

INVESTIGATING THE RELATIONSHIP BETWEEN RESILIENCE AND JOB  
CRAFTING OF EARLY CHILDHOOD EDUCATION TEACHERS

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JOB CRAFTING OF EARLY CHILDHOOD EDUCATION TEACHERS**

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## **ABSTRACT**

### **INVESTIGATING THE RELATIONSHIP BETWEEN RESILIENCE AND JOB CRAFTING OF EARLY CHILDHOOD EDUCATION TEACHERS**

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This study investigates the levels of resilience and job crafting among early childhood education teachers in Türkiye, examining their interrelation and how they vary across demographic factors such as age, gender, work experience, educational background, and school type. The research employs a quantitative, cross-sectional design with a sample of 302 teachers from Şanlıurfa.

Data were collected using the Multidimensional Teacher Resilience Scale and the Job Crafting Scale, both of which were adapted to Turkish through rigorous procedures ensuring validity and reliability. Relevant descriptive and inferential statistical analyses were conducted to examine group differences and relationships between variables.

Findings revealed that teachers exhibited moderate levels of both resilience and job crafting in terms of scale scores. A strong positive correlation was identified between the two, indicating that teachers with higher resilience are more likely to engage in proactive job crafting behaviors. Although demographic variables such as age, gender, and work experience did not yield statistically significant differences, educational

attainment emerged as a distinguishing factor—suggesting that higher education levels may enhance adaptive and proactive competencies in teaching.

This research contributes to the limited body of literature on the intersection of resilience and job crafting within early childhood education. By focusing on a culturally and geographically distinct context, the study offers valuable insights for education policymakers, school administrators, and teacher education programs aiming to foster teacher well-being and professional growth through structural and contextual supports.

**Keywords:** Resilience, Job Crafting, Early Childhood Education, Preschool Teachers

## ÖZ

### ERKEN ÇOCUKLUK EĞİTİMİ ÖĞRETMENLERİNİN DAYANIKLILIĞI VE İŞ BECERİKLİLİĞİ ARASINDAKİ İLİŞKİNİN İNCELENMESİ

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Yüksek Lisans, Temel Eğitim, Okul Öncesi Eğitimi Bölümü

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Bu çalışma, Türkiye'deki okul öncesi öğretmenleri arasında dayanıklılık ve iş becerikliliği düzeylerini araştırmakta, aralarındaki ilişkiyi ve yaş, cinsiyet, iş deneyimi, eğitim geçmişi ve okul türü gibi demografik faktörlere göre nasıl değiştiklerini incelemektedir. Bu araştırma, Şanlıurfa'dan 302 öğretmenden oluşan bir örneklem ile nicel, kesitsel bir tasarım kullanmaktadır.

Veriler, her ikisi de geçerlilik ve güvenilirlik sağlayan titiz prosedürlerle Türkçeye uyarlanan Çok Boyutlu Öğretmen Dayanıklılığı Ölçeği ve İş Becerikliliği Ölçeği kullanılarak toplanmıştır. Grup farklılıklarını ve değişkenler arasındaki ilişkileri incelemek için ilgili tanımlayıcı ve çıkarımsal istatistiksel analizler yapılmıştır.

Bulgular, öğretmenlerin dayanıklılık ve iş becerikliliği düzeylerinin orta düzeyde olduğunu ortaya koymuştur. İki arasında güçlü bir pozitif korelasyon tespit edilmiştir; bu da daha yüksek dayanıklılığa sahip öğretmenlerin proaktif iş kurma davranışlarında bulunma olasılıklarının daha yüksek olduğunu göstermektedir. Yaş, cinsiyet ve iş deneyimi gibi demografik değişkenler istatistiksel olarak anlamlı farklılıklar göstermese de, eğitim düzeyi ayırt edici bir faktör olarak ortaya çıkmıştır; bu da yüksek eğitim düzeylerinin öğretimde uyarlanabilir ve proaktif yetkinlikleri artırabileceğini düşündürmektedir.

Bu arařtırma, erken ocukluk eđitiminde dayanıklılık ve iř becerikliliđi kesiřimi zerinde literatre katkıda bulunmaktadır. Kltrel ve cođrafi olarak farklı bir bađlama odaklanan alıřma, eđitim politikacıları, okul yneticileri ve yapısal ve bađlamsal destekler yoluyla đretmenlerin refahını ve mesleki geliřimini teřvik etmeyi amalayan đretmen eđitimi programları iin deđerli bilgiler sunmaktadır.

**Anahtar Kelimeler:** Dayanıklılık, İř Becerikliliđi, Erken ocukluk Eđitimi, Okul ncesi đretmenleri

*To all women who embrace themselves with love and bring beauty to the world  
around them*

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## **LIST OF ABBREVIATIONS**

JCS	Job Crafting Scale
MoNE	Ministry of National Education.
MTRS	Multidimensional Teacher Resilience Scale
SDT	Self-Determination Theory
SPSS	Statistical Package for the Social Sciences

## CHAPTER 1

### INTRODUCTION

Resilience is closely related to the capacity of individuals to adapt to and overcome adversity and is a critical skill, especially in professions such as teaching (Gu & Day, 2007; Howard & Johnson, 2004). In the educational context, resilience is no longer considered only as a personal trait but as a professional requirement that directly affects teacher efficacy and educational outcomes (Day & Gu, 2014; Tait, 2008). This is even more evident in education during early stages of childhood, as teachers need to manage complex relationships inside and outside the classroom while supporting young children's cognitive, emotional and social development (Le Cornu, 2013; Mansfield et al., 2016).

However, teachers' individual efforts and resilience are shaped by the schools they work in, the programs they run, and the structure of the educational system in which they are embedded (Beltman et al., 2011; Papatraianou & Le Cornu, 2014). Curricula play a decisive role in guiding teacher practice, dealing with classroom issues, and organizing the learning environment. Therefore, pedagogical approaches used in education in early childhood both support child development and contribute significantly to teachers' professional development and job satisfaction (McAllister & McKinnon, 2009; Mansfield et al., 2016).

In exploring what shapes teachers' professional development and adaptation strategies, both institutional structures and individual characteristics should be taken into account. Recent research indicates that teachers' resilience and job crafting are significantly shaped by demographic factors like age, gender, education level, work experience, and school type, in addition to systemic and pedagogical factors (Beltman, Mansfield & Price, 2011; Gu & Day, 2013; Akkermans & Tims, 2017). For instance, stress management skills tend to get better with age (Campbell-Sills et al., 2009; Yin

& Wang, 2016), and proactive behaviors are encouraged by more work experience (Mansfield et al., 2016). Differences in burnout and stress perceptions have also been associated with gender (Bonanno et al., 2007; Bozkuş, 2021). Furthermore, teachers' self-efficacy, autonomy, and resilience are influenced by structural factors including school type and educational attainment (Çetin, 2019; Plomp et al., 2016).

Understanding the broader aims of early childhood education also requires examining the foundational period in which these educational experiences take place. Early childhood education is important because it coincides with a critical period in the first years of an individual's life when mental, emotional and social development processes begin to take shape (Campbell, Pungello, Miller-Johnson, Burchinal, & Ramey, 2001; Pianta, Barnett, Burchinal, & Thornburg, 2009; Yoshikawa et al., 2013). The quality education offered in this period serves as a basic building block that supports not only cognitive gains but also the academic success and personal development potential of the individual in later life (Hong, 2012; Day & Gu, 2014).

There are currently two preschool education programs in Türkiye. The objective of the program, updated by the Ministry of National Education (2024), is to support the physical, cognitive and emotional development of children, in addition to helping them acquire positive life habits (p. 8). Further, The Türkiye Century Maarif Model (2025) places the individual at its core, embracing a holistic approach that encompasses cognitive, emotional, physical, social, and spiritual development. This model encourages individuals to explore and understand themselves, fostering a learning process that prioritizes both personal growth and fundamental rights. Through this approach, flexible and independent learning environments are expanded, enabling individuals to develop in alignment with their unique interests and abilities (p. 14-15).

The role of teachers is particularly crucial in determining the developmental outcomes of children, as this stage is critical. Teachers' competence in fulfilling their responsibilities is therefore vital for children during the early childhood period. To ensure the attainment of these competencies, it is significant for teachers to undergo continuous personal and professional development. Many positive or negative situations encountered in the process of self-development determine teachers' attitudes

towards the events they encounter. In this regard, resilience emerges as a cornerstone in enabling teachers to navigate their roles effectively (Tait, 2008; Bozkurt & Levent, 2021).

Early childhood education teachers, in particular, must cultivate resilience more as they frequently encounter children's emotional and behavioral needs. Teacher resilience is a determining factor not only for teachers' professional growth, but also for the quality of children's learning experiences.

Enhancing teachers' professional effectiveness and fostering meaningful engagement in their work requires the provision of opportunities that help them to develop new perspectives. One widely studied approach that explains how teachers redesign their work in line with their personal strengths and motivations is job crafting. A concept introduced by Wrzesniewski and Dutton (2001), job crafting serves as a critical mechanism through which educators restructure their professional responsibilities by aligning their tasks with their individual competencies and intrinsic motivations. This process enables teachers to redefine their roles in a way that fosters a greater sense of responsibility and professional fulfillment.

It is of great importance to support the personal and professional development of teachers working in early childhood education, while simultaneously enabling them to cope with the challenges and complexities inherent in the profession. Teachers in early childhood education frequently engage in behaviors such as redesigning teaching strategies, keeping up with innovations, and being flexible in their tasks and responsibilities - all of which reflect the essence of doing work (Tims et al., 2013; Wrzesniewski & Dutton, 2001). Given the multifaceted and psychologically and professionally intense nature of early childhood teaching, these everyday acts of doing work are not only intuitive but also necessary. Teachers in this field often experience high levels of emotional labor and role ambiguity, which are well-documented predictors of burnout (Jeon et al., 2018; Maslach & Leiter, 2016). In this context, strong job crafting skills can buffer against burnout by enabling teachers to proactively align their tasks with their personal strengths and values. Therefore, integrating job crafting into early childhood education is essential for understanding how teachers

sustain motivation, engagement, and well-being in the face of complex professional demands.

In this context, it is critical that teachers take an active role not only in educational processes but also in shaping the work environment. Research shows that individuals who actively participate in the process of job crafting have more autonomy in shaping the work environment, which increases job satisfaction and general psychological well-being (Özkul & Yıldırım, 2025). In this framework, developing teachers' professional crafting strategies not only as individual gains but also as part of institutional structures and integrating these strategies into teacher training programs can have decisive effects on important variables such as professional commitment and career satisfaction.

Creating and maintaining a positive working environment is also important for teachers' personal and professional development and particularly emphasizes the ability to take initiative. This is supported by studies indicating that job crafting enables teachers to interact with colleagues and redefine teaching and learning methods, increasing their resilience to stressors (Gallagher, 2017; Plomp et al., 2016; Tims et al., 2022). In education, job crafting can enable teachers to redefine their roles and job satisfaction by maximizing their ability to take initiative and adapt. This process is particularly important in education because the professional responsibilities placed on teachers can overshadow their pedagogical strengths and lead to burnout.

Job crafting in early childhood education is evidently prominent because teachers get to monitor and guide the social, emotional, and cognitive development of children. Teachers are not only responsible for implementing the curriculum, but they also have to take a multidimensional and comprehensive perspective of children's growth. Thus, teachers have to organize their tasks dynamically, taking into account the relative importance of supportive educational environments and resource flexibility (Dağtaş, Zaimoğlu, & Toköz, 2024). Other studies have also emphasized that job crafting promotes teachers' professional satisfaction, reduces burnout, improves classroom management strategies, and reduces professional stress. Moreover, there are studies demonstrating that teachers who proactively prepare for their job both promote

a student-centered learning environment and develop a stronger professional identity (Chong, Ling, & Chuan, 2011).

Overcoming challenges also requires resilience and job crafting. Stress management and the ability to adapt to changing circumstances go hand in hand with resilience (Van Wingerden & Poell, 2019; Peral & Geldenhuys, 2016). It is job crafting that enables teachers to reshape their professional roles in line with their interests by increasing job satisfaction and motivation. There is research showing that resilient teachers, through their role modeling, instill in their students essential coping skills that are applicable in both academic and social contexts (Heng & Chu, 2023). Similarly, there are studies showing that job crafting not only provides teachers with flexibility but also allows them to restructure course content and approaches to teaching and learning (Alonso et al., 2019; Canter, 2017). This reciprocal and dynamic process, in addition to the aforementioned stress management and professional engagement, also enables them to create more effective and innovative learning environments for their students.

Job crafting is a crucial practice that allows teachers to give their professions more significance. Job crafting procedures have an impact on teachers' emotional states as well as instructional ideas. When effectively managed, stress is emphasized as a fundamental strategy for increasing job satisfaction, lowering burnout, and promoting increased productivity at work (Alonso et al., 2019; Gomes & Santos, 2024).

Teaching is a profession of dedication and sustained effort that requires not only supporting the development of children, but also planning, executing and evaluating their educational process. Teachers have the responsibility to support students' cognitive development as well as their academic learning, and this process requires deliberate practices based on pedagogical knowledge. The teaching profession involves many different responsibilities, such as classroom management, communicating with parents, working with limited resources, and collaborating with school administration, and many of these tasks often go unrecognized by individuals outside the profession (Nwoko et al., 2024; Gürkan & Taşdemir, 2020). These

challenges are not isolated incidents, but reflections of broader systemic issues inherent in the structure and expectations of the teaching profession.

Research indicates that teachers face daily challenges in their profession (Sali & Keçik, 2018; Kocabaş, 2023; Kaya and Taş, 2021 Francis & Fraga, 2022; Gol-Guven, 2009; Ntumi, 2016; Ekinci, 2019). Teachers face many challenges including inadequate physical facilities and staff (Francis & Fraga, 2022), inadequate program implementation (Gol-Guven, 2009), insufficient instructional materials (Ntumi, 2016), low parental involvement and lack of cooperation- despite high parental expectations that place pressure on teachers (Ekinci, 2019). Further difficulties arise from limited communication between the school, teachers, and families (Ekinci, 2019; Ntumi, 2016), as well as overcrowded classrooms (Gol-Guven, 2009). These challenges make teachers' daily professional practices more difficult and reduce the efficiency of educational processes.

### **1.1. Problem Statement**

The main problem of this study is the scarcity of research that examines the relationship between teachers' resilience and job crafting in an educational context covering the early childhood period, in addition to the lack of original findings on how these constructs interact with demographic variables. The concepts of resilience and job crafting are becoming increasingly important in understanding teachers' professional and psychological states. However, research on how these two constructs is shaped especially in the context of early childhood education and on the basis of individual differences is quite limited in literature. To the best of our knowledge, there are very few studies that examine the levels of resilience and job crafting of early childhood education teachers, the underlying causes of these constructs and their relationships with various demographic variables.

In this context, Senjyu and Singh (2022) examined the relationship between resilience levels of law enforcement employees and meaningfulness at work and found that especially cognitive and relational aspects of job crafting had a partial role in the mediation of this relationship. This study is one of the rare and recent examples that explains the interaction between resilience and job crafting by providing empirical

evidence on the proactive mechanisms utilized by resilient individuals to give their work meaning. However, this research has not been conducted in the education sector or early childhood education; the contextual gap in this field still remains as an important need. This study adds a new dimension to the literature by examining these concepts in a sample of early childhood education teachers employed in a socio-economically disadvantaged region in Türkiye.

The main reason for including sociodemographic parameters like age, gender, education level, work experience, and school type in this study is that there is increasing evidence that these variables are critical factors that can directly affect teachers' resilience and job crafting separately (Beltman, Mansfield & Price, 2011; Gu & Day, 2013; Akkermans & Tims, 2017). The effect of the relationship between these two variables on teachers is remarkable. For instance, studies reveal that teachers' coping skills with stress become stronger as age increases (Campbell-Sills et al., 2009; Yin & Wang, 2016), experience supports proactive task behaviors (Mansfield et al., 2016), and gender can have different effects on stress perception and burnout (Bonanno et al., 2007; Bozkuş, 2021). Structural variables such as education level and school type also shape teachers' perceptions of self-efficacy, professional autonomy, and resilience (Çetin, 2019; Plomp et al., 2016).

Further, by undertaking this study in Şanlıurfa province located in the Southeastern Anatolia region of Türkiye the researcher sought to identify whether contextual factors affect levels of resilience and job crafting. It is known that teachers working in socio-economically disadvantaged regions face more stress factors and this directly affects their resilience (Perez Liz, DuBay & Montiel-Nava, 2024; Day & Hong, 2016; Lavy & Bocker, 2019; Baruani, 2021). Therefore, the fact that this study was conducted in a socio-economically disadvantaged region such as Şanlıurfa suggests that the findings may reveal the ways in which early childhood teachers in this region currently cope with the various demands they face and their needs in context.

It follows that the present study set out to examine demographic variables not only to provide descriptive data but also with the assumption that they are functional theoretical tools in explaining teachers' ways of developing resilience and job crafting

strategies. This approach aims both to offer a healthier conception of individual differences and to support the development of more targeted support mechanisms for educational policies (Greenier, Derakhshan & Fathi, 2021; Papatraianou & Le Cornu, 2014). For this reason, it reflects the uniqueness of the study to focus on whether the sociodemographic characteristics of teachers in Türkiye a significant difference on the two variables have used in the study: resilience and job crafting.

In the present study, demographic variables are considered not only as descriptive statistical characteristics but also as explanatory theoretical variables that contribute to understanding individual and contextual dynamics. Findings from qualitative and quantitative research suggest that individual characteristics - especially age, gender, educational level, and professional experience - have significant effects on how teachers cope with stress, adapt to the work environment, and reshape their tasks (Campbell-Sills et al., 2009; Gu & Day, 2013; Akkermans & Tims, 2017). In addition, the teachers whose demographic information was collected for this study are working in Şanlıurfa, which is a province located in the Southeastern Anatolia Region of Türkiye. Demographic data is considered valuable in terms of reflecting the conditions of this region.

## **1.2. Purpose of the Study**

The first aim of this study is to investigate the resilience levels of early childhood education teachers. In this context, it was examined whether resilience levels differed significantly according to teachers' age, gender, school type, work experience and education status. Secondly, this study investigated the level of job crafting among early childhood education teachers. In particular, the study aims to determine whether job crafting varies significantly by age, gender, school type, work experience and educational status. The third aim is to explore the relationship between resilience and job crafting among early childhood education teachers.

## **1.3 Research Questions**

In the present study, answers were sought to the following research questions.

1. What are the resilience levels of early childhood education teachers?

- 1.1. Is there a significant difference in the resilience of early childhood education teachers according to age?
- 1.2. Is there a significant difference in the resilience of early childhood education teachers according to gender?
- 1.3. Is there a significant difference between the levels of resilience of early childhood education teachers according to their work experience?
- 1.4. Is there a significant difference between the levels of resilience of early childhood education teachers according to their school type?
- 1.5. Is there a significant difference between the levels of resilience of early childhood education teachers according to their educational status?
2. What are the job crafting levels of early childhood education teachers?
  - 2.1. Is there a significant difference in job crafting of early childhood education teachers according to age?
  - 2.2. Is there a significant difference in job crafting of early childhood education teachers according to gender?
  - 2.3. Is there a significant difference in job crafting of early childhood education teachers according to work experience?
  - 2.4. Is there a significant difference in job crafting of early childhood education teachers according to school type?
  - 2.5. Is there a significant difference in job crafting of early childhood education teachers according to educational status?
3. How are the resilience and job crafting levels of early childhood education teachers related?

#### **1.4. Significance of Study**

The emotional, social and organizational challenges faced by teachers in today's educational environment directly affect not only their individual well-being but also their teaching quality and professional commitment (Gu & Day, 2013; Karacaoğlu & Güney, 2010; Çıpa, Fındıklı & Altındağ, 2021; Bayramoğlu, Uysal & Karkı, 2020). In this context, understanding how teachers use their resilience levels and how they restructure their control over their work fills an important gap in the field of education in both theoretical and practical terms. Findings on how teachers cope with these

psychosocial constructs, especially in terms of education at the early childhood level, are limited, and studies that address resilience and job crafting together are scarce in the literature (Beltman, Mansfield & Price, 2011; Shin, Hur & Kim, 2024). The present study aims contribute to the literature in a unique manner by examining these two constructs together and associating them with demographic variables.

In this study, the inclusion of sociodemographic parameters like age, gender, education level, professional experience, and school type was considered as a theoretical necessity not only to define the sample but also to understand how individuals' resilience development and work structuring tendencies differ contextually. In the literature, it has been shown that age and experience increase resilience, female teachers may be more emotionally challenged, and variables such as school type (e.g. rural/urban, public/private) have an impact on teachers' access to resources and autonomy levels (Bozkurt & Levent, 2021; Akkermans & Tims, 2017; Plomp et al., 2016; Mansfield et al., 2016). Besides, demographic variables have been shown to have determinant effects not only on individual but also on organizational expectations, leadership climate and access to social support networks (Karataş & Özdemir, 2022; Elsehrawy et al., 2025).

Research findings are expected to provide a basis for designing professional development programs and support strategies that can be customized according to teachers' individual characteristics. For example, structured feedback and social support practices may be recommended for teachers with low resilience but high job crafting. Similarly, transferring the proactive job structuring strategies of experienced teachers to new teachers through mentoring may also be among the possible implementation outcomes (Greenier, Derakhshan & Fathi, 2021; Sharma & Sood, 2023). In this context, the study provides data-based recommendations to policy makers, school administrators and teacher training programs by explaining under which demographic conditions early childhood teachers' resilience and job crafting levels differ. In this respect, it can be said that the study offers important theoretical and practical contributions in terms of revealing the determinant variables that should not be ignored in pedagogical practices.

The uniqueness of this study is evident not only in the combination of variables it deals with, but also in the geographical context in which the study was conducted and the participant profile. Şanlıurfa, located in the Southeastern Anatolia Region of Türkiye, is one of the provinces where inequalities of opportunity in education are experienced intensely. Factors such as population density, economic conditions and institutional equipment are among the important factors that increase the stress levels of teachers working in the region (MoNE, 2023; Gürbüz & Karapınar, 2020). The study was conducted in Şanlıurfa province, which is located in the Southeastern Anatolia Region of Türkiye and where inequalities in educational opportunities are high due to various socio-economic and cultural reasons; data were collected from preschool teachers working there. Previous studies reveal that regional differences are determinant on teacher behaviors, resilience and professional attitudes (Skaalvik & Skaalvik, 2015; Gürbüz & Karapınar, 2020). In addition, international organizations such as Organisation for Economic Co-Operation and Development (2020) and the United Nations International Children's Emergency Fund (2019) draw attention to the need for stronger psychosocial support and professional autonomy for teachers working in low-resource regions to sustain their classroom effectiveness.

Notwithstanding, although resilience as a concept is frequently addressed in psychosocial research with teacher samples, job crafting is underrepresented in the Turkish context and particularly in studies with preschool teachers (Tims et al., 2012; Wrzesniewski & Dutton, 2001). Considering these two constructs together builds a holistic methodological bridge between these concepts, which are mostly studied separately, and enables the researcher to explain the dynamic connections between teachers' psychological resilience and their tendency towards professional role formation (Mansfield et al., 2016; Akkermans & Tims, 2017). Furthermore, the study's focus on early childhood education teachers, unlike previous studies mostly conducted with primary and secondary school teachers, is a unique contribution at both pedagogical and contextual levels.

Beyond making direct contributions to the understanding of how resilience and job crafting are related to each other in early childhood education teachers, this study provides a robust basis for further research. First, there is a need for longitudinal

studies that examine how in-service teacher training programs that incorporate job crafting - such as reorganizing daily tasks, setting individual goals, or increasing collegial collaboration - have an impact on teacher resilience over time. In addition, comparative research could be conducted to examine whether such interventions have similar effects in different regions, school types, or educational levels, especially in high-stress educational settings. Finally, studies that examine the relationships between resilience and job crafting with other psychological variables such as burnout, self-efficacy, and professional identity may contribute to the development of more holistic theoretical models to support teacher development.

### **1.5. Operational Definition of Terms**

**Resilience:** According to the American Psychological Association (APA, 2024), resilience is a process where the individual successfully adapts to difficult or challenging experiences in life, particularly through flexibility in the mental, emotional, and behavioral sense and adjustment to extrinsic and intrinsic demands. Within the framework of the present study, resilience is operationalized as the capacity of early childhood education teachers to sustain psychological stability and functional effectiveness when confronted with occupational stressors, including emotional labor, institutional constraints, and classroom-related challenges. This construct is investigated not merely as a stable individual trait but also in terms of its mediating role in alleviating burnout symptoms among participants.

