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The Relationship Between Self-Efficacy and Occupational Commitment of Prospective and Professional Translators

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***Abstract*—This study investigates the relationship between self-efficacy and occupational commitment of prospective and professional translators in Türkiye. It was found in the study that both scales did not exhibit a normal distribution (General Self-Efficacy Scale: Kolmogorov-Smirnov Sig. 0.000; Occupational Commitment Scale Sig. 0.000; $p < 0.05$). Because of the non-normal distribution of the scales, non-parametric tests were employed for the analysis: the Mann Whitney-U test for independent variables with two categories, the Kruskal Wallis H-Test for those with three or more categories, and the Spearman Rank correlation for correlations. Upon finding a significant difference in comparisons, the source of the difference was identified through the Mann-Whitney U-Test and Bonferroni correction. Frequencies, percentages, and means were calculated. The findings were explained in the analysis section.**

***Index Terms*—self-efficacy, occupational commitment, general self-efficacy scale, occupational commitment scale**

I. Introduction

Self-efficacy and professional commitment are very important to be successful in work settings and sustain professional enthusiasm. This also applies to the translation profession. Therefore, this study investigates the relationship between self-efficacy and professional commitment of prospective and professional translators in Türkiye. In doing so, their self-efficacy and professional commitment levels are found and analyzed based on current technologies and events.

II. Literature Review

A. Self-Efficacy

The self-efficacy concept by Bandura in 1977 has become a widely discussed topic (Betz, 2000). Self-efficacy includes academic achievement within various domains, including mathematics, foreign languages, science, sports skills, high school GPA, and writing proficiency (Hao & Hu, 2024).

Self-efficacy means an individual's capability to organize and conduct actions to achieve particular outcomes (Bandura, 1997; Klassen & Chiu, 2011; Karbasi & Samani, 2016; Talsma et al., 2019). It contains the perceived ability to succeed in a goal (Capone & Petrillo, 2015). As Trautner and Schwinger (2020) put it, self-efficacy is an important personal characteristic including confidence to tackle challenging or unexpected situations. Self-efficacy is the belief to succeed in achieving goals, underlining its task-specific nature (Fort & Puget, 2022). It is an individual's perception of their capability to perform skills to achieve a specific task or attain a specific objective (Capron Puozzo & Audrin, 2021).

Self-efficacy is specified as a self-regulatory mechanism in Albert Bandura's Social Cognitive Theory (1977). According to Bandura, self-efficacy beliefs are composed of both stable, trait-like elements and situational components impacted by factors like recent performance, vicarious experiences, interpersonal persuasion, and physiological states (Maricuțoiu & Sulea, 2019). Self-efficacy enhances employees' confidence in attaining their work-related objectives and can trigger proactive behavior. It is a dynamic construct, differing based on the workplace (Liu et al., 2023). Self-efficacy impacts work performance, job satisfaction, and the effectiveness of training (Nanjundeswaraswamy et al., 2023). It also impacts individuals' task choices, the effort they make, and their perseverance in finishing tasks. Self-efficacy plays a significant role in academic settings by triggering motivation, learning, and achievement (Wang et al., 2018).

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Self-efficacy is crucial when an individual determines a goal or makes a choice, since it helps them to perceive challenges (Elster et al., 2022). Individuals with high self-efficacy are equipped to overcome challenges, use complex cognitive strategies, and remain calm against threats. Individuals with low self-efficacy tend to be easily disheartened by setbacks (Bandura, 1997; Wieber & Othendal, 2010).

Low self-efficacy can cause depressive disorders and worries (Fürtjes et al., 2023). In contrast, individuals with high self-efficacy develop robust self-trust since self-efficacy is connected with this concept (Natasha, 2017). Higher self-efficacy is linked to greater job satisfaction (Back et al., 2011). Higher self-efficacy implies strong perseverance and a proactive mindset to solve problems. Developers with high self-efficacy can overcome challenges and are eager to learn new technologies (Meliá et al., 2024). Self-efficacy influences both mental health and task performance since higher self-efficacy boosts resilience to job-related stress (Safari et al., 2020). This contributes to improved job satisfaction and performance (Zhang et al., 2021; Gountas et al., 2014; Large et al., 2014; Yuan et al., 2014).

Considering that some participants in the study were prospective translators, the concept of self-efficacy gains particular importance. Self-efficacy can signal student achievement and motivation (Prabowo et al., 2024). Similar situations apply to professionals. Individual success and motivation serve as solid indicators of self-efficacy.

