyet değişkenine göre kadın öğretmenlerin lehine anlamlı bir düzeyde farklılaştığı ortaya çıkmıştır. Ayrıca öğretmen adaylarının üniversitelere duyduğu sadakatin “hizmet kalitesi” ve “çalışma alanının imajı” boyutlarına ilişkin görüşlerinin öğrenim görülen lisans programı değişkenine göre anlamlı bir düzeyde farklılaştığı ortaya çıkmıştır. “Hizmet kalitesi” boyutuna ilişkin oluşan anlamlı farklılıklar incelendiğinde; Fen Bilgisi Öğretmenliği ile İlköğretim Matematik Öğretmenliği, Türkçe Öğretmenliği, Sosyal Bilgiler Öğretmenliği programları arasında anlamlı farklılık olduğu görülmektedir. Bunun yanı sıra, Sınıf ve Okul Öncesi Öğretmenliği ile Türkçe Öğretmenliği, Sosyal Bilgiler Öğretmenliği arasında anlamlı farklılıklar olduğu görülmektedir. “Çalışma alanının imajı” boyutuna ilişkin oluşan anlamlı farklılıklar incelendiğinde ise; Sosyal Bilgiler Öğretmenliği ile diğer tüm programlar arasında anlamlı farklılık olduğu görülmektedir. Bununla birlikte, İlköğretim Matematik Öğretmenliği ile Sınıf öğretmenliği dışındaki diğer tüm programlar arasında anlamlı farklılık olduğu görülmektedir. Ayrıca Sınıf Öğretmenliği ile Türkçe, Fen Bilgisi, Sosyal Bilgiler Öğretmenliği programları arasında anlamlı farklılık olduğu görülmektedir. Ayrıca öğretmen adaylarının üniversitelere duyduğu sadakatin sınıf düzeyi ve öğrencilerin yaşadıkları yer değişkenlerine göre anlamlı bir düzeyde farklılaşmadığı ortaya çıkmıştır.

Tartışma

Elde edilen bulgular doğrultusunda, öğretmen adaylarının üniversitesine duyduğu sadakatin memnunum düzeyinde olduğu sonucuna ulaşılmıştır. Saydam’ın (2018) üniversite öğrencileriyle yapmış olduğu çalışmada da öğrencilerin sadakat düzeyinin “orta” düzeyde olması sonucu bu araştırmanın sonuçlarıyla benzerdir. Kasalak, Özcan ve Dağyar’ın (2019) öğretmen adaylarının üniversite imajı algılarıyla öğrenci sadakati arasındaki ilişkiyi incelediği çalışmada da, öğrenci sadakati boyutlarının ortalamasının 3.26, 2.82 ve 2.96 olarak hesaplanması ve bu değerlerin 5’li likert tipi ölçeğin 3. düzeyine karşılık gelmesi bu çalışmanın bulgularıyla benzeşmektedir. Ayrıca öğretmen adaylarının en çok çalışma alanının imajından ($X=4.38$) memnun olduğu sonucuna ulaşılmıştır. Kasalak, Özcan ve Dağyar’ın (2019) yaptığı çalışmada da, öğrenim görülen programın imajının ortalamasının 2.84 olarak hesaplanması ve bu değerlerin 5’li likert tipi ölçeğin 3. düzeyine karşılık gelmesi bu çalışmanın bulgularıyla benzeşmektedir. Çalışma alanının imajını 4.29 ortalamayla fakültenin imkanları izlemiş ve memnunum düzeyinde bulunmuştur. Yalman, Erilli ve Noyan Yalman’ın (2016) meslek yüksek okulu öğrencileriyle yapmış olduğu çalışmada da öğrenci sadakatini sağlama noktasında sunulan hizmet kalitesi ve MYO’nun tesislerinin önemli bir

yer tuttuğu bulgusu bu araştırmanın sonuçlarına paraleldir. Bununla birlikte, alınan hizmetin kalitesi ($X=3.94$) ve hizmet kalitesi ($X=3.74$) ortalamaları da memnunum düzeyinde bulunmuştur. Yaman, Erilli ve Noyan Yalman’ın (2016) yapmış olduğu çalışmada da öğrencilerin genel olarak kendilerine sunulan hizmetin kalitesinden ortalamanın üzerinde bir memnuniyete sahip olduğu sonucu bu araştırmanın sonuçlarıyla uyumludur. Kasalak, Özcan ve Dağyar’ın (2019) yapmış olduğu çalışmada da kalite imajının ortalamasının 5 üzerinden 3.03 olarak hesaplanması ve bu değerlerin 5’li likert tipi ölçeğin 3. düzeyine karşılık gelmesi bu çalışmanın bulgularıyla benzeşmektedir.