**Job Crafting:** Job crafting is described as the proactive changes made by employees in their jobs, relationships, and work perceptions in order to align their jobs better with their preferences, motives, and passions (Wrzesniewski & Dutton, 2001). Job crafting is conceptualized as a proactive behavioral strategy utilized by early childhood education teachers to modify aspects of their professional roles—such as tasks, interactions, and perceptions—in response to environmental demands. It is examined as a potential moderating variable that may buffer the negative effects of occupational stress by fostering greater autonomy, meaning, and engagement in one’s work.

**Well-being:** Well-being is conceptualized as a psychological state where a person experiences a sense of purpose, emotional balance, and fulfillment in both their

personal and professional lives (Seligman, 2011; Csikszentmihalyi, 1990). Within the framework of the present study, well-being is explored in the professional context of early childhood educators, emphasizing dimensions such as emotional equilibrium, vocational satisfaction, and psychological fulfillment derived from teaching-related experiences. Rather than being treated as a static state, well-being is approached as a dynamic outcome influenced by personal and contextual factors, including resilience, coping strategies, and job crafting.

**Coping Mechanism:** Coping mechanisms can be defined as the cognitive, emotional, and behavioral strategies that are utilized by individuals to manage internal and external stress factors (Lazarus & Folkman, 1984). Coping mechanisms are examined in terms of the strategies employed by early childhood educators to regulate emotional and psychological responses to professional stressors.

**Burnout:** Burnout was described by Maslach and Jackson (1981) as a psychological condition characterized by depersonalization, emotional fatigue, and an impaired sense of personal accomplishment, associated with extended exposure to work-related stress. Burnout is taken as a term reflecting the cumulative effect of prolonged exposure to work-related stressors among early childhood education teachers.

## CHAPTER 2

### LITERATURE REVIEW

This chapter is structured under three main headings in order to outline the theoretical framework of the study. First, it introduces the concept of resilience; its definitions, theoretical foundations, its place in the educational context, and national and international research on teacher samples are discussed. Secondly, the concept of job crafting is explained in the context of theoretical approaches and evaluated with its reflections on teachers' professional experiences. Finally, studies examining the relationship between these two concepts are included, gaps in the literature are revealed and the original contribution of this study is emphasized.

#### **2.1. Definition of Resilience**

The origin of the word resilience is the Latin verb *resilire* or “to bounce back”, which is described as “being able to withstand or recover quickly from difficult conditions” (Oxford Learner’s Dictionary, 2024). Also, numerous definitions have been proposed in the relevant literature.

Resilience is explained as the positive role that individual differences take in the responses of persons to adversity and stress (Rutter, 1987, p. 316) and as a dynamic journey involving positive adjustment within the scope of substantial hardship (Luthar, Cicchetti, & Becker, 2000, p. 543) in the psychology field.

According to APA (2024), resilience is a process where the individual successfully adapts to difficult or challenging experiences in life, particularly through flexibility in the mental, emotional, and behavioral sense and adjustment to extrinsic and intrinsic demands.

In this context, resilience is the capacity of a person to manage stressors resulting from changes in their life circumstances and to adapt well to varying environments.

(Wagnild ve Young, 1993). Connor and Davidson (2003) defined psychological resilience as the capacity of the body and spirit to sustain homeostasis, or equilibrium, in the face of life events. In the same vein, the literature includes the definition of resilience as the capacity of people to recover while facing stressful situations, as well as the ability to demonstrate resistance and make the necessary effort to manage (Krovetz, 1999).

### **2.1.1. Theoretical Foundations of Resilience**

One of the early advocates of resilience, Emmy Werner, conducted significant research on the subject. This study focused on a cohort of children from Kauai, Hawaii, a community marked by poverty and high rates of parental alcoholism and mental illness (Werner, 1971). The first important study that addresses the issue of resilience in relation to risk and protective factors and reveals this concept is the Kauai Longitudinal Study by Emmy Werner and Ruth Smith (1977, 1982, 1989).

Despite facing these challenging circumstances, Werner observed a striking pattern among the children. While many exhibited behaviors indicative of their adverse upbringing, such as chronic unemployment and substance abuse, a notable portion displayed resilience, thriving despite their environment.

Werner's work delineated resilient individuals and families as those demonstrating traits enabling them to surpass the expected outcomes associated with adversity. Through her research, resilience emerged as a defining quality, shedding light on the capacity of individuals and communities to overcome hardship and thrive. Further, resilience is described as the positive role of individual differences in the response of people against adversity and stress (Rutter, 1987, p. 316) and as a dynamic journey that involves positive adjustments within the scope of substantial hardship (Luthar, Cicchetti, & Becker, 2000, p. 543) in the psychology field.

The initial exploration into resilience began with a seminal research study utilizing epidemiology by Garmezy (1973). As a first example of its kind, the researcher proposed the concept of “resilient children” and examined how children at risk can develop positively. The purpose of this pioneering piece of research was to uncover both the risks and protective factors related to resilience. Building upon this

foundation, subsequent research conducted by the same group in 1974 introduced tools to analyze the supportive systems contributing to resilience development.

Risk factors, one of the most fundamental elements that determine an individual's resilience capacity, are factors that threaten the individual's development and psychological resilience and can negatively affect the individual's psychological, social and cognitive development. On the contrary, protective factors determine the resilience capacity of the individual and help the individual develop resilience against risk factors. There should be a dynamic balance between these two (Werner & Smith, 1989).

The essence of resilience is not a subject of consensus among researchers. Some argue that resilience is a personality trait (Garmezy, 1973; Rutter, 1985; Bonanno, 2004), while others assert that it is a process (Werner & Smith, 1982, 1989; Masten, 2001; Ungar, 2011) or people born this way (Bowlby, 1969, 1982; McEwen, 1998, 2012).

According to Rutter (1985), the development of the concept of resilience in the literature involves three main stages. In the first stage, it was shown that negative life events can trigger psychiatric disorders (Bowlby, 1951; Brown & Harris, 1978). This was followed by the acquisition that different life events create different levels of risk (Rutter, 1971; Patterson, 1982). The last stage was the period that investigated why some individuals remain healthy despite serious adversities (Garmezy & Rutter, 1985). Rutter (1985), who classified family (supportive parental relationships, stable family structure), social (positive social support, strong social skills), individual (cognitive abilities, self-confidence, emotional regulation), and environmental (educational opportunities, economic security) factors as protective factors, emphasized that resilience is not a fixed trait, it can change over time. The significance of genetic and environmental interactions, resilience is influenced not only by the innate characteristics of the individual, but also by environmental factors. Thus, it was revealed that the resilience level of an individual depends not only on innate factors but also on environmental and social interactions.

Another theory developed in terms of the concept of resilience is the Developmental Systems Theory which emphasizes that resilience is a part of normal developmental processes rather than ordinary magic (Masten, 2001). It has been argued that resilience

is actually a characteristic that results from common developmental processes and protective factors. According to this perspective, resilience is not a rare or magical trait but rather an outcome of ordinary adaptive systems. The main factors explaining how children are able to adapt despite adversity come from specific social, psychological and biological mechanisms (Masten, 2007).

Another study, which argues that resilience is not a rare trait but a common part of human nature, explained how individuals can show positive adaptation after loss and trauma, and focused on the relationship between cognitive flexibility and the concept of resilience (Bonanno, 2004). It is stated that resilience is much more widespread in society than it is thought to be, and that the capacity of society to show resistance is underestimated. Therefore, Bonanno (2004) emphasizes that there is no single way of resilience; on the contrary, individuals can develop resilience by using different cognitive and emotional mechanisms depending on their personal, familial and environmental factors.

In literature, the concept of resilience has been addressed in many studies not only in terms of the individual's internal characteristics but also in the context of interaction with the environment (Ungar, 2011). The relationship between the individual and social, cultural, economic, and environmental elements produces resilience capacity. To put it another way, resilience is a process influenced by complex social structures rather than an individual characteristic. The "navigation and negotiation" paradigm, created by Ungar (2011), describes how a person might build resilience by utilizing the resources available to them. The "navigation and negotiation" paradigm was created to describe how individuals might build resilience by utilizing the tools available to them. Negotiation is the process of figuring out how to use resilience-building variables in an individual's own cultural and social settings, whereas navigation is the ability to access supporting resources. People can manage risk factors and make use of the support systems in their surroundings thanks to both of these processes.

The resilience of individuals depends on both innate biological mechanisms and early environmental influences, according to Bowlby (1969), who contends that secure attachment enhances the person's ability to cope with stress, and according to McEwen

(1998), who contends that the neurobiological effects of stress are determined by the individual's innate capacity.

New models on academic resilience and students' growth mindset development in the educational context are being developed in the current resilience research that concentrate on resilience processes at the individual, organizational, and system levels. Growth mindset, a way of thinking that recognizes that intelligence and abilities may be developed through work and experience (Dweck, 2006), is directly associated to academic resilience. Teachers are more receptive to professional growth and innovation, according to this strategy, which seeks to help them view failure as a teaching opportunity and build resilience (Yu, Li, He & Pan, 2022).

The theoretical basis of this study on the concept of resilience is based on approaches that consider psychological resilience as a process that develops from the dynamic interaction of the individual with their environment, rather than as an inborn fixed personality trait. Emmy Werner's (1971, 1989) Kauai Longitudinal Study was one of the pioneering studies in this field by revealing that a large proportion of children at risk can show positive development thanks to protective factors. Subsequently, researchers such as Garmezy (1973), Rutter (1985, 1987) and Masten (2001) defined psychological resilience as the capacity of individuals to show positive adaptation despite stressful or traumatic life events. Rutter (1985) classified the protective factors determining resilience under four headings: individual (self-efficacy, emotional regulation), social (supportive social relationships), familial (stable parental relationships) and environmental (economic security, educational opportunities). In studies based on this approach, resilience is considered as an adaptation process that can develop over time and is shaped by environmental factors rather than a fixed characteristic (Luthar, Cicchetti & Becker, 2000; Masten, 2007). In this context, an individual's resilience has a multidimensional structure in terms of both his/her interaction with his/her social environment and his/her coping strategies with the stress sources in the context in which he/she lives. Considering the teacher sample of the study, professional resilience depends not only on individual emotional regulation capacity, but also on the support systems, professional development opportunities and social relations network in the school environment (Mansfield & Wosnitza, 2015).

Therefore, this study does not consider resilience as a fixed characteristic, but as a process that is shaped in the context of working life and can be supported by functional protective systems.

In today's societies, the term resilience has become visible in society due to the increase in stress, anxiety and depression rates, global crises, economic uncertainties and rapidly changing living conditions in the 21st century. These components have made resilience a research topic and they have been used as a touchstone in many studies that have made it a part of literature. What is more, the concept of resilience is becoming more notable both for students who face stressors such as test anxiety, academic failure, teacher expectations and social pressures, and for teachers who face challenges such as professional stress, low salaries, student behavior problems, educational reforms and heavy workloads. Resilience was identified by several academicians as an indispensable characteristic for teachers to sustain their professional commitment (Mullen et al., 2021; Shields, 2020; Johnson, 2010). Therefore, developing teachers' resilience should be addressed to identify the challenges teachers face.

There are several perspectives on the resilient individual. Joseph (1994) argues that a resilient individual is a determined, positive, confident, responsible, and socially resourceful individual, while Wang, Haertel, and Walberg (1997) assert that the main characteristics of resilient people are social and intellectual competence, planning, and crafting, and thus, offer additional views on the resilient individual. Furthermore, Brodtkin and Coleman (1996) emphasized that a resilient individual has an inner strength, which helps them to bounce back from problems that seem to lead to certain failure.

Studies on the impact of resilience on professional commitment and job satisfaction (Mullen et al., 2021; Johnson et al., 2010; Cunningham, 2020) also stand out. It has been observed that teachers who are highly resilient are less likely to give up challenging situations at work and that resilience is inversely related to other variables such as burnout (Beckett, 2011; Akinlosotu, 2022). Therefore, teachers' resilience is worth investigating. For this reason, studies on resilience in the educational field have

increased rapidly in recent times. Since the child's first interaction with his/her teacher when he/she starts school, the quality of this interaction should not be ignored.

Early childhood teachers need to have certain characteristics to be effective and successful teachers. They not only have to implement the program to maintain the quality of education but also have to consider the holistic development of the child (MoNE, 2024). Even teachers who have taught for many years, who are academically advanced, and who have worked with many different groups of children, may face situations in which they are unsure how best to respond. The teaching profession is a difficult field to master and is influenced by many psychological and sociological events and phenomena. Teachers may feel vulnerable when working with a student or group of students, in a school or with colleagues, in more than one place and with more than one person. Factors such as communication with the child, control of the classroom environment, cooperation with parents, dealing with the administration, time constraints, and physical inadequacies affect teachers. Certain stressors and difficulties experienced by teachers can undermine the educational process. Therefore, early childhood teachers need to raise their resilience levels to be prepared for unforeseen changes in the school. Teachers' positive attitudes towards their professional field are critical for their job performance and impact on students. Therefore, to fulfil their responsibilities, it is essential for teachers to be resilient in the face of difficult circumstances.

## **2.2. Studies Related to Resilience**

### **2.2.1. Related National Studies**

Studies on the resilience levels of pre-service teachers in Türkiye explain the connections of some individual variables to resilience. In the study conducted by Eroğlu (2020), the resilience levels of pre-service teachers were analyzed from the perspective of demographic variables; it was found that female pre-service teachers exhibited higher levels of resilience compared to males, but there was no significant difference in variables related to place of birth, housing conditions or family structure. Similarly, Tagay and Demir (2016) revealed that the scale they developed to measure the professional resilience beliefs of pre-service teachers was highly valid and reliable,

and in this context, they showed that the professional resilience tendencies of individuals studying in faculties of education have become measurable. In Ensar and Gündüz's (2022) study, the relationship between resilience and public speaking anxiety was investigated, and the researchers revealed that pre-service teachers possessing high levels of resilience experienced such anxiety less. These results indicate that resilience holds a critical role for individuals in the process of preparation for the teaching profession and is significantly related to various individual factors.

Studies on teacher resilience in Türkiye have been conducted with teachers at different educational levels and generally focused on how individual characteristics, institutional support systems and contextual factors affect this construct. For example, in their study with secondary school teachers, Yorulmaz and Altinkurt (2018) found that psychological resilience had a positive relationship to job satisfaction and a negative relationship to emotional exhaustion. In this study, which was conducted with a quantitative research method, it was emphasized that teachers' resilience levels can function as a protective factor against burnout. Similarly, Kılınç and Yıldırım (2021) performed a study with the participation of primary school teachers and found that psychological resilience increased significantly as professional experience increased. In the study, the effect of organizational commitment on resilience was also mentioned, and it was seen that more experienced teachers showed higher organizational commitment levels.

In yet another study in relation to early childhood teachers, Çetin (2019) found significant relationships between preschool teachers' resilience levels and emotional regulation skills, collegial relationships and administrative support. This study, supported by qualitative data collection methods, revealed that resilience plays a critical role in teachers' processes of creating a positive classroom climate and maintaining their professional commitment. Eroğlu (2020), in one of the studies conducted with prospective teachers, examined whether resilience levels differed in terms of different demographic parameters. In this study, which was conducted with quantitative research method, it was determined that female prospective teachers exhibited higher resilience than male prospective teachers, while environmental variables such as place of birth or housing conditions were not associated with

significant differences. In the field of scale development, Tagay and Demir (2016) developed a scale to measure pre-service teachers' professional resilience beliefs. This study revealed that resilience is a construct that can be reliably measured among pre-service teachers and provided an important measurement tool for teacher training programs.

Overall, teacher resilience is influenced by the interaction of environmental and individual factors regardless of the teaching level and has a determining effect on many variables such as professional well-being, commitment and performance.

### **2.2.2. Related International Studies**

Studies in international literature address the resilience levels of individuals according to educational levels with various dimensions and reveal the effects of both individual and environmental factors in this context. For example, Hallam, Buell, and Hooper (2020), in a quantitative study conducted with preschool teachers in the United States, found that professional resilience is related to institutional support and professional development opportunities. Xue, Keat, and Tarofder (2024), on the other hand, in their study with preschool teachers in Malaysia, determined a significant association of job crafting with professional resilience levels through quantitative scale applications. In another study conducted in Pakistan, Shaheen, Sohail, and Baseer (2024) evaluated the relationship between creativity level and psychological resilience in preschool teachers through correlational analysis and identified a positive and statistically significant relationship between these two variables. In China, Hu, Lv, Tan, and Hao (2024) measured teachers' professional identity, perception of efficacy and psychological resilience levels through various psychometric scales, and it was concluded that teachers with high professional identity were more resilient.

Moreover, in a qualitative study conducted by Castro, Kelly, and Shih (2010) in the United States, resilience was explained as the main reasons for new teachers to stay in their jobs despite the professional challenges they face. Participants reported that factors such as seeing student progress, collegial support, and commitment to personal goals strengthened their resilience. Similar multidimensional effects were observed in studies conducted at other educational levels. Yu, Li, He, and Pan (2022) conducted a

study with high school and university teachers in China and concluded that growth-oriented mindset has a significant positive effect on professional resilience.

All these studies show that resilience is a multidimensional and open to development structure shaped by the individual's internal characteristics as well as the environmental conditions, social support systems, professional and academic contexts.

Studies on resilience have focused on early childhood period as well as different academic levels. International research on early childhood emphasizes the importance of intervention and support mechanisms specific to this period by comprehensively addressing the individual and environmental factors that affect the resilience levels of both children and teachers.

While Alves (2020), in his research with early childhood education teachers, emphasized that developmentally appropriate practices and family-school cooperation support children's coping skills with stress, in studies focusing on teachers' resilience, Abu Hasan (2022) systematically examined the effectiveness of resilience-building interventions to help early childhood educators cope with job stress and stated that virtual reality (VR) supported EEG-based could potentially improve the mental health of teachers. Gümüştekin (2021) conducted a mixed-method study with 233 preschool teachers working in Türkiye and found that teachers' professional resilience beliefs were high and that these beliefs differed with demographic variables including professionally experience, age, and education levels. In addition, teachers stated that characteristics including patience, good communication with all stakeholders, and being non-judgmental increased their professional resilience. Bouillet et al. (2014) carried out a study with preschool teachers in Croatia and found that teachers exhibited high levels of resilience and believed in the value of programs to develop children's resilience. All these studies show that the resilience of both children and teachers in early childhood is shaped by contextual factors such as parental attitudes, teacher strategies, educational policies and professional support mechanisms as well as individual characteristics.

In international literature, resilience is considered as a dynamic process that can be developed through therapy, intervention and environmental support, not only as a fixed trait that an individual is born with. The measurement tools developed in this context

conceptualize resilience in different aspects; some studies focus on the individual's capacity to recover from stress, while others focus on internal resources, emotional flexibility or interaction with environmental factors. In some studies, resilience has been associated with education-related variables like academic success, learning motivation, and test anxiety, while in others it has been used to measure the level of mental resilience in high-stress occupational groups. However, not only the internal psychological capacity of the individual, but also factors such as social support systems, environmental resources and occupational context are among the important factors determining the level of resilience. These approaches to measuring resilience emphasize the multidimensional, contextual and developmental nature of the concept and offer a holistic perspective that takes into account both personal and social dimensions in assessing an individual's ability to cope with stress (Connor & Davidson, 2003; Smith et al., 2008; Friberg et al., 2003; Bartone, 1995; Block & Kremen, 1996; Martin & Marsh, 2008; Mansfield & Wosnitza, 2015).

While resilience scales in the literature measure general psychological resilience, resilience scales developed in the field of education have also found a place in the literature. The Academic Resilience Scale (ARS-30), developed to measure how students cope with academic challenges and their resilience towards academic success, is one of them. This scale, which is used to investigate the relationships between students' academic resilience levels and grade point average (GPA), learning motivation, test anxiety, and academic stress levels, has revealed that students with high degrees of academic resilience tend to be more successful and manage academic anxiety better (Martin & Marsh, 2008). There are various scales developed in different contexts in the literature to measure teacher resilience. The Connor-Davidson Resilience Scale (CD-RISC) created by Connor and Davidson (2003), one of the pioneering studies in this field, although designed to measure general psychological resilience, has been successfully adapted to teacher samples and is widely used in assessing individual psychological resilience. However, the Teacher Resilience Scale (TRS), which offers a more contextualized perspective specific to the teaching profession, was developed by Ebersöhn and Lesch (2015) in a mixed-methods study with teachers in South Africa and assessed resilience through dimensions such as social support, search for meaning and professional commitment. On the other hand,

the four-dimensional model proposed by Mansfield, Beltman, Price, and McConney (2016) draws attention to the multi-layered nature of this construct by considering teacher resilience within the framework of individual, contextual, relational, and professional factors. Finally, there is the Multidimensional Teacher Resilience Scale (MTRS), developed with Portuguese teachers to assess how teachers show resilience to the challenges they face throughout their profession. The MTRS, which was developed as one of the first multidimensional scales to measure teachers' professional, emotional, social and motivational resilience together, was used as a measurement tool in this thesis and found its place in the literature as a comprehensive model that measures teachers' resilience in four basic dimensions (Mansfield & Wosnitza, 2015).

The literature on teacher resilience is influenced by individual and environmental factors and is associated with multidimensional factors such as well-being, self-efficacy, social support and organizational structure. While some studies in the literature treat resilience as an individual personality trait, others conceptualize it as a dynamic, contextual and process-oriented construct. Studies in Türkiye often reach descriptive results based on demographic variables and are limited to quantitative methods. This situation reveals the lack of more in-depth and contextualized analyses on the ways in which teachers develop resistance. In international literature, resilience is mostly addressed through the pedagogical practices of teachers in early childhood education, their professional development strategies, and their interactions with institutional factors; however, these studies are mostly practice-oriented and far from theory-based discussions. Therefore, there is a need for studies that address teacher resilience with its multi-layered structure and question the interaction of individual factors as well as professional experiences and contextual structures. In this context, this study focuses not only on teachers' individual coping strategies, but also on how they proactively reconstruct their professional roles in interaction with the institutional context, thereby providing a holistic view of their decision-making, influencing and reconstructing their professional identities.

### **2.3. Definition of Job Crafting**

Technological advances and a globalized environment can make work more uncertain and complex. Work becomes more dynamic and less structured. These

changes give both employees and organizations clue to leave traditional business models and roles behind. Taking initiative and proactive behaviors have become new skills to keep up with the times and be innovative.

For many years, job design practices have been studied to help employees learn about their jobs. Job design is the process of organizing the structural components of a job to maximize employee productivity (Oldham & Fried, 2016). It can be argued that job design is one of the initiatives that examine the fitness between people and work. In traditional job design, it is widely accepted that senior managers define the nature of a subordinate's job (Brousseau, 1983; Grand & Parker, 2009). However, with technological advances and a globalized environment, evolving lifestyles and perspectives allow managers and employees to determine the character of a job. It is now about taking a more active role as an employee in the work process and finding it more satisfying when they shape their own work.

Kulik, Oldham and Hackman (1987) were the first researchers to introduce job crafting as an idea. The emergence of job crafting as a theory was realized by Wrzesniewski and Dutton (2001). One of the approaches developed with this understanding is Amy Wrzesniewski and Jane E. Dutton's introduction of the concept of job crafting to academic literature. The unique contribution of this study is that it positions employees not as passive task recipients but as active agents who make their work meaningful and motivating. This approach goes beyond the classical theories of job design and puts the meaning-making potential of the individual at the center. Many subsequent theoretical and measurement models in the literature are based on this approach.

By defining the term, the key point in job crafting is that employees start working on their own accord and carry out the change behaviors they initiate with the aim of adjusting them to their motivations, preferences, and aspirations (Wrzesniewski and Dutton, 2001; Berg and Dutton, 2008, Tims et al. 2011). Since then, the concept has been frequently studied and applied in various sectors, including education, to understand how employees can actively shape their work experiences to achieve greater satisfaction and effectiveness (Tims et al., 2015; Shusha, 2014; Slemp and Vella-Brodrick, 2013).