B. Occupational Commitment

Occupational/professional/career commitment/professionalism (Klassen & Chiu, 2011) represents an individual's dedication to their profession. Strong commitment decreases the likelihood of quitting, whereas weak commitment increases it. Job satisfaction strengthens commitment, while high stress levels weaken it, indirectly leading to a greater intention to quit (Kim & Chang, 2014).

Self-efficacy, work outcomes, engagement, and performance play a crucial role in shaping occupational commitment. Greater self-efficacy and job satisfaction enhance commitment, decreasing the likelihood of quitting (Gilbert et al., 2014; Somers et al., 2019; Satoh et al., 2017; Chen et al., 2024). Motivated employees with high levels of commitment concentrate fully on their tasks (Aydın & Kalemci Tüzün, 2019). Occupational commitment positively impacts organizations, as dedicated employees are more focused and tend to stay in their positions longer than those with lower commitment (Arora, 2020).

Occupational commitment reflects an individual’s emotional connection to their profession and is associated with job satisfaction. It has a negative relationship with stress, burnout, and turnover, which can adversely affect performance (Fernet et al., 2012). Vandenberg and Scarpello (1994) define it as an individual’s belief in and dedication to the values of their chosen profession, coupled with a willingness to continue in that field (Vandenberg & Scarpello, 1994).

C. Self-Efficacy and Occupational Commitment Research in Translation Studies

Jimenez Ivars et al. (2014) studied self-efficacy among 281 interpreter trainees, finding it predicts performance only in those with high linguistic competence. Trainees with high competence but low self-efficacy performed worse, emphasizing self-efficacy’s critical role in enhancing interpreting outcomes.

Lee (2014) developed the Interpreting Self-Efficacy (ISE) scale for Korean undergraduates majoring in consecutive interpreting. A 63-item pool, based on self-efficacy and interpreting competence literature, was validated with 413 students from three Seoul universities.

Wu et al. (2019) investigated self-efficacy beliefs in their study on the MA in Translation Education program at Guangdong University of Foreign Studies. Interviews and focus groups with six participants revealed the program’s positive impact on translating, teaching, and research self-efficacy, emphasizing the effectiveness of systematic teacher training.

Del Mar Haro-Soler (2019) investigated vicarious learning in translation education, drawing on Social Cognitive Theory. Using a mixed methods approach with interviews, surveys, observations, and focus groups, the study revealed that vicarious learning occurred through peer comparisons and interactions with professional translators. Activities like project presentations, role-plays, and alumni career stories positively impacted students’ self-efficacy beliefs.

Li et al. (2023) studied the impact of critical thinking on translation technology competence among 663 senior students in China. Using the CTDS, GASE, SFCQ, and TTCS scales, they found that critical thinking, academic self-efficacy, and cultural intelligence significantly influenced translation technology competence. Academic self-efficacy and cultural intelligence were independent and chain mediators between critical thinking and translation competence.

Torres Hostench (2010) introduced a conceptual map featuring keywords associated with occupational integration and examined articles and studies in translation research linked to each area on the map. This classification allows for identifying and positioning sub-fields related to occupational integration while offering a comprehensive overview of publications on this topic within TS.

Courtney and Phelan (2019) examined translators' occupational stress and job satisfaction using a questionnaire with 474 translators from the Chartered Institute of Linguists (UK) and the Irish Translators’ and Interpreters’ Association. Despite challenges like unfair treatment, low pay, and job uncertainty, participants reported high job satisfaction, highlighting resilience within the profession.

Singer (2022) examined translator students' professional commitment, analyzing 36 interviews with 12 Chilean students via Interpretive Phenomenological Analysis (IPA). A crisis-reflection-reconnection process influenced commitment, self-efficacy, and performance. Achievers maintained commitment, while conservatives and seekers

experienced declines, often triggered by external supra-contextual crises.

III. Methodology

The relational screening model was used since the study aims to scrutinize the relationship between self-efficacy and professional commitment of prospective and professional translators in Türkiye. The relational research model indicates the level of change or the existence of change between two or more variables. Disclosing the situation in a variable can ensure the prediction of other variable(s) (Karasar, 2009).

The maximum variation sampling method was used in purposive sampling to determine the study group. As Büyüköztürk et al. (2009) put it, maximum variation sampling is defined by determining various situations similar in themselves concerning the problem scrutinized in the population and performing the study on these situations (Fraenkel et al., 2011). The study group included undergraduate students in the Department of Translation Studies at different universities in Türkiye and those accepting to participate in the research who are engaged in the translation profession in Türkiye. A diversified group of people were studied in terms of gender, age, desire to work as a translator or to perceive translation as a profession, foreign languages they are proficient in, the field in which they desire to provide translation services, and the university they graduated from. The participation was arranged on a voluntary basis.