Öğretmen adaylarının üniversitesine duyduğu sadakatin cinsiyete bağlı değişimi incelendiğinde, kadın öğretmen adaylarının erkek öğretmen adaylarına göre, fakültenin imkânları ve çalışma alanının imajından daha memnun olduğu sonucuna ulaşılmıştır. Saydam’ın (2018) yapmış olduğu çalışmada da kız öğrencilerin üniversitelere olan sadakat düzeylerinin, erkek öğrencilerden daha yüksek olduğu sonucu bu araştırmanın sonuçlarını desteklemektedir. Gülcan, Kuştepeli ve Aldemir’in (2002) İngilizce İşletme Fakültesi öğrencileriyle yapmış olduğu çalışmada da kız öğrencilerin, erkek öğrencilere kıyasla, fakülteye girmiş olmaktan daha memnun oldukları sonucu bu araştırmanın sonucuna paraleldir. Bununla birlikte, farklı cinsiyetlerdeki öğretmen adaylarının üniversitesine duyduğu sadakatin “Alınan Hizmet Kalitesi”, “Hizmet Kalitesi”, “Sadakat”, “Fakültenin İmajı” boyutlarında birbirine benzer olduğu sonucuna ulaşılmıştır.

Öğretmen adaylarının üniversitesine duyduğu sadakatin öğrenim görülen lisans programına bağlı değişimi incelendiğinde, Fen Bilgisi öğretmen adaylarının hizmet kalitesinden İlköğretim Matematik, Türkçe, Sosyal Bilgiler öğretmen adaylarına kıyasla daha memnun olduğu sonucuna ulaşılmıştır. Sınıf ve Okul öncesi öğretmen adaylarının hizmet kalitesinden Türkçe ve Sosyal Bilgiler öğretmen adaylarına kıyasla daha memnun olduğu sonucuna ulaşılmıştır. Bununla birlikte, Sosyal Bilgiler öğretmen adaylarının çalışma alanının imajından diğer lisans programlarında öğrenim gören öğretmen adaylarına kıyasla daha az memnun olduğu sonucuna ulaşılmıştır. İlköğretim Matematik öğretmen adaylarının çalışma alanının imajından sınıf öğretmen adayları hariç diğer lisans programlarında öğrenim gören öğretmen adaylarına kıyasla daha memnun olduğu sonucuna ulaşılmıştır. Sınıf öğretmen adaylarının çalışma alanının imajından Türkçe, Fen Bilgisi, Sosyal Bilgiler öğretmen adaylarına kıyasla daha memnun olduğu sonucuna ulaşılmıştır. Ayrıca, farklı lisans programlarında öğrenim gören öğretmen adaylarının üniversitesine duyduğu sadakatin “Fakültenin İmkânları”, “Alınan Hizmet Kalitesi”, “Sadakat” ve “Fakültenin İmajı” boyutlarında birbirine benzer olduğu sonucuna ulaşılmıştır.

Öneri

Araştırmada elde edilen sonuçlar çerçevesinde aşağıda bazı öneriler sunulmuştur:

Öğrenci sadakatiyle ilgili farklı eğitim fakültelerinde benzer çalışmalar yürütülebilir. Ayrıca farklı fakültelerde de

benzer çalışmalar tasarlanarak farklı fakültelerdeki öğrencilerin sadakatinin değişimine bakılabilir.

Alanyazına dayalı olarak, farklı değişkenlerin öğrenci sadakati üzerindeki etkisinin incelendiği çalışmalar tasarlanabilir. Bununla birlikte, öğrenci sadakatinin çeşitli örgütsel sonuçlar üzerindeki etkilerinin incelendiği çalışmalar desenlenebilir.

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