By changing the tasks and boundaries of their work, employees shape the purpose of their work, how they understand their job and describe themselves as employees (Wrzesniewski and Dutton, 2001). While traditionally, jobs and job descriptions are given to employees by managers, this approach focuses directly on employees and how they fulfill the role of creating jobs for themselves. With this alternative approach, the focus is actually on how employees see work. This changes the view of traditional work models and the discretionary behavior of employees in doing the work.

Job crafting, which can take various forms, may involve adjusting the amount or content of tasks, the frequency and intensity of employees' interactions with their work, for example with colleagues or customers, or other parts of the work relationship. These adjustments are initiated by the employee. Another trait of job crafting is the ability of employees to adjust their beliefs about their tasks to increase their work's meaning.

The important distinction here is that job crafting is not about completely redesigning the work itself, but about altering specific dimensions of the work defined by the limits of certain job tasks. Wrzesniewski and Dutton (2001) stated that the motivation for job organization depends on the need for command over work and job meaning, the need for a favorable self-image, and interpersonal relationships.

### **2.3.1. Theoretical Foundations of Job Crafting**

In the literature, job crafting has been discussed and evaluated from multiple theoretical standpoints, each offering distinct yet complementary perspectives. At its core, job crafting refers to the proactive behaviors individuals exhibit in shaping their job roles to better align with their personal values, strengths, and interests. This idea has gained increasing attention in recent years, particularly as traditional job design models, which often position employees as passive recipients of predetermined tasks, have been criticized for their rigidity and lack of adaptability. In contrast, job crafting highlights the employee's active role in modifying the boundaries of their tasks, social interactions, and the cognitive meaning they assign to their work. In this way, job crafting is not only framed as a self-initiated behavior but also as a more holistic and dynamic alternative to conventional job design techniques.

How this theoretical approach is reflected in practice and by whom it was first systematically defined is important for understanding the place of the concept of job crafting in literature. Moreover, beyond traditional job designs, job crafting can also be a collaborative effort to achieve shared goals (McClelland, Leach, Clegg, & McGowan, 2014; Leana, Appelbaum, & Shevchuk, 2009; Orlikowski, 1996; Brown & Duguid, 1991). This requires a joint effort to accomplish tasks according to common events, but individuals can engage in both. For instance, Leana, Appelbaum, and Shevchuk (2009) examined collective job crafting among early childhood education workers and developed a framework that includes collaborative task redefinition, collective decision-making, and shared responsibility in shaping work processes. Their findings demonstrated that when teachers co-construct their work environment, particularly in low-autonomy settings like preschools, both performance quality and care outcomes improve significantly. Similarly, McClelland et al. (2014) explored collaborative crafting in call center teams and identified how team members jointly engage in task coordination, role negotiation, and informal support exchanges to manage daily demands. This study highlighted the importance of team climate and psychological safety in enabling job crafting at the group level. Together, these perspectives shift the understanding of job crafting from a purely personal initiative toward a relational process, emphasizing how work is continually reshaped through interaction and shared meaning-making within organizational contexts.

Positive psychology-based approaches are also prominent in the job crafting literature, considering the aspects related to the meaning-making processes of individuals' work and the construction of professional identity. In addition to the social and collective aspects of job crafting, this term is also conceptualized in terms of individual well-being and self-actualization processes, and this approach overlaps with the theoretical foundations of positive psychology. Positive psychology is a branch of psychology that focuses on individuals' strengths, happiness and well-being (Seligman, 2011). This field aims for psychology to work towards making people happier, more meaningful and productive, rather than merely treating mental illness. Adapting positive psychology to business life involves developing strategies to increase employee motivation, commitment and productivity (Seligman & Csikszentmihalyi, 2000). In this context, Seligman (2011) provided the PERMA Model that explained five basic

factors that increase the well-being of individuals. Each of these factors in the work environment supports employees to have more satisfying and meaningful work experience. Then, with the Flow Theory, Csikszentmihalyi (1990) explains the state of “flow” in which individuals lose track of time by immersing themselves completely in a task. The researcher has worked on how to increase well-being at work.

While positive psychology and job satisfaction theories have pioneered the concept of job crafting, some models have also been developed to underpin this concept. One of these models, Self-Determination Theory explains how individuals act based on their intrinsic motivation and autonomy (Deci & Ryan, 1985). Autonomy, Competence and Relatedness are three basic psychological needs of people. These needs are directly related to Job Crafting at work because employees tend to reshape their jobs to meet their psychological needs. By consciously changing their work tasks, social relationships or work environment to meet their autonomy needs, employees can organize their work according to their own goals, which increases their intrinsic motivation. In terms of competence, people want to feel more competent and when they do not have the opportunity to improve their skills at work, they can satisfy this need by changing certain aspects of their work or adding new challenges. In the relationality dimension, building social bonds at work increases individuals' motivation; employees can increase their job satisfaction by interacting more with coworkers, encouraging teamwork, or strengthening customer relationships. By emphasizing that individuals are more motivated and perform better in work environments that meet these psychological needs, SDT provides a theoretical basis for why Job Crafting emerged and how it was shaped.

On the other hand, the Job Demands-Resources Model (JD-R Model), which was created by Bakker and Demerouti (2007), argues that job demands may result in burnout, but job resources have the capacity to increase motivation by offsetting these negative effects. The model divides demands and resources in the work environment into two basic categories. Job demands include concepts such as time pressure and high workload, while job resources are described to include concepts like autonomy, social support or feedback. According to the JD-R model, job resources not only reduce the negative effects of job demands but also increase employees' motivation.

The JD-R model has an important theoretical foundation that allows employees to proactively shape their work (Job Crafting) to make it healthier and more productive.

However, the ways in which employees restructure their work are shaped not only by the demands and resources in the work environment, but also by more subjective experiences such as the meaning of work, the desire for autonomy and a sense of competence. When these two models are compared, Self-Determination Theory (SDT) addresses the person's internal sources of motivation and self-regulatory capacity, while the Job Demands-Resources Model (JD-R) focuses on the structural dynamics in the work environment and the transformation of job resources (Deci & Ryan, 1985; Bakker & Demerouti, 2007). According to SDT, when employees restructure their jobs to meet their basic psychological needs including competency, autonomy, and kinship, they become more intrinsically motivated and their level of meaningfulness increases (Slemp & Vella-Brodrick, 2014). On the other hand, the JD-R model argues that individuals develop proactive strategies to equilibrate job demands and increase available resources; in this framework, job crafting acts as an important tool that support job satisfaction, job engagement and psychological adjustment (Tims, Bakker & Derks, 2012; Petrou et al., 2012). These two approaches provide a complementary framework for explaining teachers' job crafting and allow for a holistic assessment of both individual and institutional structures.

Although the emergence and development of job crafting depends on the foundations mentioned above, it was Wrzesniewski and Dutton (2001) who formally coined the concept in the relevant literature. Since then, academic studies on job crafting have explored different aspects of the concept and focused on understanding how it functions in various contexts. The further conceptual progress of job crafting is mainly based on theoretical frameworks such as the Job Demands-Resources Model (JD-R) (Bakker & Demerouti, 2007) and Self-Determination Theory (Deci & Ryan, 1985). Moreover, this concept also gained a more prominent conceptual place in organizational research, especially during the 2010s when job crafting started to be considered not only as a structural regulation tool but also as a multi-layered psychological and behavioral strategy through which employees reshape their work-related experiences (Wrzesniewski & Dutton, 2001; Demerouti, 2014).

In this context, some studies have considered job crafting to be a sort of strategy that aims at coping with stress by organizing job resources and demands and stated that this aspect is especially prominent in professions with high burnout risk such as teaching (Bakker & Demerouti, 2014; Tims, Bakker & Derks, 2012; Petrou et al., 2012). However, there is another line of literature suggesting that job crafting contributes to the transformation of the psychological bond that the individual establishes with the job. In this direction, Wrzesniewski, Dutton, and Berg (2013) emphasized that employees experience a deeper identification with their jobs by reconstructing their tasks, relationships, and perceptions of work, indicating that job crafting affects not only the physical but also the cognitive and emotional dimensions of work.

Micro-level analyses conducted in the same period revealed that job crafting is not only a long-term strategy but also a daily repeatable behavior pattern. The longitudinal study conducted by Petrou et al. (2012) showed that employees are likely to restructure their jobs on a daily basis, which positively affects job engagement. These findings are particularly meaningful for professions such as teaching, where interaction and decision-making are constantly changing throughout the day. However, the fact that the study was carried out only in certain sectors impairs its direct generalizability to fields that require professional flexibility, such as teaching.

Nevertheless, studies pointing to the applicability of job crafting independent of organizational hierarchy and individual authority levels have also found a place in the literature. Berg, Wrzesniewski, and Dutton (2010) showed that individuals can restructure their jobs in line with their personal values and strengths, and that these behaviors are not unique to senior employees. Accordingly, job crafting reveals the prospects of employees with limited decision space to produce occupational meaning.

Slemp and Vella-Brodrick (2014) emphasized that job crafting behaviors are aimed at meeting the basic requirements of employees such as belonging, competency, and autonomy and that the satisfaction of these needs has positive effects on intrinsic motivation and psychological well-being. Especially in meaning-making professions such as teaching, meeting such needs directly affects both teacher satisfaction and the interaction with students. However, since the sample of the study covers general

employees in Australia, the impact of different contextual factors specific to the field of education should be taken into account. In this period, it has been claimed that job crafting is not only a means of individual adjustment but also a mechanism that transforms the meaning of work and organizational contribution. Demerouti (2014) argued that the capacity of employees to reshape task boundaries is not only a survival strategy but also a way of intervening in the essence of work.

In summary, in the 2010s, the concept of job crafting evolved into a multi-layered theoretical structure that includes both a regulatory strategy that enables individuals to cope with stress factors in the work environment and deeper aspects such as the production of meaning, identity and contribution established through work. This multi-faceted development in the literature positions job crafting both as an individual-scale behavior and as a comprehensive approach that carries the potential for transformation in the organizational context.

The theoretical basis of the study encompasses two contemporary approaches that overlap with each other in explaining the relationship between the professional resilience levels of teachers and job design behaviours: Self-Determination Theory and Job Demands-Resources Model. Self-Determination Theory, developed by Deci and Ryan (1985), suggests that three basic needs (autonomy, competence and relatedness) must be satisfied for people to maintain their intrinsic motivation and psychological well-being. Satisfying these basic needs at work paves the way for individuals to shape their jobs in accordance with their personal values and goals, that is, to take part in job crafting behaviours (Slemp & Vella-Brodrick, 2014). However, the Job Demands-Resources Model developed by Bakker and Demerouti (2007) argues that the demands encountered in the work environment (high workload, time pressure, etc.) can lead to burnout in individuals; however, resources including autonomy, social support, and feedback can increase motivation by balancing these negative effects. The JD-R model delivers a functional and dynamic theoretical framework that allows employees to proactively restructure their tasks (Tims & Bakker, 2010). Both approaches consider the individual's relationship with the work settings in the context of self-regulatory capacity, motivational balance and psychological well-being, and argue that job crafting is both an intrinsic need-based strategy and a strategy developed in the face of

environmental pressures. This holistic perspective provides a strong theoretical basis for explaining how teachers' professional resilience levels affect their use of job design strategies. In this context, the research considers resilience not only as an individual characteristic but also as an adaptation process shaped by organisational and contextual interactions.

Technological developments, a globalized environment, and rapidly changing policies have changed job definitions and job perceptions, and the education sector, as well as academia, has been significantly affected by this movement. Student needs and teachers' roles have changed over time and new approaches have been adopted in education. Understanding the impact of this process on educational activities is becoming an important research topic. Education is a dynamic structure, and it has become essential to train teachers with the ability to adapt. In this context, it has become inevitable that teachers should not only stay within their job descriptions but also make proactive arrangements to make their work more meaningful and productive. At this point, job crafting stands out as a critical concept in understanding teachers' training processes and teaching and learning methods.

The influence of job crafting on job satisfaction, teacher training, career development and planning, and innovative behaviors has been strongly supported in the academic literature. Studies have emphasized that job satisfaction increases when teachers customize their job roles (Besigomwe & Ssesanga, 2024), and the position of job crafting in teachers' processes of developing innovative pedagogical practices (Dağtaş, Zaimoğlu & Toköz, 2024). Furthermore, a study published by Ninković, Đorđić & Knežević Florić (2025) evaluated the effects of individual-level and school-level job crafting on innovative teaching practices. Moreover, the influence of job crafting in academic career development has also found its place in literature. Mudrak, Zabrodská & Machovcova (2025) analyzed how academics consciously navigate their career paths and the contribution of job crafting practices to academic productivity.

While studies provide important findings on how job crafting is shaped in education, another important issue that needs to be examined in detail is how job crafting is practiced at different educational levels. At this point, early childhood education teachers constitute one of the education levels at which principles and methods of

teaching and classroom-based interactions are clearly observed. Moreover, further studies can make important contributions to teachers' professional satisfaction, child growth and quality of education. Here, one should grasp how the job crafting activities of early childhood education teachers add to both their professional development and children's learning processes.

Studies in this area also emphasize the function of current issues and variables in early childhood education. Studies have focused on how job crafting emerges within the scope of early childhood education and how it affects teachers' work engagement and how preschool teachers utilize job crafting to raise their professional engagement (Xue, Keat & Tarofder, 2024). In addition, the effects of job crafting on preschool teachers' creativity were examined (Shaheen, Sohail & Baseer, 2024). Moreover, studies focusing on professional identity have also made significant findings on the impact of early childhood teachers' job crafting practices on their professional identity and teaching competencies (Hu, Lv, Tan, & Hao, 2024). Studies analyzing how self-efficacy and work engagement are related have also emphasized variables that are currently being examined in early childhood education (Lin et al., 2025). The effects of job crafting on teachers' psychological empowerment and professional well-being have also been investigated (Wang et al., 2025).

Another important part of the literature on job crafting is comprised of studies examining job crafting in terms of demographic variables. Although job crafting is a phenomenon that has been examined in different fields and levels, participant characteristics stand out in the variables examined in this subject.

Although the concepts of resilience and job crafting have been widely discussed separately in prior studies, there is a quite limited number of studies addressing these two concepts together, especially in the context of education during the early childhood period. At the international level, the effects of job crafting on teachers, coping with stress, professional commitment and classroom management have been extensively examined (Bakker & Demerouti, 2007; Petrou et al., 2012); similarly, resilience has been evaluated in relation to its effect on teachers' professional resilience (Mansfield & Wosnitza, 2015). However, in the studies where these two concepts were addressed together, samples of higher education levels (e.g., secondary school, high

school) or university level instructors were generally preferred, and the context of preschool education was ignored. In Türkiye, job crafting studies usually involve outcome measures including individual coping strategies, job satisfaction, and burnout; structural dimensions such as organizational context, leadership climate or systemic support are less focused (Bacaksız, Tuna and Harmacı Seren, 2017). In the international literature, job crafting is mostly discussed in relation to theories of positive organizational behavior, employee well-being, and job design (Tims, Bakker & Derks, 2012); whereas in the Turkish literature, this concept is mostly shaped in the axis of individual awareness, intrinsic motivation and teacher-student relationships. This shows that in Türkiye, job crafting is mostly analyzed at the individual level, but its theoretical association with the systemic components of the work environment in a holistic manner is not yet widespread. In this context, this study, which addresses early childhood teachers' resilience levels and job design behaviors together, fills an important dearth in the national literature and makes an important contribution to a holistic approach between concepts.

Although the concepts of resilience and job crafting are widely discussed separately in national and international literature, studies examining these two concepts together are quite limited. Especially in studies focusing on early childhood teachers, there are no empirical studies that provide a holistic framework on the interaction of resilience and job crafting. Van Wingerden and Poell (2019) found that teachers' experiences of meaning in their work increased their professional commitment and psychological resilience through job design behaviors, while Leana, Appelbaum, and Shevchuk (2009) examined the effect of job design strategies of early childhood teachers on quality of care. However, these studies indirectly related the concepts and did not establish a direct conceptual association. Studies conducted in the context of Türkiye, meanwhile, addressed the concept of job crafting at the individual level in relation to variables including job satisfaction, burnout, and motivations (Polatcı & Sobacı, 2018).

Structural parameters like organizational context, systemic support and leadership have been evaluated in a limited way. However, in the international literature, job crafting is generally analysed within the framework of positive organizational

behavior theories and structural job design models; the individual's relationship with work is explained not only according to individual needs but also depending on contextual factors (Tims, Bakker & Derks, 2012; Wrzesniewski & Dutton, 2001). The situation here reveals that the applications of job crafting in the field of education in Türkiye remain at the micro-level compared to the international literature and its interaction with holistic psychological processes such as resilience is not sufficiently discussed. In this context, the study, focusing on the relationship between early childhood teachers' resilience levels and job crafting, both fills a conceptual gap in national literature and offers an original approach that brings together two important concepts.

When examining both national and international literature on resilience, a common conceptual foundation emerges that emphasizes the capacity of individuals to adapt in the face of adversity. Drawing on robust theoretical models and longitudinal data, international studies often frame resilience as a dynamic and multidimensional construct. They investigate its interrelationships with psychological flexibility, emotional regulation, and protective personality traits in different cultural and occupational settings. In these contexts, resilience is often positioned as a mediator or moderator in the stress-health equation, with validated measurement tools and rigorous empirical methodologies.

National studies conducted in the Turkish context similarly identify resilience as a key factor affecting well-being and occupational functioning, particularly among educators and professionals. However, these studies tend to rely more on cross-sectional designs and are often limited in their theoretical diversity. While they effectively confirm the importance of resilience in coping with work-related stressors, they rarely question the developmental aspects or cultural embeddedness of the construct.

Together, these strands of research underscore the universal importance of resilience, while also highlighting methodological and theoretical gaps, especially in national studies. Bridging these two domains by applying global frameworks to local contexts can increase the validity of resilience.

## **2.4. Studies Related to Job Crafting**

### **2.4.1. Related National Studies**

Although the number of studies on job crafting is still limited in Türkiye, there is a growing interest in this concept, especially among individuals working in teaching professions. Job crafting research with teachers and academia in Türkiye provides extensive data on how teachers restructure their professional roles. Gürbüz and Turunç (2016) examined the effect of individuals' level of increasing their structural and social resources on organizational commitment in a study conducted with academicians working at the university level; in their study conducted by quantitative method, it was concluded that individuals with high job crafting tendencies showed more commitment to the organisation. A study by Akyüz and Aslan (2019), measured job crafting among teachers working at different levels of education with a scale using descriptive statistical techniques. They found that teachers actively use job crafting strategies to make sense of their work, restructure their social relationships and balance their workload. Küçük and Yıldız (2022), also reported that teachers' job crafting levels were positively associated with well-being and negatively associated with occupational burnout, and that these strategies also played a supportive role in psychological resilience levels. Demirkalp (2022), collected data from 230 teachers working in public primary schools in Istanbul using a quantitative method and found that these teachers used the strategy of “increasing work resources” at the highest level, whereas they showed lower tendencies in the dimension of “reducing work demands”. Similarly, Bacaksız, Tuna, and Çetin (2017), in a study based on structural equation modeling with 286 teachers working in the education sector, revealed that teachers' job crafting increase their psychological well-being and this well-being indirectly increases job performance. Yıldız and Ünlü (2020), in their relational survey with 167 physical education teachers, determined that teachers' job crafting tendencies significantly reduced their burnout levels and showed that especially the “relationship building” dimension was effective on emotional burnout.

All these national studies show that job crafting empowers individuals to restructure their relationships to their work, and that this process makes significant contributions

not only to attitudinal outputs including job satisfaction and organisational commitment, but also to individual factors such as resilience and well-being.

#### **2.4.2. Related International Studies**

Studies in international literature reveal that job crafting has the potential to increase the intrinsic motivations of individuals, strengthen their organisational commitment and support their psychological fit with work. In their pioneering study in which the concept was introduced to the literature, Wrzesniewski and Dutton (2001) defined job crafting to be a proactive effort to transform the individual's meaning relationship with work by revealing through qualitative analyses that individuals working in different business lines tend to restructure their jobs in task, relational and cognitive dimensions. The study presents a model that explains how individual motivations trigger these behaviors, how job crafting opportunities and individual work orientations determine job crafting patterns, and the possible effects of these processes at the individual and organizational levels. This approach provides an alternative perspective to traditional job design theories by emphasizing that employees are active participants in job design rather than passive recipients. Moreover, Tims, Bakker, and Derks (2012), in a quantitative study conducted with employees from different sectors, explained how job crafting works on the basis of the JD-R model and revealed that strategies of increasing structural and social resources and raising challenging demands significantly raised the levels of psychological fit with work. This measurement tool assesses employees' tendencies to raise work resources, reduce challenging demands and seek new challenges in three main dimensions. This scale, which is structured within the scope of the JD-R Model, has enabled empirical examination of how individuals develop proactive strategies against the work environment and has been widely used in quantitative research in literature. Additionally, Petrou et al. (2012), in a longitudinal study conducted on daily records of 95 employees working in various sectors, found that employees restructured their jobs on a daily basis and that these behaviours significantly increased job engagement. Petrou et al. (2012) study is a significant milestone in the relevant literature for demonstrating that job crafting is not only a static feature but also a dynamic form of behavior that occurs on a daily basis

and directly affects job engagement. Its longitudinal structure and multi-sectoral sample allowed us to understand job crafting at a rather micro scale.

Further, Berg, Wrzesniewski, and Dutton (2010) conducted a qualitative study to understand how employees at different organizational hierarchy levels perceive and implement job crafting strategies. Within the scope of the study, in-depth interviews were conducted with 33 individuals working in various for-profit and non-profit organizations. The data revealed that employees tend to restructure their work in task, relational and cognitive dimensions. In particular, it was determined that individuals' self-awareness levels and autonomy at work affect their job crafting. Since employees at higher hierarchical levels generally have more autonomy and resources, they can apply job crafting strategies more freely. In contrast, lower level employees are more cautious about job crafting due to limited resources and stricter job descriptions. This study has contributed considerably to the literature by emphasizing that job crafting is not only an individual choice but also a process shaped by organizational structure and individual awareness.

Slemp and Vella-Brodrick (2014) examined the associations between job crafting behaviors and employees' met psychological needs and well-being levels within the framework of Self-Determination Theory. Using the structural equation modeling technique, data collected from 253 individuals working in different sectors in Australia were analyzed. The authors found that employees meet their fundamental psychological needs such as autonomy, competence and relatedness by restructuring their tasks and relationships, and that this need satisfaction increases both subjective and psychological well-being levels. In addition, this effect of job crafting was assessed with a comprehensive measurement tool including the cognitive crafting dimension. These findings suggest that job crafting has favorable effects not only on job satisfaction but also the general quality of life and psychological health of employees. The study provides an important perspective to the job design and employee health literature on how job crafting supports employee well-being through motivational mechanisms and psychological need satisfaction.

In the current literature, Scarozza and Menshikova (2025), in a study conducted with individuals working in remote working conditions after the pandemic, revealed that

employees' feelings of control over their work increased and this situation positively affected their job satisfaction and performance levels in relation to job crafting strategies. All these studies reveal that job crafting is effective not only on attitudes towards work, but also in the processes of mobilising one's inner resources, meeting psychological needs and establishing a deeper meaningful relationship with work. Recent studies in the field of education regarding job crafting have illustrated that teachers' proactive job crafting contributes not only to their individual psychological well-being but also to their professional performance and pedagogical effectiveness. In a quantitative study of 998 teachers, Huang et al. (2023) found job crafting to have a positive significant influence on job engagement via teacher self-efficacy. Similarly, using multilevel analysis techniques, Ninković et al. (2025) reported that teachers' job crafting to increase their social and structural resources strengthen innovative behaviors and promote innovation at the organizational level. Slemp, Vella-Brodrick, and Francis (2023), in a qualitative study conducted with teachers working in Australia, reported that teachers strengthen their experiences of professional meaning and fulfillment by restructuring their work in line with their personal values and interests. In parallel, the systematic review by Dağtaş, Zaimoğlu, and Toköz (2024) emphasizes the potential of including job crafting strategies in teacher education programs to increase teacher motivation and support student achievement. Although this study is worth noting in that it reveals the part of job crafting in teachers' professional lives, the generalizability of the findings obtained through qualitative methods across contexts is limited. However, despite this limitation, such studies, which show that teachers' structuring their jobs in line with their personal values affects not only their subjective well-being but also their classroom performance, contribute to the deepening of studies on job crafting in the educational context. In this respect, the results of the study both back positive psychology-based job crafting literature such as Slemp and Vella-Brodrick (2013) and overlap with approaches such as Dağtaş et al. (2024) who argue that job crafting strategies should be integrated into teacher education programs.