A. Research Questions

1. What are the self-efficacy and professional commitment levels of prospective and professional translators?

2. Is there a significant relationship between the gender, age, undergraduate class level/status of being a translator, the desire to work in the translation market, the perception of translation as a profession (by professional translators), self-efficacy, and professional commitment of the participants?

3. Is there a significant difference in the participants' self-efficacy and professional commitment levels according to the mentioned variables?

Table 1
Participant Features

		Frequency (f)	Percent (%)
Gender	Woman	266	73.3
	Man	97	26.7
Age	18-20	128	35.3
	21-25	170	46.8
	26-30	16	4.4
	31-35	19	5.2
	36-40	8	2.2
	41-45	7	1.9
	46 and above	15	4.1
Class Level/Status of Being a translator	Preparatory Class	40	11.1
	First Class	92	25.3
	Second Class	83	22.9
	Third class	50	13.8
	Fourth Class	36	9.9
	Translator	62	17.1
	Total	**363**	**100**

Of the total 363 participants in the study group, 266 (73.3%) were woman, and 97 (26.7%) were man. Of these, 128 (35.3%) were 18-20, 170 (46.8%) were 21-25, 65 (17.9%) were 26 years old or above. Whereas 301 (82.9%) of the participants were undergraduate students at various universities [Bartın (101), Amasya (42), Yıldırım Beyazıt (14), Trakya (23), Ege (12), Karaman (54), Kars (10), Kırıkkale (22), Marmara (23)], it was found that 62 (17. 1) actively worked as translators and graduates of various departments (Translation Studies, English Language Teaching, English Language & Literature, German Language & Literature, Business Administration, etc.).

Whereas 336 participants were proficient in English, 89 of them stated that they were proficient in German, 16 in French, 10 in Russian, 31 in Arabic, three in Korean, two in Spanish, and one in Greek. While 316 participants desired to work in the translation market and continue working, 47 of them specified that they did not desire to work in the translation market.

Among the undergraduate students, 142 stated that they desired to work freelance, 99 in book translation, 83 in private, 72 in public sectors, 80 in office, 54 in the courthouse, 57 in editorial processes, 41 in translation training, 39 in project, and 30 in localization. 34 translators stated that they provided translation services in the areas of technical, 33 academic, 29 legal, 23 commercial, 22 literary, 15 interpreting, 15 localization, and five medical.

B. Data Collection Tools and Implementation

Personal information forms, the General Self-Efficacy, and the Occupational Commitment Scales were used to collect data. The data collection tools were applied to different age groups, including students and translators. Besides validity and reliability studies, expert opinions (from experts in curriculum development, assessment and evaluation, language, and translation studies) were sought to ensure the suitability of the research. The data collection tools provided by the expert consensus were used for the actual application. The researchers prepared the personal information form. The form encompassed questions about the gender, age, class level, or graduation status as an active translator, the university where the undergraduate students study, the department of the translators/interpreters, the foreign language(s) they are proficient in, their desire to work in the translation market, professional translators' perception of their work as a profession, the field of translation they desire to work in or the field of translation services offered. Since all data collection tools were applied to different age groups, validity and reliability studies were carried out, and expert opinions (experts working in curriculum development, measurement, and evaluation in education, language, and translation science) were obtained.

Yildirim and Ilhan (2010) adapted the General Self-Efficacy Scale into Turkish. The original scale was developed by Sherer et al. (1982). The scale consists of three dimensions and 17 items: effort, persistence, and initiative. Scale categories are obtained by summing the subscales by scoring as 'none=1', 'little=2', 'partially=3', 'good=4' and 'very good=5'. The results obtained from the confirmatory factor analysis of the scale indicated that it explained 41.5% of the variance, and its reliability value was Croncbachs' Alpha=0.80 (Yıldırım & İlhan, 2010). The Occupational Commitment Scale was developed by Utkan and Kırdök (2018). The scale consists of four dimensions: affective commitment, normative commitment, accumulated costs, limited alternatives, and 22 items. Scale categories are obtained by summing the subscales by scoring as 'strongly disagree=1', 'disagree=2', 'undecided=3', 'agree=4, and 'strongly agree=5'. In the results of the construct validity analysis of the scale, the model had significant, good and acceptable values (χ^2/sd = 2.108; RMSEA = 0.64; CFI = .95; NFI = .90; IFI = .95; GFI = .95; SRMR = .06)[1], the reliability value was Croncbachs' Alpha = 0.90 (Utkan & Kırdök, 2018). Cronbachs' Alpha coefficient about the reliability of the scales was calculated again. The reliability for the General Self-Efficacy Scale was found to be 0.72, whereas the reliability of the Occupational Commitment Scale was found to be 0.89. In addition to the good validity and reliability values of these scales, it was preferred to use them because their items were understandable and short for the participants.