On the other hand, Besigomwe and Ssesanga (2024), in their study with secondary school teachers working in Uganda, showed that job crafting performed in task, relational and cognitive dimensions significantly increased teacher job satisfaction.

When the findings of these studies are evaluated together, it can be said that job crafting is a powerful psychosocial process that allows teachers to reconstruct their professional roles not only at the practitioner level but also at a subjective and transformative level.

In this context, there is growing interest in the literature on the effects of teachers' job crafting in educational settings. In early childhood education, the questions of how job crafting behaviors are shaped and what kind of experiences they correspond to remain current. By focusing on this area, this study strives to offer an opportunity for a more in-depth discussion on the ways in which the teacher's subject constructs meaning about their work.

Another important part of the job crafting literature is the scale development studies conducted through quantitative analyses. Wrzesniewski and Dutton (2001), who explain job crafting to refer to changes that are made by employees on their own initiative to shape their work according to own preferences, motivations and passions, emphasized that most of the previous studies were theoretical or qualitative and therefore a general job crafting scale should be developed.

This scale is intended to measure employees' efforts to improve job resources, increase challenges and reduce prohibitive demands of job tasks. In addition, the job crafting scale was framed by the Job Demands - Job Resources Model (JD-R Model). The development and testing of the scale, which is also used as a measurement tool in the present study, was developed in three stages. As a result, the JCS was found to have four main factor structures. The developed Job Crafting Scale is a generic scale that helps to understand how employees consciously change their job design. The following important findings were obtained and could be discussed to understand the manner in which employees shape their work better: It was determined to be associated positively with proactive personality and personal initiative and negatively with burnout and cynicism. It is positively associated with job engagement, employability and job performance levels. While job crafting is generally considered as an individual process, Leana, Appelbaum, and Shevchuk (2009) investigated the concept of collective job crafting. In order to examine how groups of employees jointly shape work processes in the education sector, a scale was developed that includes the

dimensions of team changes in work processes, collective decision-making and responsibility sharing, and undertaking new tasks in cooperation.

In general, job crafting is considered as a dynamic process that enables teachers to proactively restructure their professional experiences and is examined with regard to parameters like self-efficacy, burnout and job satisfaction. Although the three-dimensional structure of the concept - task, relationship and cognitive shaping - is widely accepted in the literature, the correspondences of these dimensions in the educational context are sometimes theoretically limited and insufficient to capture the diversity in practice. While Self-Determination Theory (Deci & Ryan) and the JD-R Model stand out as the main explanatory frameworks in studies on job crafting, critical discussions on the extent to which these theoretical constructs are appropriately adapted to the teacher sample remain limited. Most of the research in Türkiye focuses on the statistical relationships of job crafting with various psychological variables, but in-depth analyses that question how and with which contextual dynamics teachers engage in this behavior are rarely included. In international studies, the impact of contemporary contexts such as digitalization, distance education and organizational transformation on job crafting processes is more frequently addressed; however, theoretical clarity is not always sufficient to explain teachers' teaching practices. Therefore, there is a need for holistic approaches that consider teachers' job crafting not only as an individual attitude but also as a production process that interacts with the institutional structures in which they are embedded. In this direction, the aim of the present study is to contribute to a more in-depth understanding of job crafting as a restructuring process intertwined with contextual conditions.

When comparing the national and international literature on job crafting, it is seen that both bodies of research acknowledge the proactive role of employees in shaping their work environments to enhance commitment and well-being. International studies tend to emphasize theoretical frameworks such as the Job Demands-Resources (JD-R) model and examine job crafting in a variety of occupational contexts, including the health, education, and corporate sectors. These studies often feature longitudinal or experimental designs and offer cross-cultural insights into how job crafting affect performance and psychological outcomes. In contrast, national research on job

crafting, while conceptually coherent, tends to focus more narrowly on the education sector, particularly among teachers. Studies conducted in Türkiye generally emphasize the mediating or moderating role of job crafting in relation to burnout, organizational commitment, and school climate. However, these studies are generally based on cross-sectional survey data and make limited use of qualitative or mixed methods approaches. This suggests the need for greater methodological diversity and theoretical expansion across national contexts.

Taking together, these strands of literature highlight the universal validity of job crafting while also revealing the contextual nuances that shape its practice and outcomes. Integrating both perspectives provides a more comprehensive understanding of the phenomenon and lays the groundwork for future research.

## CHAPTER 3

### METHODOLOGY

This section outlines the methodology of the study. The section begins with the following headings, respectively: study design, participants, instruments, validity, and reliability. In addition, a detailed assessment of the data collection processes, data analyses, and limitations is also provided, aiming to offer a solid basis for systematic conduct of this study.

#### 3.1. Design

The objective of this study is to determine the resilience and job crafting levels of early childhood education teachers. Here, it was examined whether the resilience levels and job crafting levels differ significantly based on the teachers' age, gender, type of school, work experience and education status. In addition, the study addresses the relationship of resilience with job crafting in early childhood education teachers.

The research questions of the study were as follows.

1. What are the resilience levels of early childhood education teachers?
  - 1.1. Is there a significant difference in the resilience of early childhood education teachers according to age?
  - 1.2. Is there a significant difference in the resilience of early childhood education teachers according to gender?
  - 1.3. Is there a significant difference between the levels of resilience of early childhood education teachers according to their work experience?
  - 1.4. Is there a significant difference between the levels of resilience of early childhood education teachers according to their school type?

- 1.5. Is there a significant difference between the levels of resilience of early childhood education teachers according to their educational status?
2. What are the job crafting levels of early childhood education teachers?
  - 2.1. Is there a significant difference in job crafting of early childhood education teachers according to age?
  - 2.2. Is there a significant difference in job crafting of early childhood education teachers according to gender?
  - 2.3. Is there a significant difference in job crafting of early childhood education teachers according to work experience?
  - 2.4. Is there a significant difference in job crafting of early childhood education teachers according to school type?
  - 2.5. Is there a significant difference in job crafting of early childhood education teachers according to educational status?
3. How are the resilience and job crafting levels of early childhood education related to each other?

The research was designed as a correlational study, based on quantitative data to investigate the association of resilience with job crafting, with a specific focus on how demographic factors—such as age, gender, work experience, school type and educational status—influence these constructs. Fraenkel et al. (2012) define correlational studies as a quantitative research method that examines the relationships between two or more variables without manipulating them. Instead, statistical analyses are employed to identify the degrees and directions of these relationships.

In this study, the relationships between resilience and job crafting among early childhood education teachers were investigated. The study follows a cross-sectional method, meaning data were gathered at a single time point and from a single group of participants. Each participant had two separate scores, one from the resilience scale and one from the job crafting scale.

### 3.2. Participants

The population of the study comprised early childhood education teachers from different schools in Türkiye. The accessible audience of this study was determined as early childhood education teachers employed in three central districts of Şanlıurfa province. The Convenience Sampling technique was utilized in the study. This method allows researchers to select the most easily accessible and appropriate people for data collection. Further, these districts are among the most populous districts of Şanlıurfa and collectively represent a large part of the province's early childhood education landscape. Throughout this approach, an efficient and practical data collection process is provided in terms of time and resource management and contributes to the effective execution of the process (Fraenkel et al., 2012).

According to the Ministry of National Education (2024), there are 2,779 preschool teachers working in Şanlıurfa province. Due to geographical and logistical constraints, it was not feasible to reach the entire preschool teacher population in the region. Therefore, the accessible population of the study was limited to teachers working in the three central districts of Şanlıurfa. The sample for this study was selected using the convenience sampling method, targeting participants who were most accessible and available. The final sample included 302 teachers, which represents approximately 10.87% of the total preschool teacher population in Şanlıurfa. This approach was adopted to ensure the practicality and feasibility of data collection while maintaining relevance to the research objectives.

All schools in the selected districts were listed and face-to-face visits were made to each school while collecting data. In total, 302 questionnaire forms were delivered to teachers, all of which were completed and returned, making up a final sample size of 302 individuals. The return rate was 100%.

The table 3.1 below illustrates the demographics of samples. Most participants were 25-34 years old (n = 160, 53.0%), followed by participants aged 35-44 years (n = 83, 27.5%). A smaller proportion of participants were 18-24 years old (n = 29, 9.6%), while those aged 45-54 years (n = 22, 7.3%) and 55 years and above (n = 8, 2.6%) constituted the least represented groups.

The gender composition of the sample showed a significantly different representation structure. The majority of participants identified as female (n = 250, 82.8%), whereas male participants accounted for 17.2% (n = 52) of the total sample.

Participants' years of working experience ranged from novice teachers to highly experienced educators (see Table 3). The largest proportion had 1-5 years of teaching experience (n = 118, 39.1%), followed by 6-10 years (n = 73, 24.2%). Fewer participants had 11-15 years (n = 48, 15.9%) or 16-20 years (n = 33, 10.9%) of experience. Additionally, only a small proportion had 21-25 years (n = 16, 5.3%), 26-30 years (n = 7, 2.3%), or 31 years and above (n = 7, 2.3%) of working experience.

**Table 3.1.** *Sociodemographic Information of the Participants*

	<i>f</i>	%
<b>Age</b>		
18-24	29	9,6
25-34	160	53
35-44	83	7,5
45-54	22	7,3
55 and above	8	2,6
<b>Gender</b>		
Male	52	17,2
Female	250	82,8
<b>Work Experience</b>		
1-5	118	39,1
6-10	73	24,2
11-15	48	15,9
16-20	33	10,9
21-25	16	5,3
26-30	7	2,3
31 and above	7	2,3
<b>School Type</b>		
Private	47	15,6
Public	248	82,1
Others	7	2,3
<b>Educational Status</b>		
High School	2	0,7
Associate Degree	20	6,6
Bachelor s Degree	247	81,8
Master s Degree	32	10,6
PhD	1	0,3

Regarding school type, the vast majority of participants were employed in public schools (n = 248, 82.1%), while a smaller proportion worked in private institutions (n = 47, 15.6%). A limited number of participants were categorized under others school type (n = 7, 2.3%).

Participants' educational background varied across different levels. The majority of participants held bachelor's degrees ( $n = 247$ , 81.8%), followed by those who possessed master's degrees ( $n = 32$ , 10.6%). Additionally, 6.6% ( $n = 20$ ) of participants had an associate degree, whereas only 0.7% ( $n = 2$ ) had a high school diploma. A single participant ( $n = 1$ , 0.3%) held a PhD degree.

The descriptive analysis indicates that the sample primarily comprises young to middle-aged female teachers with bachelor's degrees, most of whom are employed in public schools. These demographic characteristics establish a foundational framework for subsequent inferential analyses in the study.

### **3.3. Instrumentation**

Data collection took place using three different instruments. The instruments consisted of a translated version of the Multidimensional Resilience Scale and Job Crafting Scale respectively. Additionally, the demographic form is used that includes information on teacher's age, gender, work experience, school type and educational status. Detailed information about measurement tools is given in this part.

### **3.4. The Multidimensional Teacher Resilience Scale**

The Multidimensional Teachers' Resilience Scale (MTRS), originally developed as the Teacher Resilience Questionnaire (TRQ) by Mansfield & Wosnitza (2015), consists of 26 items measuring four dimensions of teacher resilience: Professional Resilience (6 items), Emotional Resilience (4 items), Motivational Resilience (10 items), and Social Resilience (6 items). The scale shows strong reliability with Cronbach's alpha values varying between .75 and .87. Confirmatory Factor Analysis (CFA) results provided a good model fit and supported its validity (TLI = .91, CFI = .94, RMSEA = .065). Professional and Motivational Resilience dimensions accounted for the largest share of variance in teacher resilience. MTRS is a valuable instrument for evaluating teacher resilience since it has been used in several studies and verified in educational and cultural contexts.

The thorough literature analysis revealed that MTRS (2015) was appropriate for this study due to its high reliability coefficient, item structure, format, and content

relevance. The instrument was adapted for implementation in Turkish culture using the following procedures.

Permission for using the scale was obtained from the scale developers, who were contacted through e-mail. Four separate specialists, including two early childhood education professors, a linguist and a statistician translated the survey into Turkish after obtaining the permission, and the appropriate grammar and structure checks were performed.

The survey was first submitted to the language expert after being translated into Turkish. The language expert, a faculty member of the Harran University English Language Teaching department, then examined the translated version. A early childhood education specialist, a faculty member working in the Department of Preschool Education at Harran University, and a language expert reviewed the translated materials following the initial revision in the first place. A second field expert who is also a facult member working in the Department of Preschool Education at Harran University, then reviewed the survey to offer an alternative viewpoint. The final version was checked one-on-one by the statistician to ensure linguistic accuracy and that the items which were translated kept their meaning intended in the original scale form.

The finalized form of the survey was then evaluated by two field experts who are the facult members working in the Department of Preschool Education at Harran University. The wording of the items was revised to ensure cultural appropriateness and linguistic clarity. After finalizing the translation process, a pilot implementation was made to assess the Turkish form of the survey regarding its validity and reliability.

### **3.5. Pilot Implementation of the Multidimensional Teacher Resilience Scale**

The pilot study was carried out with 204 teachers working in kindergartens in the three central districts of Şanlıurfa province. While 81.37% of the participants were female (N=166), 17.65% were male (N=36).

In this phase, firstly, the scales to be used were submitted to Google Forms and presented to the participants online. After the data were collected, they were first

organized in Excel and then transferred to the IBM SPSS version 27 program. The transferred data was reorganized, and the scale items were listed.

**Table 3.2.** *Reliability Statistics of Multidimensional Teacher Resilience Scale*

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,981	,981	26

After collecting the data collection forms filled out by the participants, the reliability and validity of the Turkish form were analyzed using statistical methods. Initially, Cronbach's alpha coefficient was calculated to test its reliability. Marjanovic Umek, Podlesek, and Fekonja (2005) reported that Cronbach's alpha coefficient was .91 for the original questionnaire. In the pilot study, the scale had a Cronbach's alpha coefficient of .98. According to Pallant (2007), alpha coefficients greater than .70 are acceptable, while values higher than .80 are preferred. Hence, the Turkish form of the instrument was considered to be highly reliable.

Then, the adequacy of the sample size and dataset for factor analysis was tested. Comrey and Lee (1992) suggested that more than 200 cases would be appropriate for factor analyses. Additionally, various authors argue that a sample size between 150-300 will yield more consistent results (Hutcheson and Sofroniou, 1999). The sample size of this study (N=204) and the dataset were suitable for conducting factor analyses.

The presence of linearity and outlier problems was checked prior to the factor analyses. Then, the Kaiser-Meyer-Olkin (KMO) sample adequacy test and Bartlett's Test of Sphericity were carried out.

According to Pallant (2007) the KMO value should be higher than .60 and Barlett's Test should be lower than .05. In the study, the KMO value was .89, and Barlett's Test was significant ( $\chi^2 = 8749.68, p = .000$ ). The high KMO value (0.97) indicates that there is strong evidence of significant common variance among variables and supports the use of factor analysis. A significant Bartlett's test ( $p = 0.00$ ) confirms that the correlations between the variables are non-zero and are sufficient for construct identification through factor analysis.

**Table 3.3.** *KMO and Bartlett's Test of Multidimensional Teacher Resilience Scale*

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		,974
Bartlett's Test of Sphericity	Approx. Chi-Square	6173,350
	Df	325
	Sig.	,000

Based on these results, the dataset appears to have strong evidence to proceed with exploratory factor analysis. The KMO measure indicates that the data have high sampling adequacy and Bartlett's test demonstrates that the variables are sufficiently correlated for a meaningful factor analysis.

In the exploratory factor analysis, the scree plot was first examined to identify the number of factors. According to the scree plot (see in appendices J), the scale exhibits a two-factor construct. The outcomes of the analysis support the scree plot and two-factor construct to be appropriate for the instrument.

Prior to the confirmation of the number of factors, the Pattern Matrix was reviewed. Finally, the factor analysis was performed again, and the number of factors was confirmed. The varimax rotation method was used to aid the interpretation of these factors. As a result of the varimax rotation applied, it was seen that the items in the scale had a two-factor structure with 17 items for the first dimension, 10 items for the second dimension. The adapted version of the scale into Turkish has 4 factors. When factors are named according to their common footprint, they can be identified as follows:

First factor; Motivational breakthrough

Second factor; Emotional breakthrough

### **3.6. The Job Crafting Scale**

Tims, Bakker, and Derks (2012) created the Job Crafting Scale (JCS) to measure the job crafting levels of employees. The scale is designed to assess how employees rearrange their job resources and demands. It includes of 21 items scored on a 5-point Likert-type scale. JCS comprises 4 dimensions factors: (1) Increasing Structural Job

Resources, (2) Increasing Social Job Resources, (3) Increasing Challenging Job Demands, and (4) Decreasing Hindering Job Demands. These four factors together explain 54.24% of the total variance. The item numbers in the explanation of the variance of each factor are explained in detail in the scale analysis. The scale has high levels of internal consistency, with Cronbach's alpha coefficients ranging from .75 to .82.

According to the detailed review of the literature, JCS (2012) was found suitable for the study due to its high level of reliability, number of items, content, and format. The following steps were applied to adapt and use the scale in the Turkish context.

Permission for use for the research was obtained from the scale developers. A request e-mail was sent to them for this purpose. After the permissions were obtained, the survey was translated into Turkish by the same experts listed above.

First, the linguist received the survey after it had been translated into Turkish. Next, the linguist examined the translated version. A field expert and a linguist reviewed the translated materials following the initial revision. After that, a second field expert reviewed the survey to offer an alternative viewpoint. The final version was reviewed one-on-one by the statistician to ensure linguistic accuracy and that the translated items preserved their original meaning.

Two early childhood education specialists reviewed the survey's final version. The wording of the statements was revised to provide cultural appropriateness and linguistic clarity. After finalizing the translated form, a pilot implementation was made to assess the validity and reliability of the Turkish form.

### **3.7. Pilot Implementation of the Job Crafting Scale**

The implementation was made with 204 teachers from the three central districts of Şanlıurfa. While 81.37% of the participants were women (N=166), 17.65% were men (N=36).

**Table 3.4.** *Reliability Statistics of the Job Crafting Scale*

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.931	.934	21

First, Cronbach's alpha coefficient was discovered to be .934, when analyzing the reliability analysis results of the Job Crafting Scale scores, an acceptable result for tests of reliability (Pallant, 2007). Next, explanatory factor analysis assumptions including sample size adequacy, linearity, and outliers were checked, and all relevant assumptions were confirmed.

**Table 3.5.** *KMO and Bartlett's Test of Multidimensional Teacher Resilience Scale*

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		,913
Bartlett's Test of Sphericity	Approx. Chi-Square	3498,040
	df	210
	Sig.	,000

The twenty-one items on JCS were included in the explanatory factor analysis. Büyüköztürk (2009) states that information deemed adequate for factor analysis is defined as having a KMO value of 0.60 or above. On the other hand, Tavşancıl (2010) views values below 0.50 as insufficient, values of 0.60 to 0.70 as moderate, and values of 0.80 to 0.90 as excellent. A KMO value of 0.913 indicates excellent sample adequacy, meaning that the dataset is appropriate to conduct factor analyses. Bartlett's test result is significant ( $p < 0.001$ ), showing that the correlations between the tested items are adequately high for factor analysis.

The percentage of each component in total variance was analyzed. Zwick and Velicer (1986) emphasized that significant factors are those that have an eigenvalue greater than 1. The number of factors showing eigenvalues higher than 1 is accepted to be significant. A common principle is to keep factors that cumulatively explain a significant part of the total variance in the measured quality in the scale. Looking at the table, there is a significant difference for 4 factors.

The scree plot was examined to ascertain the total number of factors. Scree plot supported the four-factor construct (see Appendix K).

The factor analysis results indicate that a four-factor structure explains 72.301% of the total variance. Factor 1 is the strongest component, accounting for 45.576% of the variance, followed by Factor 2 (12.941%), Factor 3 (8.399%), and Factor 4 (5.386%). According to the Kaiser criterion, four factors with eigenvalues greater than 1 were identified, and the rotation process balanced the factor loadings across variables. The factor structure was found to be meaningful, with each factor contributing to the total variance explanation, thereby strengthening the model. These results indicate that the scale has a valid factor structure and that the four-factor solution successfully explains the dataset.

For examining the factor structure of the scale, 21 items were first included in the factor analysis. The principal axis factoring technique was used to test whether the scale was unidimensional or not, and as according to the results of the analyses, it was observed that 4 factors with an eigenvalue of 1 and above emerged. Then, the number of factors constituting the scale was identified by the researcher and kept constant at four factors. At the end of the analysis, it was seen that the original factor structure of the instrument also changed and as a result of the analysis, a scale consisting of 4 factors and 21 items were obtained.

As a result of the varimax rotation applied, it was seen that the items on the scale showed a four-factor construct with 6 items in the first factor, 6 in the second factor, 5 in the third factor and 4 in the fourth. The adapted version of the scale into Turkish thus has 4 factors. When factors are named according to their common footprint, they can be identified as follows:

First factor; Workforce motivation

Second factor; Work expectations

Third factor; Demands for challenges

Fourth factor; Social work resources

### **3.8. Validity and Reliability**

One of the most commonly used methods for assessing reliability is Cronbach's alpha internal consistency coefficient (Cronbach, 1951). As one of the most commonly used methods for this purpose, Cronbach's alpha coefficient was utilized to evaluate the scale's internal consistency (Cronbach, 1951). Pallant (2007) stated that scores above 0.80 indicate high reliability. Cronbach's alpha values for the Multidimensional Teacher Resilience Scale and the Job Crafting Scale were found to be .934 and .981, respectively, indicating strong reliability.

Another component addressed in terms of ensuring reliability is the standardization process (Fraenkel & Wallen, 2005; Fraenkel et al., 2012; Creswell, 2009). During the data collection process, all participants were given the same instructions, the measurement tools were applied in a uniform way and the process was standardized. Face-to-face visits to schools were conducted within the scope of the data collection step to deliver the scales to teachers and to ensure that responses were collected under consistent conditions. This was to monitor the potential impact of environmental factors on data collection. During these visits, teachers were given a voluntary participation form, a demographic form, and research scales and asked to complete the scales in a distraction-free, noise-free environment. In addition, to increase accessibility and reduce researcher influence, an online data collection option was also offered through Google Forms, which included a voluntary participation form, a demographic form, and research scales. These steps were implemented to reduce threats to validity and strengthen the reliability of the study.

Based on the reports of Fraenkel and Wallen (2005), the sample size was chosen to maximize the study's validity by providing sufficient representation of the target population. To avoid sample homogeneity, early childhood education teachers from a variety of demographic backgrounds were intentionally included, including age, gender, and educational level.

The fact that the scales used in this study were chosen following a thorough review of the literature, then translated into Turkish based on expert feedback, a pilot study, and factor analysis increased their validity and reliability.

As Creswell (2009) argues, measurement validity is strengthened when more than one assessment technique is used to verify the robustness of findings. Furthermore, the consistency of findings across different measurement techniques was assessed to determine whether the instrument reliably captured the construction under study. By integrating multiple assessment strategies, this study adhered to best practices in measurement validity, thereby minimizing potential biases and ensuring the robustness of the results.

### **3.9. Data Collection**

This study was conducted with the survey method. Before collecting data, the study was approved by Ethics Committee of the Middle East Technical University and the Turkish Ministry of National Education. Following ethics committee approval (see Appendix A) and the permission of the Ministry (Appendix B), private and public kindergartens were visited, and school administrators and teachers were given information about the study and data collection steps. The data collection forms were delivered to teachers via face-to-face interviews and e-mail in collaboration with the school administration and were also shared via social media platforms such as WhatsApp.

Data for the pilot study was collected in April, May and June of the academic year of 2023-2024, and for the main study in the fall semester of the academic year of 2024-2025 from 302 preschool teachers working in three central districts of Şanlıurfa province in Türkiye.

Teachers were first informed about the purpose of the study and invited to participate in the study (Appendix D). Participants were also informed that they had the right to refuse or stop participating in the study at any time. In the first part of the questionnaire, participants were provided with information about the objective of the study and the informed consent form and were asked to mark a box to confirm their participation. Teachers who checked the “yes” box were able to continue the survey. Furthermore, the confidentiality of the collected data was ensured by the researcher.