The data collection tools of the study were applied by the researchers via online forms with the support of the lecturers of the Department of Translation Studies where the undergraduate students were studying, and by reaching the organizations and related companies, the translators are members of and obtaining the necessary ethical and institutional permissions.

C. Data Analysis

SPSS 22.0 program was used to analyze the data with the data collection tool. The Kolmogorov-Smirnov test was performed to find out if the research data was normally distributed. Normal distribution was not provided for both scales (Self-efficacy Scale: Kolmogorov-Smirnov Sig. 0.000; Occupational Commitment Sig. 0.000; $p < 0.05$). Since the scales were not normally distributed, Mann-Whitney-U test, a non-parametric test, was preferred in the analyzes for independent variables having two categories, Kruskal Wallis H-Test and Spearman Rank correlation test were employed for those with three or more categories. When a significant difference was found following the comparisons, Mann-Whitney U-Test and Bonferroni correction were used to determine the source of the difference. Frequency, percentage, and means were calculated. Besides statistical significance, the effect size was calculated in the comparisons. To determine the effect size, eta squared (η^2), and r values were calculated. In Kruskal Wallis H-Test, eta squared (η^2) values were calculated to determine the effect of independent variables on each dependent variable. While interpreting the eta squared values, η^2 = 0.1 for low effect size, η^2 = 0.6 for medium effect size, and η^2 = 0.14 for high effect size (Green & Salkind, 2005) were reported. The correlation coefficients (r) effect sizes were determined for the Mann-Whitney-U test. In the interpretation, 01 to .09 is a negligible relationship; .10 to .29 is a low relationship; .30 to .49 is a medium relationship; .50 to .69 is a strong relationship; .70 and above is very strong (Green & Salkind, 2005; Ünal, 2023).

Since the Self-Efficacy and Occupational Commitment scales used in the study were in five-point Likert type, the score range of '1.00-1.80' was accepted as 'very low', the score range of '1.81-2.61' as 'low', the score range of '2.62-3.42' as 'medium', the score range of '3.43-4.23' as 'high', and the score range of '4.24-5.00' as 'very high' in the interpretation of the results.

IV. Results and Discussion

It was tried to determine the self-efficacy and professional commitment levels of the undergraduate students in the department of translation studies in Türkiye and the participants working as translators in the Turkish market. The self-efficacy and professional commitment of the participants are present in Table 2 based on the sub-dimensions of the scales.

[1] cf. Ünal and Ünal (2022).

TABLE 2
THE SELF-EFFICACY AND PROFESSIONAL COMMITMENT OF THE PARTICIPANTS

Scale	Dimension/scale	N	$\overline{X}$	Sd
Self-Efficacy	Effort	363	3.70	.704
	Persistence	363	3.10	.451
	Initiative	363	2.19	.675
	Total Scale	363	2.72	.350
Professional Commitment	Affective commitment	363	4.18	.816
	Normative commitment	363	3.03	.950
	Accumulated costs	363	2.95	.927
	Limited Alternatives	363	2.78	1.07
	Total Scale	363	3.27	.639

Upon analyzing the findings related to the self-efficacy scale and its sub-dimensions in Table 2, the highest mean is in the sub-dimension of 'effort' (=$\overline{X}$3.70). This is followed by persistence ($\overline{X}$=3.10) and initiative ($\overline{X}$=2.1). The overall mean of the self-efficacy scale (=$\overline{X}$2.72) is at a 'medium level.' Though the self-efficacy levels of the participants were 'medium' in general, their levels were 'high' in the effort-persistence sub-dimension. Upon analyzing the findings related to the Occupational Commitment Scale and its sub-dimensions, the highest mean is in the 'affective commitment' sub-dimension (=$\overline{X}$4.18). This is followed by normative commitment (=$\overline{X}$3.03), accumulated costs (=$\overline{X}$2.95), and limited alternatives (=$\overline{X}$2.78). The overall mean of the Occupational Commitment Scale (=$\overline{X}$3.27) is at 'medium level'.