### **3.10. Data Analysis**

The data collected in the study were statistically analyzed for two primary purposes: first, to evaluate early childhood education teachers' resilience and job crafting, and second, to examine whether these objectives differ in relation to sociodemographic characteristics such as age, gender, and professional experience. To accomplish these objectives, multiple statistical methods were applied using IBM SPSS Version 27.

Descriptive statistical methods were employed to describe sociodemographic characteristics and the main variables of the study. Frequency and percentage distributions were calculated for categorical variables (e.g., age, gender, work experience, school type and educational status), while means and standard deviations are provided for the continuous variables (e.g., resilience and job crafting scores).

Cronbach's alpha coefficient was checked to test the reliability of the scales used in the study. According to Pallant (2007), values exceeding 0.80 are indicators of high reliability. The alpha coefficients in the analyses performed confirmed that both the Multidimensional Teacher Resilience Scale (MTRS) and the Job Crafting Scale (JCS) demonstrate high internal consistency and were suitable for further statistical tests, as they were .981 and .934, respectively. After the scale was adapted to Turkish, Exploratory Factor Analysis was also performed for further analysis. In this analysis, the outcomes of the Kaiser-Meyer-Olkin (KMO) test, as well as those of the Bartlett's Test of Sphericity, were checked, and Principal Axis Factorization (PAF) were applied (Pallant, 2007). Scree plot values were examined and varimax rotation was performed to identify the suitable number of scale factors in the analyses.

In this study, the data analysis process was systematically conducted to find answers to the research questions and ensure the reliability of the findings. Due to the non-normal distribution structure of the dataset, as found in the results of the Shapiro-Wilk and Kolmogorov-Smirnov tests, non-parametric statistical methods were employed. The data analysis follows these steps:

Firstly, the dataset was screened for missing values and outliers. The dataset consists of 302 valid cases with no missing values across the variables (Age, Gender, Work

Experience, School Type, and Educational Status). The completeness of the data ensures that all statistical analyses can proceed without imputation or case deletion.

A boxplot analysis was conducted to identify potential outliers in the resilience and job crafting scores among early childhood education teachers. Outliers were described as data points surpassing 1.5 times the interquartile range (IQR) in the lower and upper quartiles (Tukey, 1977). The results indicate multiple upper-bound outliers for both resilience and work ability scores, suggesting that a subset of participants reported exceptionally high values. The resilience score distribution shows that most data points fall in the 40 to 60 range, with several outliers exceeding 100 (e.g., cases 210, 71, 76, 64, 116, 172, 159, and 138). Similarly, the job crafting score distribution presents a median close to 50, with outliers above 80 and outliers exceeding 100 (e.g. cases 210, 251, 125, 110, 116, 116, 85, 189 and 64). These findings indicate a positive skewness in both variables and suggest that a small group of teachers exhibit exceptionally high resilience and job crafting. Given the presence of outliers, a normality test was performed and given the findings it was decided to use non-parametric statistical approaches.

Descriptive statistics were calculated to outline the sociodemographic characteristics of the participants, as well as the variables of resilience and job crafting. Mean, standard deviation, frequency, and percentage values are presented to give an outlook of the sample.

To determine whether resilience and job crafting differed based on demographic characteristics, both parametric and non-parametric statistical tests were employed, depending on the distribution properties of the data. Due to significant deviations from normality in resilience scores, non-parametric tests were exclusively utilized for resilience analyses. Specifically, the Mann-Whitney U test was conducted to compare two independent groups (e.g., gender), and results were reported including U values, Z statistics, and p-values. To compare data among three or more groups (e.g., age and work experience), the Kruskal-Wallis H test was implemented.

For job crafting scores, preliminary descriptive analyses indicated an approximately normal distribution. Therefore, parametric tests were primarily applied for these comparisons. Specifically, independent samples t-tests were conducted to analyze the

significance of differences between two independent groups (gender), and one-way ANOVA tests were utilized to examine differences among more than two groups (age and work experience). Additionally, to ensure robustness and validate the parametric results, complementary non-parametric methods (Mann-Whitney U and Kruskal-Wallis H tests) were conducted.

Furthermore, the relationship between resilience and job crafting was examined through Spearman's rank-order correlation analysis, due to the non-normal distribution of data. Correlation coefficients ( $\rho$ ) and associated values of significance are presented to indicate the degree and direction of the relationships identified between variables.

All statistical analyses were performed with the IBM SPSS Version 27 program, ensuring methodological rigor and analytical reliability. The integrated use of both parametric and non-parametric statistical approaches facilitated comprehensive and robust interpretations of the results in the context of research in early childhood education.

### **3.11. Limitations**

Although the methodological rigor of this research provides valuable insights into early childhood education teachers' resilience and job crafting, several limitations specific to the present study context should be acknowledged for an accurate interpretation of the findings.

Firstly, this study included the convenience sampling technique, collecting data exclusively from early childhood education teachers employed in three central districts of Şanlıurfa province. Given this sampling approach, the findings may reflect specific regional characteristics, socio-economic contexts, and educational conditions unique to these districts. According to the 2022 Socio-Economic Development Index (SEGE) Report, these districts—Eyyübiye (6th level), Haliliye (5th level), and Karaköprü (4th level)—are in the lower tiers of socioeconomic development in Turkey, indicating that the sample is primarily drawn from low- to moderately developed regions. As a result, generalizing the findings to instructors working in different parts of Türkiye, where cultural settings, working situations, and resource availability may differ, should be

addressed with caution. Therefore, generalizing the results to teachers working in other regions of Türkiye—where conditions such as cultural contexts, working environments, or resource availability may differ—should be approached cautiously. Future studies may address this limitation by including randomly selected samples from different areas of Türkiye.

Secondly, despite thorough translations, adaptations, and rigorous reliability and validity testing, the use of self-report measures originally developed in different cultural contexts (e.g., the Multidimensional Teacher Resilience Scale and the Job Crafting Scale initially created within Western cultural frameworks) may present certain measurement-related limitations. Cultural perceptions and interpretations of resilience and job crafting among Turkish teachers could potentially influence their responses to specific scale items. Thus, future research could benefit from qualitative methods or supplementary culturally adapted items to complement these quantitative measures, enabling deeper contextual understanding.

Thirdly, the present study applied both parametric and non-parametric statistical analyses due to observed deviations from normality in data distributions. Particularly, resilience scores demonstrated considerable positive skewness and multiple outliers. Although robust statistical methods were appropriately selected, the presence of these outliers might reflect distinct subgroup characteristics or extreme response styles among particular participants. Employing qualitative exploration or adopting a mixed-method approach in future research could clarify the underlying reasons for these extreme responses, thereby enhancing the interpretability and depth of the quantitative findings.

Fourthly, the cross-sectional design utilized in this study captures teachers' resilience and job crafting levels only at a single point in time. While effective for identifying associations, this design restricts the ability to establish causal relationships or explore how resilience and job crafting may evolve throughout various phases of teachers' careers. Future studies adopting longitudinal designs may yield richer insights into developmental trajectories and causal mechanisms connecting resilience and job crafting.

Finally, although the demographic variables analyzed in this study (age, gender, work experience, educational status, and school type) provided valuable contextualization, other potentially influential variables—such as perceived administrative support, quality of the working environment, job satisfaction, teacher training, and individual personality traits—were not addressed. Incorporating a broader array of contextual and individual variables in subsequent research would facilitate a more comprehensive understanding of the factors underpinning teachers' resilience and job crafting behaviors.

Acknowledging these limitations specific to the current study context and methodological choices provides a nuanced basis for the interpretations of the results and highlights clear avenues for further studies in the future, ultimately enriching the understanding of resilience and job crafting within early childhood education settings.

## **CHAPTER 4**

### **FINDINGS**

This section presents the key findings of this study. It begins with demographic characteristics of the participants and continues with descriptive statistics, data screening, normality tests, and outlier analysis. Subsequently, early childhood education teachers' resilience and job crafting levels are presented using descriptive analyses. Following this, group comparisons according to sociodemographic variables including age, gender, work experience, school type and educational status were conducted. Given the distribution characteristics of the data, both parametric and non-parametric analyses were performed to ensure robustness and validity of the findings. Lastly, the association of resilience and job crafting with each other is examined via correlational analysis. The findings are systematically presented based on the statistical analysis results, ensuring alignment with the research questions.

#### **4.1. Descriptive Information about the Data**

In Table 4.1, the main research questions and sub-question addressed in this study, the objectives of these questions, and the statistical analyses applied are presented in a structured manner. The main research questions aimed to determine the resilience and job crafting levels of early childhood education teachers, and descriptive statistical analyses were used in this context. In line with the sub-questions, group comparisons were made to ascertain whether there was a significant difference based on demographic variables such as age, gender, work experience, school type and educational status. Considering the distributional characteristics of the data, both parametric (e.g. Independent Sample t-Test, One-Way Analysis of Variance) and non-parametric (e.g. Mann-Whitney U Test, Kruskal-Wallis H Test) analysis techniques were preferred. Furthermore, the relationship between resilience and job crafting was examined using Spearman's rank correlation analysis. This analytical framework ensures methodological consistency with the research objectives.

**Table 4.1.** *Table of Contents for the Research Questions, Purposes, and Related Analyses in the Present Study*

<b>Main Research Question</b>	<b>Purpose of the Research Question</b>	<b>Analysis</b>
1. What are the resilience levels of early childhood education teachers?	Measuring the resilience levels of participants and determining which level they are at.	Descriptive Statistics
<b>Sub-Research Questions</b>	<b>Purposes of the Sub-Research Questions</b>	<b>Analysis</b>
1.1 Is there a significant difference in the resilience of early childhood education teachers according to age?	To examine whether the resilience levels of participants vary based on the age factor and to determine the effect of age on resilience.	Kruskal-Wallis H Test
1.2. Is there a significant difference in the resilience of early childhood education teachers according to gender?	To examine whether the resilience levels of participants vary based on the gender factor and to determine the effect of gender on resilience.	Mann-Whitney U Test
1.3. Is there a significant difference between the levels of resilience of early childhood education teachers according to their years of profession?	To examine whether the resilience levels of participants vary based on the years of profession factor and to determine the effect of years of profession on resilience.	Kruskal-Wallis H Test
1.4. Is there a significant difference between the levels of resilience of early childhood education teachers according to their school type?	To examine whether the resilience levels of participants differ significantly depending on the types of schools (public, private, or others) in which they are employed. This question aims to explore how institutional settings may influence teachers' resilience.	A Kruskal-Wallis H test
1.5. Is there a significant difference between the levels of resilience of early childhood education teachers according to their educational status?	To determine whether resilience levels of participants vary significantly with their educational attainment (e.g., associate degree, bachelor's, master's, or PhD). This question aims to investigate whether advanced education levels are associated with greater resilience in the teaching profession.	A Kruskal-Wallis H test
<b>Main Research Question</b>	<b>Purpose of the Research Question</b>	<b>Analysis</b>
2. What are the job crafting levels of early childhood education teachers?	Measuring the job crafting levels of participants and determining which level they are at.	Descriptive Statistics
<b>Sub-Research Questions</b>	<b>Purposes of the Sub-Research Questions</b>	<b>Analysis</b>

2.1. Is there a significant difference in job crafting of early childhood education teachers according to age?	To examine whether the job crafting levels of participants vary according to the age factor and to determine the effect of age on job crafting.	One-Way ANOVA (Main Analysis), Kruskal-Wallis H Test (Robustness Analysis)
2.2. Is there a significant difference in job crafting of early childhood education teachers according to gender?	To examine whether the job crafting levels of participants vary according to the gender factor and to determine the effect of gender on job crafting.	Independent Samples t-Test (Main Analysis), Mann-Whitney U Test (Robustness Analysis)
2.3. Is there a significant difference in job crafting of early childhood education teachers according to work experience?	To examine whether the job crafting levels of participants vary according to the work experience factor and to determine the effect of years of profession on job crafting.	One-Way ANOVA (Main Analysis), Kruskal-Wallis H Test (Robustness Analysis)
2.4. Is there a significant difference in job crafting of early childhood education teachers according to school type?	This sub-question seeks to evaluate whether participants' job crafting differs according to the type of school they work in. It explores how institutional differences may shape job crafting in the work environment.	One-Way ANOVA, Kruskal-Wallis H (Robustness Analysis)
2.5. Is there a significant difference in job crafting of early childhood education teachers according to educational status?	To investigate whether participants' levels of job crafting vary depending on their educational qualifications. This aims to determine if higher levels of formal education are associated with more proactive job crafting.	A one-way ANOVA, a Kruskal-Wallis H test (Robustness Analysis)
<b>Main Research Question</b>	<b>Purpose of the Research Question</b>	<b>Analysis</b>
3. How are the resilience and job crafting levels of early childhood education teachers related to each other?	To examine the relationship between resilience levels of participants and their tendency to job crafting and to examine the impact of resilience on job crafting.	Spearman Correlation Analysis

The participants had a mean age of 2.40 (SD = 0.86) and the mean work experience was 3.20 (SD = 2.43). The mean educational level of the participants was 3.03 (SD = 0.46) and the mean school type score was 1.87 (SD = 0.40). These values indicate that the sample is largely composed of young teachers with low or medium level of work experience, mostly working in public schools, and bachelor's degree graduates.

The majority of the participants (53.0%) are 25-34 years old, followed by those aged 35-44 (27.5%). The smallest representation belongs to those aged 55 and above (2.6%). The demographic distribution indicates that most participants are female (82.8%), while males constitute 17.2% of the participants. Considering the work

experience variable, the largest group has 1-5 years of experience (39.1%), while very few have 26 years or more (2.3%). Regarding the type of school, the majority of participants (82.1%) are employed in public schools, while 15.6% work in private schools. In terms of educational status, most participants hold a bachelor's degree (81.8%), while only 0.3% have a PhD. Further, in Table 4.2 indicates Normality Tests of the study in detail.

### Normality Analysis of Resilience and Job Crafting Variables

**Table 4.2.** *Normality Tests of Resilience and Job Crafting Variables*

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
<b>Resilience Score</b>	,172	302	,000	,820	302	,000
<b>Job Crafting Score</b>	,063	302	,006	,968	302	,000

a. Lilliefors Significance Correction

Note: For all statistical analyses, the significance level was set at .05.

A normality test was conducted to assess whether resilience scores and job crafting scores follow normal distribution. The Kolmogorov-Smirnov test ( $n > 50$ ) and Shapiro-Wilk test ( $n < 50$ ) were utilized to determine normality assumptions for the dataset.

As shown in Table 4.3, both the Kolmogorov-Smirnov and Shapiro-Wilk tests yielded significant results for Resilience Score ( $p < .001$ ) and Job Crafting Score ( $p < .001$ ), indicating that both variables deviate significantly from a normal distribution. Specifically, the Kolmogorov-Smirnov statistic for resilience score was .172 ( $p < .001$ ), while for job crafting score, it was .063 ( $p = .006$ ). Similarly, the Shapiro-Wilk statistics were .820 ( $p < .001$ ) for resilience score and .968 ( $p < .001$ ) for job crafting score. Because all p-values were less than the conventional alpha level of .05, the assumption of normality is violated (Field, 2018).”

These findings, corroborated by skewness and kurtosis values, suggested that the assumption of normal distribution was not met. Visual inspections of histograms, Q-Q plots, and boxplots further confirmed the non-normal distribution of the data.

Consequently, non-parametric statistical techniques were deemed more appropriate for subsequent analyses.

In line with the research objectives, the arithmetic mean and standard deviation values of the total participant scores were calculated. The outcomes of the normality tests indicated that the data did not have normal distribution, leading to the decision that non-parametric statistical techniques would be more appropriate for subsequent analyses.

Since the data were not normally distributed, the relationships between independent variables such as gender, work experience, and sector type were analyzed using Mann-Whitney U and Kruskal-Wallis H tests, depending on the number of comparison groups. The Mann-Whitney U test was conducted to compare two independent groups (e.g., gender), while the Kruskal-Wallis H test was used when there were more than two groups. Additionally, Spearman's rank-order correlation coefficients were employed to examine the relationships between the dimensions of resilience and job crafting.

The normality of the Resilience Score and Job Crafting Score variables was assessed through visual examinations (histograms and Q-Q plots). The histogram for Resilience Score exhibited a positively skewed data distribution structure, showing the concentration of lower scores with a tail extending toward higher scores. The expected bell-shaped curve, characteristic of a normal distribution, was not observed. Furthermore, the Q-Q plot analysis demonstrated substantial deviations from the theoretical normality line, supporting the conclusion that this variable does not follow a normal distribution. In contrast, the Job Crafting Score histogram revealed a distribution that more closely approximates normality, albeit with slight positive skewness. The Q-Q plot confirmed this observation, showing some deviations at the tails, although the central values align more closely with the normality assumption. While Job Crafting Score appears to be closer to normality compared to Resilience Score, it does not fully meet the assumptions of normal distribution. These findings suggest that appropriate statistical methods should be selected with caution, considering the degree of deviation from normality.

## 4.2. Inferential Statistics

The results given in this section address the research questions analyzed using inferential statistics that include Descriptives, Mann-Whitney U, Kruskal-Wallis H, One-Way ANOVA and Independent Samples t-Test.

### 4.2.1. Resilience Levels of Participants in Terms of Demographic Variables

#### RQ.1. What are the resilience levels of early childhood education teachers?

The first research question investigated the resilience levels of early childhood education teachers based on different sociodemographic variables. This section presents the five sub-questions under this research question and their corresponding findings. These sub-questions explore the presence of significant variations in teachers' resilience levels based on age, gender, work experience, school type, and educational background.

**Table 4.3.** *Resilience Levels of Participants*

Resilience Score	Mean	Std. Deviation	Skewness	Kurtosis	Minimum	Maximum
	49,7185	21,35486	1,66	2,418	26	127

The mean total score obtained from the Multidimensional Teacher Resilience Scale was 49.71, which corresponds to approximately 1.91 points per item for the 26-item scale. In five-point Likert-type scales, level determination is generally classified as “very low” between 1.00-1.80, “low” between 1.81-2.60, “medium” between 2.61-3.40, “high” between 3.41-4.20, and “very high” between 4.21-5.00 (Tavşancıl, 2006; Field, 2018; Korkmaz, 2019). In this context, although the per-item averages obtained are close to the lower limit of the medium level according to the relevant classification scale, considering the interquartile distribution of the data and histogram analysis, it is meaningful to interpret these values as “medium level” behaviors.

The mean resilience score ( $M = 49.71$ ,  $SD = 21.35$ ), is ranging from 26 to 127. The skewness value was 1.66, and the kurtosis value was 2.41. Since both skewness and kurtosis coefficients exceed the acceptable limits of  $\pm 1.00$ , the data were not normally

distributed (Field, 2018; Tabachnick & Fidell, 2019). Therefore, non-parametric statistical methods should be preferred over parametric tests when analyzing resilience scores.

The analysis of resilience scores indicated a non-normal distribution of data. The Q-Q plot demonstrated a clear deviation from a normal distribution, in the upper tail in particular, and the boxplot revealed multiple extreme outliers, suggesting a positively skewed distribution. Furthermore, the Kolmogorov-Smirnov and Shapiro-Wilk tests both had significant results ( $p < .001$ ), confirming the non-normality of the data. These findings support the use of non-parametric statistical analysis techniques including the Mann-Whitney U test and Kruskal-Wallis H test for analyses involving the resilience variable.

#### 4.2.1.1. Differences in Resilience Scores of Participants in Terms of Age

**Sub-RQ1: Is there a significant difference in the resilience of early childhood education teachers according to age?**

**Table 4.4.** *Scores of Kruskal Wallis Test According to Age*

Resilience Score	Kruskal-Wallis H	df	Asymp. Sig.
	5,718	4	0,221

b. Grouping Variable: Age\_Group

As demonstrated in the Table 4.5, a Kruskal-Wallis H test was performed to identify the significance of the differences in resilience scores among different age groups of early childhood education teachers. Accordingly, the resilience levels of the participants did not significantly differ across age groups,  $H(4) = 5.718$ ,  $p = .221$ .

In conclusion, the findings suggest that resilience levels do not significantly vary by age among early childhood education teachers. Since  $p > .05$ , no post-hoc analysis was conducted. Future research may explore other demographic factors, such as gender or professional experience, to better understand the variations in resilience.

#### 4.2.1.2. Differences in Resilience Scores of Participants in Terms of Gender

**Sub-RQ2: Is there a significant difference in the resilience of early childhood education teachers according to gender?**

**Table 4.5.** *Mann-Whitney U Test of Resilience Scores According to Gender*

Resilience Score	Mann-Whitney U	Wilcoxon W	Z	Asymp. Sig. (2-tailed)
	5802,5	37177,5	-1,218	0,223

a. Grouping Variable: Gender

Regarding to the Table 4.5., a Mann-Whitney U test was carried out to test the significance of differences in the resilience scores of the participants in the sample according to their genders. The results indicated that there was no statistically significant difference in resilience levels between male teachers (Mean Rank = 164.91) and female teachers (M = 148.71),  $U = 5802.50$ ,  $Z = -1.218$ ,  $p = .223$ . Thus, resilience levels among early childhood education teachers did not significantly vary by gender.

#### 4.2.1.3. Differences in Resilience Scores of Participants in Terms of Work Experience

**Sub-RQ3: Is there a significant difference between the levels of resilience of early childhood education teachers according to their work experience?**

**Table 4.6.** *Kruskal Wallis Test of Resilience Scores According to Work Experience*

Resilience Score	Kruskal-Wallis H	df	Asymp. Sig.
	10,082	6	0,121

a. Grouping Variable: Work Experience Group

As illustrated in the Table 4.6., a Kruskal-Wallis H test was performed to see if early childhood education teachers' resilience levels significantly differ according to their years of experience in their profession. The test indicated no significant difference among the groups ( $H(6) = 10.082$ ,  $p = .121$ ). Although teachers with 11-15 years of experience showed the highest resilience (Mean Rank = 167.42) and teachers with 21-25 years of experience showed the lowest (Mean Rank = 94.16), these differences were

not statistically significant. Thus, resilience levels do not significantly vary according to years of professional experience among early childhood education teachers.

#### 4.2.1.4. Differences in Resilience Scores of Participants in Terms of School Type

**Sub-RQ4: Is there a significant difference between the levels of resilience of early childhood education teachers according to their school type?**

**Table 4.7.** *Kruskal-Wallis Test of Resilience Scores According to School Type*

Resilience Score	Kruskal-Wallis H	df	Asymp. Sig.
	0,104	2	0,949

a. Grouping Variable: School Type

As shown in the Table 4.7., a Kruskal-Wallis H analysis was performed to identify any significant differences in resilience scores among early childhood education teachers based on school type. The results indicated no statistically significant difference,  $H(2) = 0.104$ ,  $p = .949$ . This suggests that teachers' resilience levels do not significantly vary across public, private, or other school types.

#### 4.2.1.5. Differences in Resilience Scores of Participants in Terms of School Type

**Sub-RQ5: Is there a significant difference between the levels of resilience of early childhood education teachers according to their educational status?**

**Table 4.8.** *Kruskal-Wallis Test of Resilience Scores According to Educational Status*

Resilience Score	Kruskal-Wallis H	df	Asymp. Sig.
	12,187	4	0,016

a. Grouping Variable: Educational Status

Table 4.8. demonstrated the Kruskal-Wallis H test that was applied to examine the presence of significant differences among the resilience levels of the participants according to their educational status. According to the test results, the resilience scores showed significant differences according to the educational statuses of the participants,  $H(4) = 12.187$ ,  $p = .016$ . This result shows that the level of resilience of at least one of the groups is significantly different from the others.

#### 4.2.2. Job Crafting Levels of Participants in Terms of Demographic Variables

##### RQ.2. What are the job crafting levels of early childhood education teachers?

The second research question focused on exploring the job crafting levels of the participants by looking at different sociodemographic characteristics of theirs. This section reports five research sub-questions and their corresponding results. These sub-questions investigate the presence of significant differences in the job crafting levels of the participants based on age, gender, work experience, school type, and educational status.