The findings about comparing the self-efficacy and professional commitment levels of the participants according to gender are available in Table 3.

TABLE 3
MANN-WHITNEY U TEST RESULTS ACCORDING TO GENDER

Scale	Group	N	X̄rank	∑rank	U	Z	P	r
Self-Efficacy	1. Woman	266	183.81	48893	12420	-.545	.586	-
	2. Man	97	177.04	17173				
Professional Commitment	1. Woman	266	190.20	50594.50	10718.50	-2.468	.014	.129
	2. Man	97	159.50	15471.50				

No significant difference was present between the mean ranks of woman participants (183.81) and man participants (177.04) at the level of self-efficacy (U=12420; Z= -.545; p>0.05). Gender did not significantly affect the self-efficacy levels of the participants. A significant difference is available between the mean rank of woman participants (190.20) and the mean rank of man participants (159.50) at the level of professional commitment, and the effect size is low (U=10718.50; Z= -2.468; p<0.05; r=.129).

The findings comparing the self-efficacy and professional commitment levels of the participants according to age are shown in Table 4 and 5.

TABLE 4
KRUSKAL WALLIS H TEST RESULTS ACCORDING TO AGE (SELF-EFFICACY)

Age	N	X̄rank	Df	x^2	P	η^2
1. 18-20 years old	128	201.63	6	15.151	.019	.041
2. 21-25 years old	170	182.45				
3. 26-30 years old	16	128.78				
4. 31-35 years old	19	149.84				
5. 36-40 years old	8	172.50				
6. 41-45 years old	7	124.29				
7. 46 years old and above	15	138.90				

In Table 4, a significant difference is present between the mean scores for self-efficacy level according to age, and the calculated effect size was found to be low (=$X^2_{(6)}$15.151; p=.019, p<.05; η^2=0.041). Based on the results of the Mann-Whitney U Test performed to determine between which groups there is a significant difference.

A significant difference is available between the participants aged 26-30 in favor of the participants aged 18-20, and the effect size is low (U=617; Z= -2.593; p<0.05; r = -.21). There is a significant difference between the participants aged between 41-45 years in favor of the participants aged 18-20 years, the effect size is low (U=240; Z= -2.069; p<0.05; r = -.17). A significant difference is found between the participants aged 45 and over in favor of the participants aged 18-20, the effect size is low (U=632.5; Z= -2.162; p<0.05; r = -.18)[2].

[2] cf. Ünal and Ünal (2022).

TABLE 5
KRUSKAL WALLIS H TEST RESULTS ACCORDING TO AGE (PROFESSIONAL COMMITMENT)

Age	N	X̄rank	Df	x^2	P	η^2
1. 18-20 years old	128	194.04	6	5.787	.447	-
2. 21-25 years old	170	171.49				
3. 26-30 years old	16	171.94				
4. 31-35 years old	19	181.53				
5. 36-40 years old	8	232.38				
6. 41-45 years old	7	161.86				
7. 46 years old and above	15	192.23				

No significant difference is available between the mean scores for the level of the professional commitment according to age (=$X^2_{(6)}$ 5.787; p=.447, p>.05). No significant difference was found in the level of professional commitment according to age.

The results for comparing the self-efficacy and professional commitment levels of the participants according to undergraduate class level/status of being a translator are given in Tables 6 and 7.

TABLE 6
KRUSKAL WALLIS H TEST RESULTS ACCORDING TO UNDERGRADUATE CLASS LEVEL/STATUS OF BEING A TRANSLATOR (SELF-EFFICACY)

Class Level/Status of Being a translator	N	X̄rank	Df	x^2	P	η^2
1. Preparatory Class	40	142.51	5	17.522	.004	.048
2. First class	92	202.86				
3. Second class	83	197.81				
4. Third Class	50	189.37				
5. Fourth Class	36	182.25				
6. Translator	62	149.27				

In Table 6, there is a significant difference between the mean scores of the self-efficacy level of undergraduate students and translators, and the calculated effect size is low (=$X^2_{(5)}$17.522; p=.004, p<.05; η^2=0.048). According to the results of the Mann-Whitney U Test to determine between which groups there is a significant difference.

There is a significant difference in favor of the first-class undergraduate students, the effect size is low (U=1235; Z= -3.001; p<0.05; r = -.26). There is a significant difference in favor of the second-class undergraduate students, and the effect size is low (U=1156.55; Z= -2.724; p<0.05; r = -.24). There is a significant difference between first-class undergraduate students and translators in favor of first-year undergraduate students, the effect size is low (U=2022.5; Z= -3.062; p<0.05; r = -.24)[3]. A significant difference is also present between them and translators in favor of second-class undergraduate students, the effect size is low (U=1855; Z= -2.875; p<0.05; r = -.23).