**Table 4.9.** *Job Crafting Levels of Participants*

<b>Job Crafting Score</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>Skewness</b>	<b>Kurtosis</b>	<b>Minimum</b>	<b>Maximum</b>
	47,6987	15,3501	0,667	0,849	21	105

As seen in Table 4.9., descriptive statistical values were calculated to investigate the job crafting levels of the participants (N = 302). It was indicated by the findings that teachers' job crafting scores were generally at a moderate level (M = 47.69, SD = 15.35), with scores ranging between 21 (minimum) and 105 (maximum). Skewness (0.66) and kurtosis (0.84) values fell within acceptable ranges ( $\pm 1$ ), suggesting that the data were approximately normally distributed, though slightly positively skewed. Percentile analyses showed that 25% of the teachers scored below 38.00, the median job crafting score (50th percentile) was 46.00, and 75% of teachers scored below 56.00. The histogram supported these statistical findings, illustrating that most job crafting scores were concentrated within the 40-60 point range. Thus, the findings showed that the participants generally demonstrate moderate job crafting behaviors.

The Q-Q plot of job crafting scores showed a closer alignment with the normality line, although slight deviations were observed at the distribution tails, suggesting mild positive skewness. The results of the Kolmogorov-Smirnov ( $p = .006$ ) and the Shapiro-Wilk ( $p < .001$ ) analyses indicated significant deviations from normality, though to a lesser extent than observed in the resilience scores. These results imply that job crafting data only partially meets the assumptions of normal distribution. Therefore, while parametric tests might be cautiously applied, non-parametric methods remain a

more robust analytical choice due to the presence of outliers and the mild skewness in the data.

#### 4.2.2.1. Differences in Job Crafting Scores of Participants in Terms of Age

**Sub-RQ1: Is there a significant difference in job crafting of early childhood education teachers according to age?**

**Table 4.10.** *Job Crafting Scores According To Age*

Age	N	Mean	Std. Deviation
18–24	29	46,6552	14,78966
25–34	160	49,2813	15,47901
35–44	83	45,3735	15,33028
45–54	22	47,7727	11,92409
55+	8	43,7500	22,16658
Total	302	47,6987	15,35013

**Table 4.11.** *Tests of ANOVA According To Age for Teacher’s Job Crafting Scores*

	Sum of Squares	df	Mean Square	F	Sig.	$\eta^2$
<b>Intergroup</b>	1005.899	4	251.475	1.068	.372	.014
<b>Intragroup</b>	69917.681	297	235.413			
<b>Total</b>	70923.579	301				

A one-way ANOVA was performed to examine the presence of significant differences in the job crafting scores of the participants according to age. The homogeneity of variances was confirmed by testing the assumption using Levene’s test ( $p > .05$ ). The results demonstrated no significant variation in job crafting scores among the age groups,  $F(4, 297) = 1.07$ ,  $p = .372$ .

Table 4.11. illustrates the descriptive statistics that indicated that the 25–34 age group had the highest mean score ( $M = 49.28$ ,  $SD = 15.48$ ), while the 55+ age group had the lowest ( $M = 43.75$ ,  $SD = 22.17$ ). The effect size ( $\eta^2 = .014$ ) indicated a negligible association between age and job crafting.

#### Robustness Analysis

**Table 4.12.** *Kruskal-Wallis H Test According to Age*

<b>Job Crafting Score</b>	<b>Kruskal-Wallis H</b>	<b>df</b>	<b>Asymp. Sig.</b>
	5,453	4	0,244

a. Grouping Variable: Age\_Group

As demonstrated in the Table 4.13., by conducting a Kruskal-Wallis H test to see if a significant difference existed in job crafting scores among early childhood education teachers based on their age groups. According to the analysis results, no statistically significant difference was found in the levels of job crafting across age groups ( $H(4) = 5.453, p = .244$ ). Teachers aged 25-34 displayed the highest mean rank (161.66) and teachers aged 55 and above had the lowest mean rank (125.19), but these differences were not statistically significant. Consequently, age does not significantly influence early childhood education teachers' job crafting.

#### 4.2.2.2. Differences in Job Crafting Scores of Participants in Terms of Gender

**Sub-RQ2: Is there a significant difference in job crafting of early childhood education teachers according to gender?**

**Table 4.13.** *Independent Samples Test According to the Gender*

		<b>Levene's Test for Equality of</b>		<b>t-test for Equality of</b>	
		<b>F</b>	<b>Sig.</b>	<b>t</b>	<b>df</b>
<b>Job Crafting Score</b>	Homoskedasticity	,615	,434	-1,119	300
	Heteroskedasticity			-1,211	80,387

**Table 4.14.** *The Scores of Independent Samples Effect Sizes According to the Gender*

		<b>Standardizer<sup>a</sup></b>	<b>Point Estimate</b>
<b>Job Crafting Score</b>	<b>Cohen's d</b>	15,34369	-,171

a. Denominator in the estimation of effect size values.

Cohen's d: utilizes the pooled standard deviation.

An independent samples t-test was utilized to identify the existence of a significant difference in job crafting levels between the men and women in the sample. The results revealed no significant variation between the gender groups,  $t(300) = -1.12, p = .264$ . The homogeneity of variances was confirmed by the results of the Levene's test ( $p =$

.434). The gender variable had a small effect size (Cohen's  $d = -0.171$ ), indicating a negligible difference in job crafting levels between genders.

### Robustness Analysis

**Table 4.15.** *Mann-Whitney U Test of Job Crafting Scores According to Gender*

Job Crafting Score	Mann-Whitney U	Wilcoxon W	Z	Asymp. Sig. (2-tailed)
	5498,5	36873,5	-1,749	0,08

a. Grouping Variable: Gender

In the Mann-Whitney U test employed in this section, it was aimed to determine if there was a significant difference between the job crafting levels of the male and female early childhood education teachers in the sample. Despite the finding that the male teachers had a higher mean rank (170.76) in comparison to the female teachers (147.49), this difference was not statistically significant ( $U = 5498.50$ ,  $Z = -1.749$ ,  $p = .080$ ). Consequently, gender does not significantly influence the job crafting behaviors of early childhood education teachers.

#### 4.2.2.3. Differences in Job Crafting Scores of Participants in Terms of Work Experience

**Sub-RQ3: Is there a significant difference in job crafting of early childhood education teachers according to work experience?**

**Table 4.16.** *ANOVA of Job Crafting Scores According to Work Experience*

	Sum of Squares	df	Mean Square	F	Sig.	$\eta^2$
<b>Intergroup</b>	448,028	6	74,671	,313	,930	0,006
<b>Intragroup</b>	70475,552	295	238,900			
<b>Total</b>	70923,579	301				

The one-way ANOVA method was utilized to examine whether job crafting scores varied significantly according to years of professional experience among the participants. As seen in Table 4.17, the results indicated no significant difference,  $F(6, 295) = 0.31$ ,  $p = .930$ . The homogeneity of variances was confirmed in the tests

(Levene's test  $p = .284$ ). The effect size ( $\eta^2 = .006$ ) was negligible, suggesting that job crafting behaviors are not substantially influenced by length of work experience.

### Robustness Analysis

**Table 4.17.** *Tests of Kruskal-Wallis H According To Work Experience for Teacher's Job Crafting Scores*

Job Crafting Score	Kruskal-Wallis H	df	Asymp. Sig.
	2,72	6	0,843

a. Grouping Variable: Work\_Experience\_Group

The Kruskal-Wallis H test method was used to examine if job crafting scores significantly differ among the participants based on their years of experience in the profession. The findings indicated no significant difference among the professional experience groups ( $H(6) = 2.720$ ,  $p = .843$ ). Although teachers with 26-30 years of experience had the highest mean rank (168.29), and those with experience levels of 31 years or more had the lowest (124.43), these differences were not statistically significant. Therefore, years of professional experience do not significantly influence teachers' job crafting.

#### 4.2.2.4. Difference in Job Crafting Scores of Participants in Terms of School Type

**Sub-RQ4: Is there a significant difference in job crafting of early childhood education teachers according to school type?**

**Table 4.18.** *ANOVA of Job Crafting Scores According to School Type*

	Sum of Squares	df	Mean Square	F	Sig.	$\eta^2$
<b>Between group</b>	341,636	2	170,818	,724	,486	0,005
<b>Within group</b>	70581,943	299	236,060			
<b>Total</b>	70923,579	301				

A one-way ANOVA was performed to examine whether job crafting scores changed significantly according to school type among the participants in the sample. As shown

in Table 25, there was no statistically significant change in job crafting levels across groups,  $F(2, 299) = 0.72$ ,  $p = .486$ , and the effect size was negligible ( $\eta^2 = .005$ ).

Since the overall ANOVA results were not significant, post hoc comparisons using the Tukey HSD test were not made, as they do not provide meaningful differentiation among groups in the absence of a significant overall effect.

### Robustness Analysis

**Table 4.19.** *Kruskal-Wallis H Test of Job Crafting Scores According to School Type*

	Kruskal-Wallis H	df	Asymp. Sig.
Job Crafting Score	1,452	2	0,484

A.Grouping Variable: School Type

A Kruskal-Wallis H analysis was performed to examine the significance of differences in job crafting scores among early childhood education teachers based on school type. The results indicated no significant difference,  $H(2) = 1.45$ ,  $p = .484$ . This suggests that job crafting levels do not vary significantly among teachers working in public, private, or other school types. In the present study, the Job Crafting Scale (JCS) was used, which includes four distinct subdimensions. Accordingly, Kruskal-Wallis H tests were conducted separately for each subdimension to determine whether job crafting behaviors significantly differed across school types. This approach allowed for a more nuanced understanding of how institutional context influences specific job crafting strategies.

#### 4.2.2.5. Differences in Job Crafting Scores of Participants in Terms of Educational Status

**Sub-RQ5: Is there a significant difference in job crafting of early childhood education teachers according to educational status?**

**Table 4.20.** *ANOVA of Job Crafting Scores According to Educational Status*

Sum of Squares	df	Mean Square	F	Sig.	$\eta^2$
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Intergroup	7165,346	4	1791,337	8,344	,000	0,101
Intragroup	63758,233	297	214,674			
Total	70923,579	301				

In this stage, a one-way ANOVA was used to make comparisons of job crafting levels across different levels of educational status among early childhood education teachers. A significant difference was identified in job crafting levels between the groups,  $F(4, 297) = 8.344, p < .001$ . As illustrated in the Table 4.20, showing the results of the Levene's test, the assumption of homogeneity of variances was satisfied ( $p = .060$ ). The medium effect size of the educational status variable ( $\eta^2 = .101$ ) suggests a moderate effect, indicating that educational status accounts for approximately 10% of the variance in job crafting.

Although the one-way ANOVA indicated significant variations in job crafting levels according to educational status, post-hoc comparisons could not be performed due to the presence of a group with fewer than two cases. Specifically, the PhD group included only one participant, preventing the software from calculating valid variance estimates required for pairwise comparisons. As such, the precise group differences could not be statistically confirmed via post-hoc tests.

### Robustness Analysis

**Table 4.21.** *The Kruskal-Wallis H Tests for Educational Status for Teacher's Job Crafting Scores*

Job Crafting Score	Kruskal-Wallis H	df	Asymp. Sig.
	24,271	4	0

a. Grouping Variable: Educational Status

As shown in table 4.21, A Kruskal-Wallis H test was conducted to determine whether job crafting scores varied significantly based on to educational status among early childhood education teachers. As a result of the test, a significant difference was revealed between the groups,  $H(4) = 24.27, p < .001$ . Mean rank scores suggest a

positive association between higher educational status and greater job crafting, with master's degree holders showing the highest average rank.

#### 4.2.3. Relationship between Resilience and Job Crafting

**RQ.3. How are the resilience and job crafting levels of early childhood education teachers related to each other?**

**Table 4.22.** *Spearman Correlation Test between Resilience Scores and Job Crafting Scores*

			Resilience_Score	Job_Crafting_Score
Spearman's rho	Resilience Score	Correlation Coefficient	1,000	,711**
		Sig. (2-tailed)	.	,000
		N	302	302
	Job Crafting_Score	Correlation Coefficient	,711**	1,000
		Sig. (2-tailed)	,000	.
		N	302	302

\*\* . Correlation is significant at 0.01 (2-tailed significance).

In the Spearman correlation analysis, which was conducted to examine the association between the early childhood education teachers' resilience and job crafting scores, a strong, statistically significant, and positive correlation was seen between resilience and job crafting ( $r_s = .711$ ,  $p < .001$ ). This finding suggests that teachers with higher resilience levels also exhibit significantly higher levels of job crafting.

#### Summary

Chapter 4 presents the statistical analysis results of this study in a structured and comparative manner. Preliminary analyses indicated the non-normality of the distribution of the collected data, which informed the decision to apply non-parametric statistical tests alongside parametric methods to ensure robustness. The results were analyzed based on various demographic and professional variables, including age, gender, work experience, school type, and educational status. Descriptive statistics

provided an insight into the resilience and job crafting levels of the participants. Group comparisons revealed statistically significant differences in resilience and job crafting scores in relation to educational status. However, no significant differences were observed with respect to school type, gender, age, or work experience in most cases. Additionally, a correlation analysis between resilience and job crafting indicated a moderate positive association. All findings were reported with relevant test statistics and clearly summarized in tables for ease of interpretation and comparison.

## CHAPTER 5

### DISCUSSION, IMPLICATIONS AND RECOMMENDATIONS

This chapter includes a comprehensive interpretation of the findings of the study, as well as the presentation of theoretical and practical implications according to the obtained results, and recommendations for future studies in line with the results. In the context of the main research questions, the discussion is structured under four main headings. First, the main findings regarding teachers' resilience and job crafting levels were analyzed and their relationship with the existing literature was examined. Secondly, it was discussed whether the findings differed based on sociodemographic characteristics including age, gender, education status, work experience and school type. Thirdly, the practical implications of the results for educational policies, school administrators and teacher training programs are discussed. Finally, in the light of the current findings, suggestions for future studies are presented and the contributions and limitations of the study are evaluated, and the section is concluded.

#### 5.1. Discussion of Main Findings

The results obtained in this study illustrated that preschool teachers' resilience and job crafting levels were generally at a moderate level. The mean total score obtained from the Multidimensional Teacher Resilience Scale was 49.71, which corresponds to approximately 1.91 points per item for the 26-item scale. Similarly, the mean total Job Crafting Scale score of the participants was 47.69, which corresponds to approximately 2.27 points for the 21-item scale. In five-point Likert-type scales, level determination is generally classified as “very low” between 1.00-1.80, “low” between 1.81-2.60, “medium” between 2.61-3.40, ‘high’ between 3.41-4.20, and “very high” between 4.21-5.00 (Tavşancıl, 2006; Field, 2018; Korkmaz, 2019). In this context, although the per-item averages obtained are close to the lower limit of the middle level according to the relevant classification scale, considering the interquartile distribution of the data and histogram analysis, it is meaningful to interpret these values as

“medium level” behaviors are exhibited. This suggests that teachers have the capacity to cope with stress and restructure their work, but these capacities are not fully revealed due to organizational and contextual factors. Mansfield et al. (2016) stated that teacher resilience is fed by contextual supports beyond individual characteristics; similarly, Tims and Bakker (2010) revealed that job crafting develops only when job resources like social support, feedback, autonomy are provided. The fact that the scores obtained in the study are concentrated at the lower end of the middle level indicates that teachers have the potential to exhibit these behaviors, but the current system does not support this potential sufficiently. The findings in this context point to opportunities for intervention and improvement to meet teachers' psychosocial needs more effectively and support their professional development (Gu & Day, 2013; Slemp & Vella-Brodrick, 2014).

One of the most striking findings of this study was the strong positive association between early childhood education teachers' resilience levels and their job crafting levels ( $r_s = .711, p < .001$ ). It is possible that teachers who are highly resilient tend to proactively restructure their jobs to make sure that their jobs become more meaningful, controlled and motivating. Indeed, in the literature, resilience is associated not only with individuals' capacity to cope with stress but also with their ability to create positive transformation under challenging conditions (Luthar, Cicchetti & Becker, 2000; Masten, 2001). Similarly, the concept of job crafting developed by Wrzesniewski and Dutton (2001) emphasizes individuals' perception of control over their work. Many studies in the literature indicate resilience to be an adaptation process developing in the context of a person's interaction with their surroundings and that this process is shaped by dynamics such as self-efficacy, autonomy and meaning construction - the process by which individuals attach a personal value, purpose and meaning to events, experiences or work - (Mansfield & Wosnitza, 2015; Slemp & Vella-Brodrick, 2014). In this context, it could be possible that the strong correlation suggests that teachers not only resist challenges in the work environment, but also consider these challenges as an opportunity for professional development and subjective meaning making. In conclusion, this finding suggests that teachers' resilience is not only a passive defense mechanism but is closely related to an active self-regulation strategy that transforms work roles. Furthermore, higher levels of job

crafting among teachers are associated with both personal initiative and excellent professional success. According to research, teachers who engage in job crafting have higher job satisfaction, organizational commitment, and reduced levels of burnout (Tims et al., 2013; Slemp & Vella-Brodrick, 2014). Strong job crafting may help early childhood education teachers keep meaning in their work and adjust more flexibly to daily pressures. As a result, enhancing levels of job crafting through organizational support is a promising strategy for improving teachers' well-being and professional sustainability.

It is possible that the fact that early childhood teachers received moderate scores in both of these constructs may be related to reasons such as their limited professional experience, the inadequacy of these skills in education faculties, and the fact that working conditions do not allow flexibility. The fact that the majority of the teachers in the sample (53%) are between the ages of 25-34 and 39% have 1-5 years of experience supports these interpretations. In addition, the fact that the study was conducted in a disadvantaged region such as Şanlıurfa may be a contextual element affecting the limited realization of resilience and job crafting. It is stated in the literature that such geographical inequalities directly affect teachers' attitudes and professional behaviors (Gürbüz & Karapınar, 2020; Skaalvik & Skaalvik, 2015).

## **5.2. Discussion of Differences in Terms of Demographic Variables**

The results of the present study suggested that the resilience and job crafting levels of the participants showed significant differences according to some demographic variables, while there was no significant variation in these levels based on other variables. It can be inferred that teachers' professional psychosocial behaviors are shaped not only by individual characteristics but also by the contextual conditions, social roles, and institutional dynamics in which they work, as comparable dynamics have been noted in research focusing on how school climate and organizational structures intersect with teachers' capacity for job crafting and resilience within the workplace environment (Dreer, 2022).

In the present study, no significant change was observed in the resilience and job crafting levels of the participants according to gender variable. This finding suggests

that in contexts such as Türkiye, where teaching is socially coded as a “women's profession”, gender-based behavioral differences may be obscured within the profession. However, the high proportion of women in the sample, 82.8% (n=250), may have caused the variance to be limited and the differences not to be statistically visible. In the literature, it is stated that female teachers have higher emotional labor levels in comparison to male teachers and this may have determinative effects on resilience (Bozkuş, 2021; Bonanno et al., 2007). In addition, this observation appears to align with the idea that gender norms may also affect individuals' stress coping strategies and self-regulatory behaviors in the work environment (Mahalingam, 2003). Therefore, the effect of gender on teacher behaviors should be evaluated not only as a biological variable but also as a structure intertwined with gender roles.

In the study, there was no significant difference in teachers' resilience and job crafting levels according to the age variable. This result seems to contradict the literature suggesting that age and capacity to cope with stress increase with age as teachers professionally mature (Campbell-Sills, Cohan, & Stein, 2006; Gu & Day, 2013). This is because previous studies reveal that age is not only a chronological variable but also a factor that strengthens an individual's resilience in connection with an experiential learning process (Kriewaldt et al., 2025; Dawborn-Gundlach & Dadvand, 2025; Nemati & Badri Gargari, 2024). However, the fact that a significant proportion (53%) of the sample of the current study consisted of teachers between the ages of 25-34 and most of the participants were in the early stage of their professional life may have limited the visibility of this relationship. Especially in Türkiye, the fact that young teachers are often directed to disadvantaged and under-resourced regions through assignment systems may cause the positive effects of age to be overshadowed by contextual stressors. In this context, explaining the relationship between age and resilience alone may be insufficient; the age factor should be evaluated together with variables such as organizational structure, physical environment and leadership climate. In other words, teachers' resilience and job crafting are directly related to the conditions under which the potential provided by age can emerge. Therefore, in future research, not only the age of individuals, but also the nature of the environment in which they work, the level of institutional support they encounter, and professional

socialization opportunities should be analyzed simultaneously to comprehend the effect of age.

In the study, no significant variation was observed in teachers' resilience and job crafting levels according to their levels of work experience. This was a result that seemed to contradict the results of some other studies in the literature reporting that teachers' self-regulatory capacities and proactive professional behaviors should increase with experience (Mansfield et al., 2016; Akkermans & Tims, 2017). However, this contradiction can be evaluated with various explanations. First of all, the fact that the proportion of teachers with 10 years or more of experience in the sample was only 16% may have caused the experienced teacher group to be underrepresented in the statistical analyses, which may have prevented the difference from becoming significant. In addition, it is emphasized that professional experience should be evaluated not only as an accumulation of time but also with the learning opportunities and contextual qualities it contains (Burns, 2024; Madulara & Paglinawan, 2025). Indeed, this concern has long been established in the literature, where authors such as Ingersoll (2001), Johnson and Birkeland (2003), and Hargreaves (2000) emphasize that some teachers may work for many years in institutions where there is a lack of resources, weak leadership structure or lack of professional development support, which may limit the positive effects of the experience. Thus, variables such as resilience and job crafting may vary not only depending on years of experience, but also on the institutional environment, school culture and level of support for teachers.

In the study, no statistically significant difference was found in teachers' job crafting scores according to the type of school ( $p = .949$ ). Although teachers working in private schools exhibited slightly higher mean scores, these differences were not statistically meaningful. This suggests that job crafting may not be directly influenced by institutional type alone. Nevertheless, the literature highlights that organizational structures common in private schools—such as increased autonomy, flexible scheduling, and performance-based incentives—can foster environments that encourage job crafting (Plomp et al., 2016; Papatraianou & Le Cornu, 2014). Therefore, while no significant difference emerged in this sample, it remains plausible that institutional culture and support systems play a moderating role in shaping

proactive teacher behaviors, which future studies should investigate more comprehensively. Based on the results of the analyses performed in the study, no statistically significant difference existed in the resilience scores of teachers according to their school types ( $p = .949$ ). At first glance, this finding may contradict the assumption that private school teachers would be expected to have higher levels of resilience considering that they benefit from more institutional support and flexibility. However, the fact that this difference is not reflected at the level of significance can be explained by several factors. First of all, resilience is a complex construct shaped by individual characteristics (self-efficacy, intrinsic motivation, coping skills) as well as multi-layered factors such as social support networks, life events, and personal history (Masten, 2001; Mansfield et al., 2016). Therefore, not only the type of school but also the teacher's individual background, current psychosocial status, and classroom dynamics may have a determining role on their resilience levels. On the other hand, the distribution of the sample shows that the majority of the participants work at public schools (82%) and private school teachers have a relatively low proportion. This may cause the variance between groups to be limited and no significant difference to emerge. In addition, the fact that some teachers are more exposed to stressors such as low wages, job insecurity or high-performance pressure despite working in private schools may have a weakening effect rather than supporting resilience. Indeed, there are also findings in the literature that private school teachers experience more stress in the work environment (Skaalvik & Skaalvik, 2015). In line with these results, the effect of school type on resilience should be evaluated not as a direct and singular variable, but in a multidimensional framework with the support structures offered by the context, leadership climate, inter-teacher relationships and individual background. Similarly, Ingersoll (2001) and Johnson & Birkeland (2003) emphasize that teachers' professional resilience may differ not only depending on the type of institution but also on the resources and organizational structure offered by the institution.

In the study, a statistically significant difference was found in both teachers' resilience and job crafting scores according to educational status ( $p = .016$  and  $p < .001$ , respectively). Although post-hoc comparisons could not be reliably conducted due to small group sizes—particularly the PhD group, which included only one participant—

rank-based analysis from the Kruskal-Wallis test suggested that teachers with higher academic qualifications, especially those with a master's degree, tend to demonstrate higher levels of resilience and proactive job crafting. This finding aligns with prior research emphasizing that graduate-level education can enhance teachers' professional self-efficacy and openness to innovation (Çetin, 2019; Kılınç & Çoklar, 2022). Nonetheless, it is essential to consider these results with caution because of limitations in the sample of the study. On the other hand, teachers' resilience and job crafting are shaped not only by their academic formation but also by the leadership structure, organizational support, and the level of access to physical and social resources in the school where they work. Mansfield and Wosnitza (2015) emphasize that teacher motivation and professional engagement are related to the continuity of contextual support systems rather than individual qualities. In this respect, having a higher level of academic education may not have a transformative effect on teacher behavior unless it is supported by an appropriate context.