A significant difference is available in self-efficacy, albeit at a low level, in favor of first- and second-class students compared to the other participants. This result is consistent with the level of self-efficacy according to age.

TABLE 7
KRUSKAL WALLIS H TEST RESULTS ACCORDING TO UNDERGRADUATE CLASS LEVEL/STATUS OF BEING A TRANSLATOR (PROFESSIONAL COMMITMENT)

Class Level/Status of Being a translator	N	X̄rank	Df	x^2	p	η^2
1. Preparatory Class	40	180.40	5	5.816	.325	-
2. First class	92	193.77				
3. Second class	83	168.08				
4. Third Class	50	187.00				
5. Fourth Class	36	156.51				

No significant difference is available between the mean scores for the level of professional commitment of undergraduate students and translators (=$X^2_{(5)}$5.816; p=.325, p>.05). The result of the professional commitment level according to age and the result of the class level/the status of being a translator variable are consistent.

The results comparing the self-efficacy and professional commitment levels of the participants according to their desire to work in the translation market are presented in Table 8.

TABLE 8
THE MANN-WHITNEY U TEST RESULTS ACCORDING TO THE STATUS OF THE DESIRE TO WORK IN THE TRANSLATION MARKET

Scale	Group	N	X̄rank	∑rank	U	Z	p	r
Self-Efficacy	1.Yes	316	182.45	57653	7285	-.210	.833	-
	2.No	47	179.00	8413				
Professional Commitment	1.Yes	316	194.56	61480	3458	-5.914	.000	.310
	2.No	47	97.57	4586				

[3] cf. Ünal and Ünal (2022).

No significant difference is present between the mean rank of the participants desiring to work in the translation market (182.45) and the mean rank of the participants who do not desire to work in the translation market (179.00) at the self-efficacy level (U=7285; Z= -.210; p>0.05). There is no significant difference in the self-efficacy levels of the participants according to their desire to work in the translation market. There is a significant difference between the mean rank of the participants desiring to work in the translation market (194.56) and the mean rank of the participants who do not desire to work in the translation market (97.57) at the level of professional commitment, the effect size is medium (U=10718.50; Z= -2.468; p<0.05; r=.310). Considering that there is a significant difference in the level of professional commitment in favor of the participants desiring to work in the translation market, a significant relationship was found between professional commitment and continuing the translation profession.

The findings comparing the self-efficacy and professional commitment levels of the participants according to whether the translators perceive their work as a profession are shown in Table 9.

TABLE 9
MANN-WHITNEY U TEST RESULTS ACCORDING TO PROFESSIONAL TRANSLATORS' PERCEPTION OF THEIR WORK AS A PROFESSION

Scale	Group	N	X̄rank	∑rank	U	Z	p	r
Self-Efficacy	1. Primary Profession	38	29.25	1111.5	370.5	-1.238	.216	-
	2. Secondary Profession	24	35.06	841.5				
Professional Commitment	1. Primary Profession	38	36.28	1378.5	274.5	-2.625	.009	.333
	2. Secondary Profession	24	23.94	574.5				

No significant difference is available in self-efficacy levels between participants perceiving their work as their primary profession (mean rank = 29.25) and those perceiving it a secondary profession (mean rank = 35.06) among the translators (U=370.5; Z= -1.238; p>0.05). No significant relationship exists between the self-efficacy levels of the participants according to whether they perceive their work as a profession. At the level of occupational/professional commitment, there is a significant difference between the mean rank (36.28) of the participants perceiving their work as a primary profession and the mean rank (23.94) of the participants perceiving work as a secondary profession and the effect size is medium (U=274.5; Z= -2.625; p<0.05; r=.333).

Overall, in the study, the relationship between the self-efficacy and professional commitment levels of the participants and their gender, age, undergraduate class level they studied/their status of being a translator, their desire to work in the translation market, and their perception of their work as a profession were tried to be determined. The correlation results indicating the relationships between the self-efficacy and professional commitment of the participants and the variables determined are shown in Table 10.