In the final analysis, this study revealed that teachers' resilience and job crafting have strong positive correlations. While there were no statistically significant differences in resilience and job crafting associated with age, gender, work experience, and school type, educational status emerged as the only demographic variable showing significant variation in both constructs, thereby constituting the main focus of the current discussion. Future studies could explore whether institutional flexibility and leadership climate mediate the relationship between educational status and job crafting, particularly via multilevel and mixed-method designs.

On the contrary, contextual factors such as distributional imbalances in the sample, regional inequalities, differences in leadership structures and lack of institutional support mechanisms may have rendered the effect of some variables statistically invisible. In particular, the sample structure with a high proportion of young and less experienced teachers may have limited potential impact of age and experience variables. Similarly, the low proportion of master's degree graduates may have prevented the emergence of differences related to educational level. In addition, it should be taken into account that a multidimensional construct such as resilience develops not only with individual or demographic factors but also with organizational

factors such as social support, leadership climate and professional development opportunities (Mansfield & Wosnitza, 2015; Gu & Day, 2013; Hallam, Buell, & Hooper, 2020; Ungar, 2011).

Therefore, demographic variables should be considered not only as descriptive categories but also as theoretical analysis tools that help us understand how teacher behaviors are shaped in social, cultural and organizational contexts. In this context, the use of multivariate analyses centered on the context effect in future research will contribute to a more holistic understanding of the development of teacher resilience and job crafting.

### **5.3. Implications for Practice**

The results of the present study highlight that the resilience and job crafting levels of teachers cannot be explained only by individual characteristics. The findings suggest that these constructs may also be related to the context in which the teacher is situated, the climate in the school, and the supports provided by the system. At this point, the need for practices and policies that take into account the requirements of teachers and aim to develop approaches that are sensitive to these needs is noteworthy. According to the findings of this study, recommendations for various components of the education system are presented below.

For education policymakers and the Turkish Ministry of National Education (MoNE), the findings of this study show that it is not sufficient to explain teachers' resilience and job crafting with only individual qualities, and that supportive approaches are needed at the system level. In particular, teachers working in socioeconomically disadvantaged regions face more stressors and this directly affects their resilience levels. Therefore, psychosocial support programs (e.g. guidance, supervision, psychological counseling) that are sensitive to regional needs should be designed (Skaalvik & Skaalvik, 2015). However, in-service training content should not be limited to pedagogical aspects but should also provide space for the development of psychosocial skills such as self-awareness, coping with stress, and giving meaning to work (Greenier, Derakhshan & Fathi, 2021). Moreover, periodic monitoring of teachers' indicators such as resilience, job satisfaction, and burnout will pave the way

for more targeted and data-based policymaking. Such practices can contribute to the establishment of more holistic and preventive systems to protect teachers' well-being.

The absence of a statistically significant relationship between school types and teachers' levels of job crafting or resilience in this study is a remarkable finding in itself. This suggests that institutional classifications such as “public” or “private” cannot alone determine the impact on teacher behavior, and instead, contextual and structural factors come into play in a more complex way. The fact that this study took part in a socioeconomically disadvantaged region with teachers, most of whom were at the beginning of their professional life, draws attention to the “equalizing” effect of national education policies, assignment systems and lack of resources on teacher behavior. In this respect, the study questions the common assumption in the literature that “school type determines behavior” and emphasizes the need to consider institutional influence within broader systemic and regional dynamics. Therefore, this study not only presents results that are in line with the existing literature, but also provides a critical and contextual perspective that is often overlooked in large-scale quantitative research.

For faculties of education and teacher training programs, the teacher education process should be reconstructed in a way to develop preservice teachers' resilience, self-awareness, and capacity to generate professional meaning, rather than a structure that focuses only on transferring knowledge. In this context, the curricula of faculties of education should be enriched with content aimed at developing resilience, self-regulation and proactive work-related behaviors (Slemp & Vella-Brodrick, 2014; Sharma & Sood, 2023). At the same time, case studies, simulations, and long-term teaching practicums should be included in the training of prospective teachers to afford them opportunities to experience real classroom settings and challenges. Such experiences will help pre-service teachers get prepared for the professional reality and make them more prepared for the stressors they may face in the following years. The development of teaching identity should not be neglected in this process. Since identity development is a structure that is shaped by time and experience, it is crucially important to support pre-service teachers' reflective thinking skills and to meet them with authentic teaching experiences.

#### **5.4. Recommendations for Future Research**

First, future studies should use longitudinal designs to analyze the changes in resilience and job crafting levels over time. In this way, it can be evaluated more clearly how these objectives evolve at different stages of teachers' careers (Gu & Day, 2013; Van Wingerden & Poell, 2019). Such studies will provide depth in understanding how teachers enter the burnout process and the mechanisms by which they manage this process. Longitudinal designs are particularly important for understanding the direction of change and the conditions that influence it, especially given that psychological processes that develop over time, such as teacher resilience, cannot be assessed with cross-sectional data alone. It may be possible that such studies can provide a more holistic perspective on how teachers develop coping strategies at different stages of their careers.

Second, the scope of the studies should be expanded, and larger samples should be studied, covering teachers working in different regions of Türkiye, different school types and socio-economic levels. In this way, the effect of regional contexts on resilience and job crafting can be analyzed more clearly. The fact that this study was conducted in a socioeconomically disadvantaged region such as Şanlıurfa suggests that the findings may have contextual limitations. When a similar study is conducted in larger cities or developed regions, different findings may be obtained due to more pronounced institutional support. Therefore, it is important for future studies to address regional differences in a comparative manner.

Thirdly, it is recommended that qualitative research methods be used. In-depth information such as how teachers define job crafting, which strategies they prefer and why, and how they build resilience can only be obtained through techniques such as interviews and observations (Papatraianou & Le Cornu, 2014). During the data collection process, it was noted that teachers had difficulty in expressing their complex emotional experiences and professional challenges through standardized scales. In particular, dimensions such as the effort they put into the profession, ethics, and classroom activities may not have been fully reflected through quantitative measures. Therefore, it is important to include open-ended and qualitative data collection techniques in future research acquire a deeper conception of how teachers perceive

and construct their professional agency. Indeed, if even limited qualitative data had been included in this study, much more comprehensive insights into participants' sources of motivation, ways of coping with institutional barriers, and individual strategy development processes could have been obtained.

Finally, in addition to individual characteristics of teachers, contextual variables such as school climate, administrative support, and professional development opportunities should definitely be controlled in future research. Such a holistic approach will offer a potentially superior understanding of both teachers' resilience and job crafting levels. In this research process, it was observed that teachers tended to express themselves much more verbally than in their written responses. This situation shows that qualitative research can be an significant tool in understanding how teachers construct their professional identities and which factors lead them to shape their work. In particular, it may be possible that analyses based on semi-structured interviews or professional experience narratives can explain not only what the behavior is, but also why and how it occurs.

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## APPENDICES

### A.APPROVAL OF THE METU HUMAN SUBJECTS ETHICS COMMITTEE

UYGULAMALI ETİK ARAŞTIRMA MERKEZİ  
APPLIED ETHICS RESEARCH CENTER



ORTA DOĞU TEKNİK ÜNİVERSİTESİ  
MIDDLE EAST TECHNICAL UNIVERSITY

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www.ueam.metu.edu.tr

06 MAYIS 2024

Konu: Değerlendirme Sonucu

Gönderen: ODTÜ İnsan Araştırmaları Etik Kurulu (İAEK)

İlgi: İnsan Araştırmaları Etik Kurulu Başvurusu

**Sayın FeYZa TanteKin Erden**

Danışmanlığınızı yürüttüğünüz FeYZa Nur Şen'in "*Okul Öncesi Öğretmenlerinin Dayanıklılık Boyutları ile İş Becerikliliği Davranışları Arasındaki İlişkinin İncelenmesi*" başlıklı araştırmanız İnsan Araştırmaları Etik Kurulu tarafından uygun görülerek **0255-ODTÜİAEK-2024** protokol numarası ile onaylanmıştır

Bilgilerinize saygılarımla sunarım

[Redacted Signature]

Prof. Dr. Ş. Halil TURAN  
Başkan

[Redacted Signature]

Prof.Dr. İ. Semih AKÇOMAK  
Üye

[Redacted Signature]

Doç. Dr. Ali Emre Turgut  
Üye

[Redacted Signature]

Doç. Dr. Şerife SEVİNÇ  
Üye

[Redacted Signature]

Doç.Dr. Murat Perit ÇAKIR  
Üye

[Redacted Signature]

Dr. Öğretim Üyesi Sureyya ÖZCAN KABASAKAL  
Üye

[Redacted Signature]

Dr. Öğretim Üyesi Müge GÜNDÜZ  
Üye

## B.APPROVALS OF MINISTRY OF NATIONAL EDUCATION



Sayı : E-26292541-044-110694136

23.07.2024

Konu : Araştırma, Uygulama ve Anket İzni (FeYZa  
Nur ŞEN)

### DAĞITIM YERLERİNE

İlgi : a) Milli Eğitim Bakanlığı Talim Terbiye Kurulu Başkanlığının 2024/41 sayılı Genelgesi.  
b) Orta Doğu Teknik Üniversitesi Rektörlüğünün 26.06.2024 tarihli ve E.442 (105491162) sayılı yazısı.

Orta Doğu Teknik Üniversitesi Sosyal Bilimler Enstitüsü, Temel Eğitim Ana Bilim Dalı, yüksek lisans öğrencisi FeYZa Nur ŞEN tarafından tutanakta belirtilen konu ile ilgili araştırma izni hakkındaki ilgi (b) yazısı ve ilgi (a)'da belirtilen Valilik Makam Onayı ile oluşturulan komisyon tarafından incelenmiştir.

İlgilinin çalışmasının Milli Eğitim Bakanlığı Yenilik ve Eğitim Teknolojileri Genel Müdürlüğünün 21/01/2020 tarih ve 2020/2 sayılı genelgede belirtilen hususlar çerçevesinde uygulanabileceği ekte gönderilen komisyon tutanağı ile onaylanmıştır. Denetimleri ilgili okul, ilçe milli eğitim müdürlükleri tarafından gerçekleştirilmek üzere derslerin aksatılmaması kaydıyla, araştırmanın ayrıca öğrenci, veli ve/veya öğretmenlerden alınacak izin ve gönüllük esasları çerçevesinde 2024-2025 eğitim öğretim yılı içerisinde, 01.09.2024-31.12.2024 tarihleri arasında tutanakta belirtilen ilimizde Eyyübiye, Haliliye ve Karaköprü ilçelerinde yer alan tüm resmi ve özel bağımsız anaokulları ile ilkokullara bağlı resmi ve özel anasınıflarında görev yapan öğretmenlere yönelik araştırma, uygulama ve anket çalışması yapılması hususunda;

Bilgilerini ve gereğini arz/rica ederim.

Asım SULTANOĞLU  
İl Milli Eğitim Müdürü

Ek:

- 1 - Komisyon Tutanağı (1 Sayfa)
- 2 - Anket (6 Sayfa)
- 3 - Araştırma Uygulama İzni (25 Sayfa)

Dağıtım:

Gereği:  
Eyyübiye İlçe Milli Eğitim Müdürlüğüne  
Haliliye İlçe Milli Eğitim Müdürlüğüne  
Karaköprü İlçe Milli Eğitim Müdürlüğüne

Bilgi:  
Orta Doğu Teknik Üniversitesi Rektörlüğüne

**C. TURKISH VERSION OF MULTIDIMENSIONAL TEACHER  
RESILIENCE SCALE**

		Kesinlikle Katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle Katılıyorum
1	Okulda durumlar değiştiğinde esnek olabilirim					
2	Okuldaki yeni durumlara hızla uyum sağlayabilirim					
3	Okul çalışmalarında iyi organize olurum					
4	Gelecek planları yapmak için öğretme ve öğrenmem üzerine düşünürüm					
5	Okulda bir şeyler ters gittiğinde bunu kişisel olarak algılamam					
6	Değerlendirdikten sonra, genellikle okuldaki zorlu durumların ilginç tarafını bulabilirim					
7	Okulda üzgün veya kızgın hissettiğimde sakin kalmayı başarabilirim					
8	Öğretmen olarak rolümü hayatımın diğer boyutlarıyla dengelerim					
9	Okulda genel olarak iyimserim					
10	Okulda sınırlılıklarına odaklanmaktan çok güçlü yönlerimi geliştirmeye odaklanırım					
11	Okulda yaptığım hataları öğrenme fırsatı olarak değerlendiririm.					
12	Öğretmen olarak görevimde hedefler belirler ve bu hedeflere ulaşmak için çalışırım.					
13	Bir öğretmen olarak kendimden gerçekçi beklentilerim var.					
14	Okulda bir şeyi kafama koyarsam bunda başarılı olabileceğime inanırım					
15	Okulda işler zorlaştığında motivasyonumu ve hevesimi korumada iyiyimdir					
16	İşteyken öğrenmekten keyif alıyorum					
17	İşim ile ilgili “çocukların öğrenmelerindeki, bir şeyi daha iyi öğretmek ile ilgili” zorlukları severim.					
18	İşimde ısrarcıyım.					
19	İş hayatım üzerinde kontrol sahibi olduğuma inanıyorum					
20	İşimi iyi yapmak için çaba göstermek benim için önemlidir.					
21	Bir konuda emin olamadığımda meslektaşlarımdan yardım isterim					
22	Yeni okul ortamlarında ilişkiler kurmakta iyiyim					
23	Öğretmen olarak iyi iletişim kurarım					
24	Çalışmalarında bir duruma çözüm bulmak için o duruma çeşitli yönlerden bakabilirim					
25	İş yerinde oluşan durumlara diğer insanların bakış açılarından bakabilirim					
26	İşteyken başkalarıyla olan anlaşmazlıkları genellikle çözebilirim.					

## D.TURKISH VERSION OF JOB CRAFTING SCALE

	Kesinlikle Katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle Katılıyorum
1. Yeteneklerimi geliştirmeye çalışırım					
2. Kendimi profesyonel olarak geliştirmeye çalışırım					
3. İşte yeni şeyler öğrenmeye çalışırım					
4. Kapasitemi sonuna kadar kullandığımdan emin olurum					
5. İşleri nasıl yapacağıma kendim karar veririm					
6. İşimin zihinsel olarak daha az yoğun olmasını sağlarım					
7. İşimin duygusal açıdan daha az yoğun olmasını sağlamaya çalışırım					
8. İşimi sorunlarıyla beni duygusal olarak etkileyen insanlarla iletişimi en aza indirme çabası ile yönetirim.					
9. İşimi, beklentileri gerçekçi olmayan insanlarla iletişimi en aza indirecek şekilde düzenlerim					
10. İş yerinde çok fazla zor karar vermemeyi garanti altına almaya çalışırım.					
11. Çalışmalarımı bir kerede çok uzun süre konsantre olmak zorunda kalmayacağım bir şekilde düzenlerim					
12. İdarecimden bana koçluk yapmasını isterim					
13. İdarecime yaptığım işten memnun olup olmadığını sorarım					
14. İlham almak için idarecime bakarım					
15. İş performansım hakkında başkalarından geri bildirim isterim.					
16. Meslektaşlarımdan tavsiye isterim.					
17. İlginç bir proje ortaya çıktığında, kendiliğimden gidip o projede birlikte çalışmak istediğimi belirtirim.					
18. Yeni gelişmeler olduğunda, bunları ilk öğrenen ve deneyenlerden biri olurum.					
19. İş yerinde yapacak fazla bir şey olmadığında, bunu yeni projelere başlamak için bir şans olarak görürüm.					
20. Ekstra ücret almadığım halde düzenli olarak ekstra görevler üstlenirim.					
21. İşimin değişik yönleri arasındaki ilişkileri esas alarak işimi daha zorlayıcı bir hale getirmeye çalışırım.					

## E. DEMOGRAPHIC INFORMATION FORM

Dayanıklılık Boyutları ile İş Becerikliliği Davranışları Ölçeği

Değerli Okul Öncesi Öğretmenleri,

Dayanıklılık, özellikle zihinsel, duygusal ve davranışsal esnekliği içerir. Olumsuzluklara karşı hazırlıklı olma, stres ve travmayla başa çıkabilme, zor koşullara uyum sağlama, yıkıcı deneyimlerden bir şeyler öğrenerek başa çıkma ve gelişme kapasitesi olarak tanımlanmaktadır. Okulun ve işin zorlu doğası, öğretmenler için zorlu bir ortam yaratarak onların iş tatminini ve performanslarını engelleyebilmektedir. Öğretmenler yoğun stres altında olduklarında kariyerlerinde kalıcı bir etki yaratmaları zorlaşır. Öğretmen dayanıklılığı bu noktada devreye girerek, bir öğretmenin zor ve potansiyel olarak olumsuz durumlara etkili bir şekilde uyum sağlama yeteneğini ifade eder. Dayanıklılığın yanında bu çalışmada etkililiği ölçülecek bir diğer kavram olan iş becerikliliği ise çalışanların, işlerinin görev veya ilişki sınırlarını tanımlamalarına yönelik yaptıkları fiziksel ve bilişsel değişiklikler olarak ifade edilir. Çalışanın işe yönelik davranışlarını proaktif olarak özelleştirmesi yani, çalışma ortamlarını kendi tercihlerine bağlı olarak düzenlemesinin çalışana olumlu etkileri bulunmaktadır. Çalışan kendini enerjik hissetmekte, işine kendini adamakta ve dengeli bir ruh hali sağlamaktadır. Bu bağlamda öğretmenlerin çok boyutlu dayanıklılıklarının iş becerikliliği ile olan ilişkisine odaklanılacaktır.

Bu araştırma, ODTÜ Okul Öncesi Öğretmenliği Bölümü Yüksek Lisans öğrencisi Feyza Nur ŞEN tarafından Prof. Dr. Feyza TANTEKİN ERDEN danışmanlığındaki yüksek lisans tezi çalışması kapsamında yapılmaktadır. Araştırmanın amacı, okul öncesi öğretmenlerinin, öğretmen dayanıklılığı boyutlarını ve bu boyutların iş becerikliliği davranışı ile olan ilişkisini incelemektir.

Araştırmaya katılmayı kabul ederseniz, sizden öncelikle demografik bilgileriniz ardından Çok Boyutlu Öğretmen Dayanıklılığı Ölçeği ile İş Becerikliliği Ölçeği adlı iki farklı ölçek doldurmanız beklenmektedir. Bu ölçeklerde sizlere bir dizi likert ölçekli soru yöneltilecek ve soruların doğru ya da yanlış cevabı olmadığı gibi bu ankette verilen yargıları sizi en iyi ifade ettiğini düşündüğünüz şıkları işaretleyerek yanıt vermeniz gerekmektedir. Çalışmaya katılımınız için teşekkür ederiz.

### 1. Yaşınız

*Yalnızca bir şıkkı işaretleyin.*

18-24

25-34

35-44

45-54

55 ve üstü

### 2. Cinsiyetiniz

*Yalnızca bir şıkkı işaretleyin.*

Kadın

Erkek

Diğer

3. Meslekte kaçınıcı yılınıızı çalışıyorsunuz?

*Yalnızca bir şıkkı işaretleyin.*

1-5

6-10

11-15

16-20

21-25

26-30

31 ve üstü

4. Hangi sektörde çalışıyorsunuz?

*Yalnızca bir şıkkı işaretleyin.*

Devlet

Özel

Diğer

5. Öğrenim Durumunuz

*Yalnızca bir şıkkı işaretleyin.*

Lise

Önlisans

Lisans

Yüksek Lisans

Doktora



## F. PERMISSION FOR MULTIDIMENSIONAL TEACHER RESILIENCE SCALE

### Re: Request Letter



Caroline MANSFIELD göndericisinden 2024-03-18 12:04 tarihinde

 Ayrıntılar  Düz Metin

 Teacher Resilience Questionnaire.docx (~112 KB) 

Dear Feyza Nur Şen,

Thank you for your enquiry. I have attached the scale here and would appreciate being informed of the findings of your study.

Kind regards,

Caroline

Professor Caroline Mansfield

Executive Dean

School of Education

Edith Cowan University

Ph: 0468 510 636

Email: [c.mansfield@ecu.edu.au](mailto:c.mansfield@ecu.edu.au)

ORCID: 0000-0002-8984-2508

[Google Scholar profile](#)

## G. PERMISSION FOR JOB CRAFTING SCALE

Request Letter ▶ Gelen Kutusu x

**Feyza Nur Şen**

Dear Maria Tims, I am writing to request permission to use the Job Crafting Scale (JCS) in my master thesis research. My study aims to investigate the resilienc

🗨️ 20



**Tims, M. (Maria)**

Alic: ben ▾

26 Şub 2024 Pzt 11:13

[Türkçe diline çevir](#) ×

Dear Feyza,

Permission is granted. Good luck with your research.