TABLE 10
SPEARMAN RANK CORRELATION RESULTS SHOWING THE RELATIONSHIPS OF VARIABLES

Variables	01	02	03	04	05	06	07
01 Self-Efficacy	1.000	.082	-.029	-.184**	-.057	-.011	.159
02. Professional Commitment		1.000	-.130**	-.052	-.011	-.311**	-.336**
03. Gender			1.000	.143**	.065	.101	.116
04. Age				1.000	.672**	.183**	-.041
Class Level/Status of Being a translator					1.000	.145**	.
06. Working in the translation market						1.000	.476**
07. Professional Translators' Perception of Their Work as a Profession							1.000
**p<0.01							

There is a low and negative correlation between self-efficacy and age (r =-.184), a low and negative correlation between professional commitment and gender (r =-.130), a medium and negative correlation between professional commitment and desire to work in the translation market (r =-.311), a medium and negative correlation between occupational/professional commitment and perceiving translation as a primary profession (r =-.336), a low and positive correlation between gender and age (r =.143), a high and positive correlation between age and class level/ the status of being a translator (r =.672) at high level and positively. There is a low level and positive correlation between age and desire to work in the translation market (r =.183), a low level and positive correlation between the status of being a translator and the desire to work in the translation market (r =.145), a high level and positive correlation between the desire to work in the translation market and perceiving translation as a primary profession (r =.476).

Correlation values revealed that there was a significant and low-level relationship between self-efficacy and age, a significant and low-level relationship between professional commitment and gender, a significant and medium-level relationship between professional commitment and desire to work in the translation market, and a significant and medium level relationship between professional commitment and perceiving translation as a primary profession. On the other hand,

a significant and low-level relationship was found between the participants younger in age and their desire to work in the translation market, and a significant and high-level relationship was found between the translators working in the translation market and their desire to do this profession and perceiving translation as a profession. The self-efficacy of the participants younger in age is higher than the other participants, the self-efficacy and professional commitment of the woman participants are higher than that of the man participants, and the professional commitment of the participants desiring to work in the translation market and perceive translation as a profession is high.

Undergraduate students expressed no interest in the translation market, implying incomplete professionalization, future anxieties, economic uncertainties, and a competitive market. The shift to technical fields like localization, changing roles, and fears of underperformance highly affects self-confidence. Many prefer stable careers like English teaching, offering greater security compared to the challenges of the evolving translation industry.

The challenges and anxieties prospective translators face regarding the future of the profession are partly linked to advancements in AI. The rise of automated systems has reduced the demand for human involvement across many sectors, heightening student concerns. Translation technologies, including MT and CAT tools, improve productivity and speed while diminishing creativity. Instead of generating creative translations, these tools focus on efficiency, leaving translators to handle complex sentences automated systems cannot process. The role of the translator is increasingly replaced by that of post-editor, amplifying anxiety and reducing occupational/professional commitment among students (Pym, 2013; O'Brien & Teixeira, 2017; Cadwell, 2018; Courtney & Phelan, 2019; Vidal et al., 2020; Vieira, 2020; Ayvazyan et al., 2024). Similar concerns may arise in interpreting, although the situation differs. Most prospective translators avoid interpreting due to its complexity. Those aspiring to specialize in interpreting may experience lower anxiety levels regarding translation technologies, as autonomous interpreting systems have yet to succeed significantly. This technological gap provides stability and professional relevance in interpreting rather than written translation.

However, the future of interpreting remains uncertain, potentially increasing anxiety regarding professional commitment. Advancements in AI bring similar concerns to written translation. Horváth (2022) notes that AI can reduce cognitive load and assist with remote interpreting but raises ethical concerns, particularly with cloud-based services where confidentiality of written and oral information must be protected. Ethical principles like faithfulness and accuracy apply, as AI systems may produce errors. Enhancing these principles and maintaining confidentiality could boost AI's acceptance in interpreting. Practical applications are emerging, such as Samsung's Galaxy S24 offering real-time call interpretation[4] and AI simultaneous interpreting showcased at the Boao Forum for Asia in 2018 (Wang & Li, 2022).

Participants have diverse professional identities across medical, legal, and media translation fields, shaped by interests, education, and market demands. Factors like experience, competition, and working conditions influence specialization. This diversity, combined with the unique traits of the participants, enriches analysis and offers insights into the professional complexity and opportunities.

While the professional commitment levels of the participants were generally "medium," their affective commitment was "high," reflecting emotional attachment to the profession and persistence in their efforts. Limited career opportunities and AI advancements have lowered translators' self-efficacy, discouraging initiative. Many graduates shift to careers like teaching or diplomacy due to declining financial returns and uncertainty from autonomous systems. These trends raise concerns about the professional future, as fewer opportunities and reduced income challenge its sustainability (Bowker, 2002; İşpınar Akçayoğlu & Özer, 2020) and the shift to post-editing machine outputs may further explain the medium levels of professional commitment.

Women participants showed higher professional commitment, reflecting their greater representation in the study and universities, where they outnumber men, possibly highlighting their stronger engagement in translation.

Participants aged 18–20 showed slightly higher self-efficacy levels than older groups, likely due to modern education and exposure to technology and AI-supported tools. The use of technology boosts confidence and success. In Türkiye and abroad, translation programs increasingly emphasize technology. Universidad Europea offers a ten-month master's in audiovisual translation[5], and the Middlebury Institute provides a four-semester master's in translation and localization management. Platforms like Udemy also offer technology-integrated translation courses[6].

Technology-oriented training boosts prospective translators' self-efficacy by enhancing confidence in tools. Modern conditions support professional growth through internships and practical, tech-focused courses, replacing traditional theoretical approaches. Marczak (2024) highlights the Translating Europe Forum's emphasis on bridging the skills gap by integrating practical and technological training and enhancing employability through soft skills and self-promotion. These developments, alongside sustainable advancements in translation education, have positively influenced professional translators' self-efficacy (Mellinger, 2017). These innovations during professionalization can increase the self-efficacy of professional translators by triggering their belief in success positively. Paradoxically, young people between the ages of 18 and 20 have high self-efficacy, possibly due to their idealism at the beginning or start-up motivation, not confronting reality first, and their ambition for success. Self-efficacy involves the belief in one's ability to succeed. It is 'the perceived ability to achieve a thing' (Capone & Petrillo, 2015; Bolaños-Medina & Núñez, 2018).

The high professional commitment of participants desiring to work in the translation market and perceiving translation

[4] https://www.samsung.com/latin_en/support/mobile-devices/how-to-set-up-and-use-the-interpreter-app-on-the-galaxy-s24/
[5] https://universidadeuropea.com/en/master-degree-audiovisual-translation-valencia/
[6] https://www.middlebury.edu/institute/academics/degree-programs/translation-localization-management

as a profession may stem from their aspiration to continue it professionally (Ünal & Çoban, 2022). Enjoying the translation field, financial stability, and self-improvement drive increased commitment. Emerging fields like localization boost demand for translation services, despite autonomous systems, as global events and new specializations continue to expand the professional scope and relevance. In 2020, the demand for translation in healthcare, for instance, increased by 49% in disseminating COVID-19 information[7].

There is also a notable difference in self-efficacy, albeit small, favoring first- and second-year students compared to other participants. This aligns with self-efficacy levels by age and may stem from their initial idealism, start-up motivation, ambition for success, and lack of confrontation with reality. A significant difference in professional commitment was observed among participants perceiving their work as a profession. This indicates a strong relationship between professional commitment and perceiving one's work as a profession, particularly regarding the intent to continue in the field.

V. Conclusion

This study explored the relationship between self-efficacy and professional commitment of prospective and professional translators in Türkiye based on different variables.

Data analysis was conducted using SPSS 22.0. The Kolmogorov-Smirnov test revealed that the data did not follow a normal distribution for both scales (Self-Efficacy Scale: Kolmogorov-Smirnov Sig. 0.000; Occupational Commitment Sig. 0.000; $p < 0.05$). Non-parametric tests were applied. The Mann-Whitney U-Test was employed for independent variables with two categories. In comparison, the Kruskal-Wallis H-Test and Spearman Rank Correlation were used for variables with three or more categories. Bonferroni correction was applied to identify the source of significant differences, and descriptive statistics, including frequency, percentage, and means, were calculated.

Professional commitment and self-efficacy levels differed based on demographic and professional variables. All participants expressing no desire to work in the translation market were undergraduate students. This reluctance may stem from anxieties about the challenges of the translation profession, their belief that they may not overcome these difficulties, or their interest in alternative occupations such as English teaching. Another major concern among undergraduate students is the rapid development of MT systems, shifting translators' roles towards sub-tasks like post-editing, creating uncertainty about the profession's sustainability and negatively affecting job satisfaction. Professional commitment levels were found to be medium.

Self-efficacy levels of young people aged 18-20 were found to be high, unlike other age groups. This may be attributed to their technology-oriented training, effective use of software and the Internet, openness to technological advancements, or confidence in their abilities due to comprehensive early education. This self-confidence may sometimes be excessive or unnecessary. Critical factors influence self-efficacy and professional commitment within the translation.

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