All the best,  
Maria

Verzonden vanaf [Outlook voor Android](#)

**From:** Feyza Nur Şe

**Sent:** Tuesday, February 20, 2024 9:55:02 AM

**To:** Tims, M. (Maria)

**Subject:** Request Letter

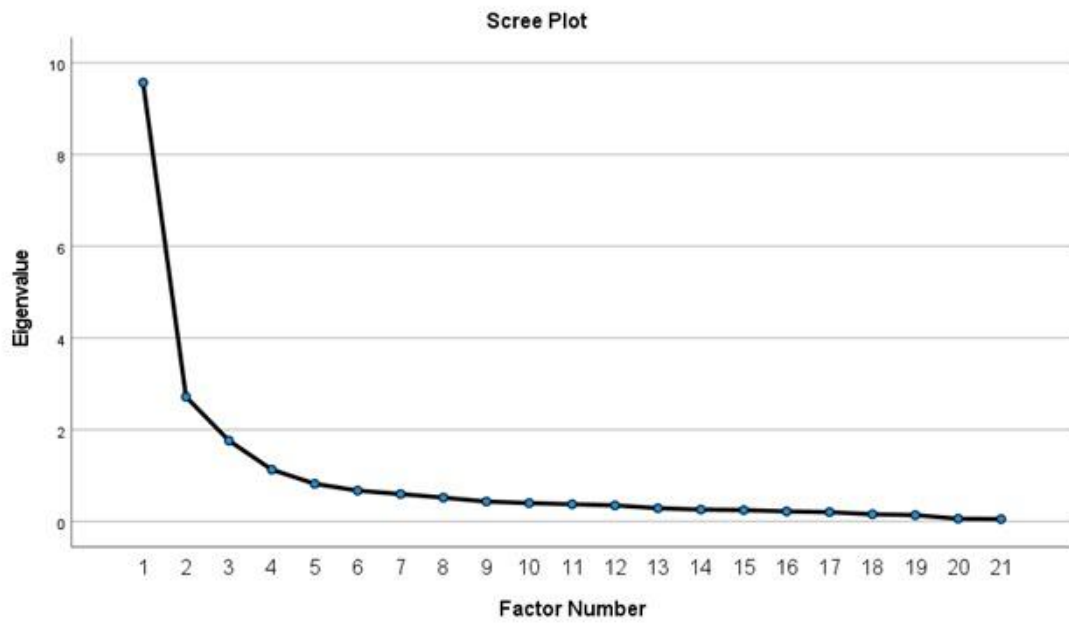
## H. FACTOR LOADINGS OF MTRS

Items	Factor	
	1	2
20. İşimi iyi yapmak için çaba göstermek benim için önemlidir.	,858	
16. İşteyken öğrenmekten keyif alıyorum	,831	
12. Öğretmen olarak görevimde hedefler belirler ve bu hedeflere ulaşmak için çalışırım.	,817	
21. Bir konuda emin olamadığımda meslektaşlarımdan yardım isterim	,781	
14. Okulda bir şeyi kafama koyarsam bunda başarılı olabileceğime inanırım	,765	
13. Bir öğretmen olarak kendimden gerçekçi beklentilerim var.	,763	
17. İşim ile ilgili “çocukların öğrenmelerindeki, bir şeyi daha iyi öğretmek ile ilgili” zorlukları,749 severim.		
23. Öğretmen olarak iyi iletişim kurarım	,734	
24. Çalışmalarında bir duruma çözüm bulmak için o duruma çeşitli yönlerden bakabilirim	,727	
18. İşimde ısrarcıyım.	,721	
19. İş hayatım üzerinde kontrol sahibi olduğuma inanıyorum	,717	
3. Okul çalışmalarında iyi organize olurum	,697	
11. Okulda yaptığım hataları öğrenme fırsatı olarak değerlendiririm	,696	
9. Okulda genel olarak iyimserim	,694	
4. Gelecek planları yapmak için öğretme ve öğrenmem üzerine düşünürüm	,681	
22. Yeni okul ortamlarında ilişkiler kurmakta iyiyim	,593	
10. Okulda sınırlılıklarına odaklanmaktan çok güçlü yönlerimi geliştirmeye odaklanırım	,577	
26. İşteyken başkalarıyla olan anlaşmazlıkları genellikle çözebilirim.	,671	
8. Öğretmen olarak rolümü hayatımın diğer boyutlarıyla dengelerim	,669	
2. Okuldaki yeni durumlara hızla uyum sağlayabilirim	,661	
7. Okulda üzgün veya kızgın hissettiğimde sakin kalmayı başarabilirim	,650	
6. Değerlendirdikten sonra, genellikle okuldaki zorlu durumların ilginç tarafını bulabilirim	,631	
25. İş yerinde oluşan durumlara diğer insanların bakış açılarından bakabilirim	,628	
15. Okulda işler zorlaştığında motivasyonumu ve hevesimi korumada iyiyimdir	,620	
1. Okulda durumlar değiştiğinde esnek olabilirim	,599	
5. Okulda bir şeyler ters gittiğinde bunu kişisel olarak algılamam	,591	

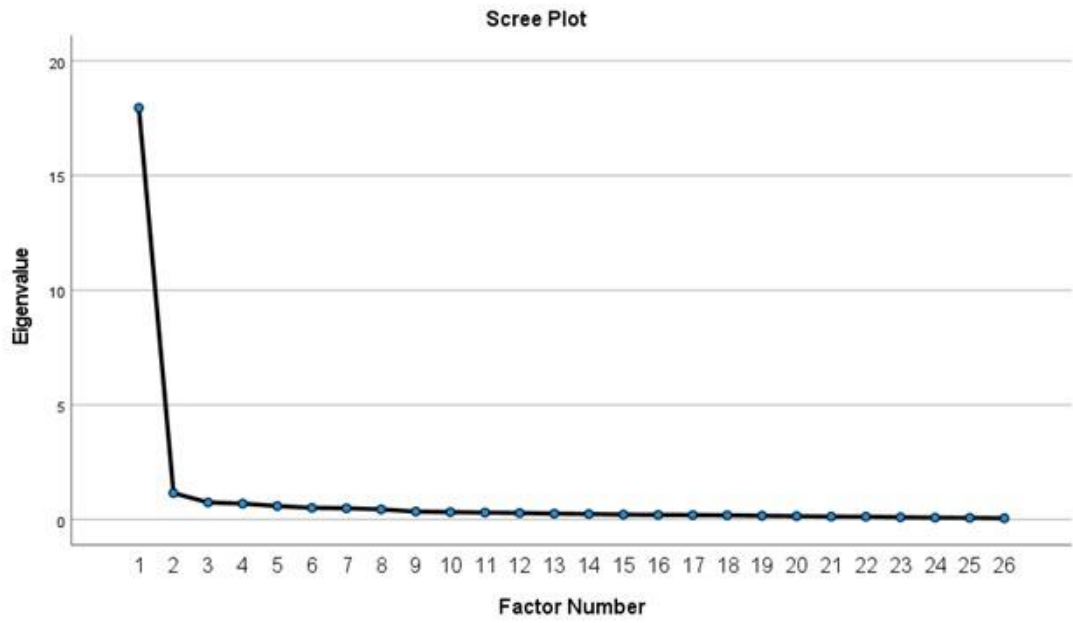
## I.FACTOR LOADINGS OF JCS

Items	Factors			
	1	2	3	4
3. İşte yeni şeyler öğrenmeye çalışırım	,875			
1. Yeteneklerimi geliştirmeye çalışırım	,866			
2. Kendimi profesyonel olarak geliştirmeye çalışırım	,836			
4. Kapasitemi sonuna kadar kullandığımdan emin olurum	,672			
5. İşleri nasıl yapacağıma kendim karar veririm	,628			
16. Meslektaşlarımdan tavsiye isterim.	,515			
8. İşimi sorunlarıyla beni duygusal olarak etkileyen insanlarla iletişimi en aza indirme çabası ile yönetirim.		,766		
9. İşimi, beklentileri gerçekçi olmayan insanlarla iletişimi en aza indirecek şekilde düzenlerim		,754		
7. İşimin duygusal açıdan daha az yoğun olmasını sağlamaya çalışırım		,690		
10. İş yerinde çok fazla zor karar vermemeyi 127aranti altına almaya çalışırım.		,626		
11. Çalışmalarımı bir kerede çok uzun süre konsantre olmak zorunda kalmayacağım bir şekilde düzenlerim		,625		
6. İşimin zihinsel olarak daha az yoğun olmasını sağlarım		,559		
19. İş yerinde yapacak fazla bir şey olmadığında, bunu yeni projelere başlamak için bir şans olarak görürüm.		,708		
18. Yeni gelişmeler olduğunda, bunları ilk öğrenen ve deneyenlerden biri olurum.		,691		
20. Ekstra ücret almadığım halde düzenli olarak ekstra görevler üstlenirim.		,639		
17. İlginç bir proje ortaya çıktığında, kendiliğimden gidip o projede birlikte çalışmak istediğimi belirtirim.		,629		
21. İşimin değişik yönleri arasındaki ilişkileri esas alarak işimi daha zorlayıcı bir hale getirmeye çalışırım.		,579		
13. İdarecime yaptığım işten memnun olup olmadığını sorarım				,783
14. İlham almak için idarecime bakarım				,765
12. İdarecimden bana koçluk yapmasını isterim				,674
15. İş performansım hakkında başkalarından geri bildirim isterim.				,666

## J. SCREE PLOT OF RESILIENCE



## K. SCREE PLOT OF JOB CRAFTING



## L. TURKISH SUMMARY / TÜRKE ÖZET

### ERKEN ÇOCUKLUK EĞİTİMİ ÖĞRETMENLERİNİN DAYANIKLILIKLARI İLE İŞ BECERİKLİLİĞİ ARASINDAKİ İLİŞKİNİN İNCELENMESİ

#### BÖLÜM 1

##### Giriş

Bireyler yaşamları boyunca çeşitli güçlüklerle karşı karşıya gelirler. Bu güçlükler zaman zaman kişilerarası çatışmalar, ekonomik sıkıntılar ya da iş yaşamına dair baskılar şeklinde ortaya çıkarken; kimi zaman ise doğal afetler, kazalar veya küresel krizler gibi beklenmedik olaylarla şekillenebilir. Yaşamın bu çok boyutlu baskıları, bireylerin ruhsal, zihinsel ve sosyal bütünlüğünü tehdit edebilir. Ancak bu tehditlerin birey üzerindeki etkisi, büyük ölçüde onun bu zorluklara karşı geliştirdiği başa çıkma biçimleriyle doğrudan ilişkilidir. Tam da bu noktada iki önemli kavram öne çıkar: psikolojik dayanıklılık (resilience) ve iş becerikliliği (job crafting).

Psikolojik dayanıklılık, bireylerin karşılaştıkları stresli ve travmatik durumlara karşı uyum sağlama ve yeniden toparlanma kapasitelerini ifade eder. Bu kavram, bireyin sadece içsel gücüyle değil, aynı zamanda sosyal destek ağları, çevresel kaynaklar ve kültürel bağlamla birlikte şekillenen çok katmanlı bir yapı olarak ele alınmaktadır (Masten, 2015; Southwick et al., 2014). Özellikle eğitim gibi insan etkileşimine dayalı alanlarda psikolojik dayanıklılık, öğretmenlerin mesleki yeterliliklerini sürdürebilmeleri açısından kritik bir beceri haline gelmiştir (Gu & Day, 2007).

Öte yandan, bireylerin kendi işlerini anlamlı hale getirmek ve motivasyonlarını koruyarak daha üretken olabilmek için geliştirdikleri stratejik müdahale biçimleri olan iş becerikliliği, günümüz çalışma hayatında giderek daha fazla önem kazanmaktadır (Wrzesniewski & Dutton, 2001). İş becerikliliği, bireylerin görevlerini yeniden tanımlamaları, iş ilişkilerini düzenlemeleri veya işlerine dair algılarını değiştirmeleri gibi yollarla işlerini kendileriyle daha uyumlu hale getirmelerini sağlar. Bu kavram, özellikle yüksek stres ve tükenmişlik riski taşıyan öğretmenlik mesleğinde, çalışanların öznel iyi oluşlarını ve mesleki tatminlerini artırma potansiyeline sahiptir.

Öğretmenlerin duygusal yükleri taşıyabilme kapasiteleri kadar, görevlerini kendi güçlü yönlerine göre biçimlendirme becerileri de onların mesleki varlıklarını sürdürülebilir kılmaktadır. Bu nedenle, psikolojik dayanıklılık ve iş becerikliliği kavramları birbirinden ayrı düşünülemez; aksine birbirini tamamlayan ve destekleyen iki önemli kişisel kaynak olarak değerlendirilmelidir.

Bu araştırma, söz konusu iki kavramı birlikte ele alarak, okul öncesi öğretmenlerinin profesyonel yaşamlarını nasıl şekillendirdiklerine dair bütüncül bir bakış açısı geliştirmeyi hedeflemektedir.

### **Problem Durumu**

Eğitim sisteminin etkinliği, yalnızca müfredatın niteliği ya da okul ortamlarının fiziksel koşullarıyla değil, doğrudan öğretmenlerin mesleki kapasiteleriyle de ilişkilidir. Özellikle okul öncesi eğitim, çocuğun gelişim sürecinin temel taşlarından birini oluşturduğundan, bu alanda görev yapan öğretmenlerin hem bireysel hem de mesleki kaynakları ayrı bir önem taşımaktadır. Bu kaynakların başında ise öğretmenlerin dayanıklılık düzeyleri ile işlerini nasıl anlamlandırdıkları ve yönettiklerine ilişkin becerileri, yani iş beceriklilikleri gelmektedir.

Dayanıklılık, öğretmenlerin eğitim ortamında karşılaştıkları yoğun duygusal yük, sınıf yönetimi sorunları, veli ilişkileri ve kurumsal talepler gibi stres unsurlarına karşı direnç gösterebilmeleri ve mesleki rollerini sürdürülebilir kılabilmeleri açısından vazgeçilmez bir yetidir (Howard & Johnson, 2004; Day & Gu, 2014). Dayanıklılığı yüksek öğretmenler, karşılaştıkları güçlükleri tehdit olarak değil, gelişimsel fırsatlar olarak değerlendirebilirler. Bu sayede, mesleki tükenmişlik riskini azaltabilir, öğrenme topluluklarında daha etkin ve motive bireyler olarak yer alabilirler.

Ancak, öğretmenlerin yalnızca zorluklara direnç göstermeleri değil; aynı zamanda mesleki rollerini kendilerine daha anlamlı ve doyurucu bir şekilde uyarlamaları da son derece önemlidir. Bu noktada devreye giren iş becerikliliği, öğretmenlerin sınıf içi görevlerini yeniden tanımlamaları, mesleki ilişkilerini yapılandırmaları ve işlerine dair anlam yapılarını kişisel değerleriyle uyumlu hale getirmeleri için geliştirdikleri yaratıcı stratejilerdir (Wrzesniewski & Dutton, 2001). İş becerikliliği, öğretmenlerin sadece dışsal beklentilere yanıt vermekle kalmayıp, mesleklerini içsel bir motivasyonla yeniden şekillendirmelerine olanak tanır.

Türkiye'de okul öncesi öğretmenlerinin bu iki temel kişisel kaynağa—dayanıklılık ve iş becerikliliği—nasıl sahip olduklarına dair yapılan araştırmalar oldukça sınırlıdır. Mevcut çalışmalar bu kavramları çoğunlukla birbirinden bağımsız olarak ele almakta ve aralarındaki dinamik etkileşimleri analiz etmemektedir. Oysa literatürde her iki yapının da öznel iyi oluş, mesleki doyum, iş performansı ve tükenmişlik gibi değişkenlerle anlamlı ilişkiler kurduğu bilinmektedir. Bu nedenle, bu iki yapının birlikte değerlendirilmesi hem teorik hem de pratik açıdan önemli bir boşluğu dolduracaktır.

Bu bağlamda, araştırmanın temel problemi şudur: Okul öncesi öğretmenlerinin dayanıklılık ve iş becerikliliği düzeyleri nasıldır ve bu iki yapı arasında nasıl bir ilişki vardır? Bu sorunun yanıtı, erken çocukluk eğitiminin niteliğini artırmaya yönelik politika ve uygulamaların geliştirilmesine katkı sağlayacak, aynı zamanda öğretmen yetiştirme programlarının yapılandırılmasında da bilimsel bir dayanak oluşturacaktır.

### **Çalışmanın Amacı**

Bu araştırmanın amacı, okul öncesi öğretmenlerinin dayanıklılık ve iş becerikliliği düzeylerini araştırmaktır. Bu bağlamda, öğretmenlerin dayanıklılık ve iş becerikliliği düzeylerinin yaş, cinsiyet, okul türü, mesleki deneyim ve eğitim durumu gibi demografik değişkenlere göre anlamlı farklılık gösterip göstermediği incelenmiştir. Ayrıca, dayanıklılık ile iş becerikliliği arasındaki ilişki de araştırılmıştır.

### **Çalışmanın Önemi**

Erken çocukluk eğitimi, bireyin gelişim sürecindeki temel evreyi kapsamaması nedeniyle, bu dönemde görev yapan öğretmenlerin mesleki yeterlilikleri ve bireysel kaynakları eğitim sisteminin niteliğini doğrudan etkilemektedir. Bu bağlamda, öğretmenlerin hem mesleki zorluklara karşı direnç gösterebilme kapasitelerini hem de işlerini kendi değerleri ve ihtiyaçları doğrultusunda yeniden şekillendirme becerilerini kapsayan yapılar olan dayanıklılık ve iş becerikliliği kritik birer değişken olarak öne çıkmaktadır.

Bu araştırma, Türkiye’de erken çocukluk eğitimi bağlamında dayanıklılık ve iş şekillendirme kavramlarını bir arada ele alan nadir çalışmalardan biri olması açısından önemli bir noktada durmaktadır. Literatürde bu iki yapı çoğunlukla ayrı başlıklar altında değerlendirilmekte, aralarındaki ilişkiye ve karşılıklı etkileşime sınırlı düzeyde yer verilmektedir. Özellikle iş becerikliliği kavramı, okul öncesi öğretmenleri özelinde

yeterince incelenmemiştir. Oysa iş becerikliliği, öğretmenlerin mesleki görev tanımını, ilişkilerini ve algılarını yeniden yorumlamasını sağlayarak öznel iyi oluşu destekleyen dinamik bir süreçtir.

Araştırmanın özgünlüğünü artıran bir diğer unsur ise, dayanıklılık ve iş becerikliliği düzeylerinin yaş, cinsiyet, mesleki deneyim, okul türü ve eğitim durumu gibi demografik değişkenler aracılığıyla teorik bir çerçevede analiz edilmiş olmasıdır. Bu sayede araştırma, öğretmenlerin bireysel kaynaklarının yalnızca mevcut düzeyini değil; bu kaynakların hangi değişkenlere bağlı olarak nasıl farklılaştığını da ortaya koymaktadır.

Çalışmanın Şanlıurfa gibi sosyoekonomik açıdan dezavantajlı bir bölgede yürütülmüş olması, bağlamsal farkındalık açısından ayrıca önemlidir. Bölgesel eşitsizliklerin öğretmen deneyimleri üzerindeki etkisini daha görünür kılan bu bağlam, eğitim politikalarının yerel ihtiyaçlara göre şekillendirilmesi açısından önemli bir veri sunmaktadır. Bu yönüyle araştırma, yalnızca bireysel değişkenleri değil, aynı zamanda bağlamsal koşulları da dikkate alan çok katmanlı bir analiz yaklaşımı benimsemektedir.

Elde edilen bulgular, öğretmen yetiştirme programlarının yeniden yapılandırılması, hizmet içi eğitimlerin içerik ve yöntem açısından çeşitlendirilmesi ve eğitim politikalarının daha kapsayıcı ve bütüncül biçimde geliştirilmesi için teorik ve pratik katkılar sunmaktadır. Bu katkılar, özellikle erken çocukluk eğitiminin niteliğini artırmaya yönelik bütüncül yaklaşımların geliştirilmesi açısından yol gösterici niteliktedir.

## BÖLÜM 2

### Yöntem

Bu araştırma, okul öncesi öğretmenlerinin dayanıklılık ve iş şekillendirme düzeylerini incelemek ve bu iki yapı arasındaki ilişkiyi değerlendirmek amacıyla nicel araştırma yöntemi çerçevesinde tasarlanmıştır. Araştırma, demografik değişkenler (yaş, cinsiyet, okul türü, mesleki deneyim, eğitim durumu) temelinde gruplar arası karşılaştırmalar yapmayı ve iki temel yapı arasındaki ilişkiyi ortaya koymayı hedefleyen ilişkisel tarama modeli ile yürütülmüştür. Bu model, değişkenler üzerinde herhangi bir müdahalede bulunmadan aralarındaki ilişki düzeyini ortaya koymaya olanak tanımaktadır (Fraenkel et al., 2012).

## **Çalışmanın Tasarımı**

### **Katılımcılar**

Araştırmanın örneklemini, Türkiye'nin güneydoğusunda yer alan Şanlıurfa ilinde görev yapan 302 okul öncesi öğretmeni oluşturmuştur. Katılımcılar uygun örnekleme yöntemiyle belirlenmiş; yaş, cinsiyet, mesleki deneyim, okul türü ve eğitim durumu gibi değişkenler açısından çeşitlilik sağlanmasına özen gösterilmiştir.

### **Veri Toplama Araçları**

Araştırmada veri toplamak amacıyla iki ölçek kullanılmıştır:

- Dayanıklılık Ölçeği (MTRS - Multidimensional Teacher Resilience Scale): Öğretmenlerin dayanıklılık düzeylerini ölçmek üzere geliştirilmiş ve Türkçeye uzmanlar tarafından çevrilmiştir. Ölçeğin Cronbach Alfa güvenirlik katsayısı .981 olarak bulunmuştur.
- İş Şekillendirme Ölçeği (JCS - Job Crafting Scale): Öğretmenlerin işlerini nasıl yeniden yapılandıklarını değerlendirmek için kullanılmıştır. Türkçeye çeviri süreci sonrasında pilot uygulamada güvenirlik katsayısı .934 olarak hesaplanmıştır.

Her iki ölçek de uzman görüşü alınarak dil ve içerik geçerliği açısından değerlendirilmiş; gerekli kültürel uyarlamalar yapılmıştır.

#### **a. Çok Boyutlu Öğretmen Dayanıklılığı Ölçeği**

Araştırmada öğretmenlerin dayanıklılık düzeylerini ölçmek amacıyla, Mansfield ve arkadaşları (2016) tarafından geliştirilen Çok Boyutlu Öğretmen Dayanıklılığı Ölçeği (Multidimensional Teacher Resilience Scale – MTRS) kullanılmıştır. Ölçek, öğretmenlerin mesleki yaşamlarında karşılaştıkları zorluklara karşı gösterdikleri psikososyal tepkileri ve uyum becerilerini değerlendirmeyi amaçlamaktadır. Orijinal formu 5'li Likert tipi olan ölçek, Türkçeye uzmanlar tarafından çevrilmiş ve dilsel uyarlama sürecinden geçirilmiştir. Ölçekte toplamda 26 madde yer almakta ve bu maddeler farklı alt boyutlara dağılmaktadır. Katılımcılar, her bir ifadeye ne derece katıldıklarını belirtmektedir.

#### **a.1 Çok Boyutlu Öğretmen Dayanıklılığı Ölçeği'nin Pilot Çalışması**

Ölçeğin Türkçe formunun uygulanabilirliğini değerlendirmek amacıyla, 201 okul öncesi öğretmeni ile pilot çalışma yürütülmüştür. Bu süreçte ölçeğin madde anlaşılabilirliği, dilsel tutarlılığı ve yapı geçerliği değerlendirilmiştir. Yapılan analizlerde,

ölçeğin Türkçe formunun yüksek iç tutarlılığa sahip olduğu görülmüştür. Cronbach Alpha güvenirlik katsayısı .981 olarak hesaplanmış, bu da ölçeğin yüksek düzeyde güvenilir olduğunu göstermektedir. Bu sonuçlara dayanarak ölçek, esas araştırma grubuna uygulanmak üzere uygun bulunmuştur.

### **b. İş Becerikliliği Ölçeği**

Araştırmada öğretmenlerin işlerini kendi ihtiyaç ve değerleri doğrultusunda yeniden yapılandırma eğilimlerini ölçmek amacıyla Tims, Bakker ve Derks (2012) tarafından geliştirilen İş Becerikliliği Ölçeği (Job Crafting Scale – JCS) kullanılmıştır. Ölçek, iş şekillendirme davranışlarını görev, bilişsel yapı ve ilişkisel boyutlar üzerinden ölçmektedir. Türkçeye uzman çevirmenler tarafından kazandırılan ölçek, içerik ve anlam bütünlüğü açısından uzman görüşleriyle değerlendirilmiş ve gerekli dil uyarlamaları yapılmıştır.

#### **b.1 İş Becerikliliği Ölçeğinin Pilot Çalışması**

İş Becerikliliği Ölçeği'nin Türkçe versiyonu, uygulama öncesi pilot çalışma kapsamında denenmiştir. Bu uygulama ile birlikte ölçeğin yapısal tutarlılığı, madde anlaşılabilirliği ve ölçme yeterliliği değerlendirilmiştir. Elde edilen verilere göre, ölçeğin Cronbach Alpha iç tutarlılık katsayısı .934 olarak bulunmuştur. Bu yüksek güvenirlik değeri, ölçeğin araştırma grubuna uygulanmasında herhangi bir sakınca olmadığını ve güvenilir sonuçlar sunacağını göstermektedir. Pilot uygulama sırasında ölçek maddelerinde anlam belirsizliği ya da uygulama zorluğu yaşanmamıştır.

#### **Geçerlilik ve Güvenirlik**

Bu araştırmada kullanılan Çok Boyutlu Öğretmen Dayanıklılığı Ölçeği ve İş Becerikliliği Ölçeği, uzman görüşleri alınarak Türkçeye çevrilmiş ve dilsel uygunlukları değerlendirilmiştir. Çeviri sürecinde hem alan uzmanlarının hem de ölçme değerlendirme uzmanlarının katkılarıyla içerik geçerliği sağlanmış, ölçek maddeleri kültürel uyumluluk açısından gözden geçirilmiştir.

Her iki ölçek de pilot uygulama ile test edilmiş ve güvenirlikleri hesaplanmıştır. Pilot uygulama sonucunda:

- Dayanıklılık Ölçeği (MTRS) için Cronbach's Alpha değeri .981,
- İş Becerikliliği Ölçeği (JCS) için ise .934 olarak bulunmuştur.

Bu yüksek güvenirlik katsayıları, ölçeklerin Türkçe formlarının araştırma grubunda kullanılmak için yeterli iç tutarlılığa sahip olduğunu göstermektedir. Ölçeklerin yapı

geçerli i se, özgün ölçme araçlarına bağı kalınarak yürütölmüş, çeviri süreci sonunda uzmanların görüşleriyle desteklenmiştir. Elde edilen verilerle yapılan analizler doğrultusunda, her iki ölçeğin de geçerli ve güvenilir olduđu sonucuna ulaşılmıştır.

### **Verilerin Toplanması**

Veriler, araştırmacı tarafından yüz yüze uygulama yöntemiyle toplanmıştır. Katılımcılara araştırmanın amacı hakkında bilgilendirme yapılmış ve gönüllü katılım esas alınmıştır. Anket, demografik bilgi formu ve iki ölçekten oluşmaktadır. Veri toplama sürecinde etik kurallara özenle uyulmuş ve gizlilik esaslarına riayet edilmiştir.

### **Verilerin Analizi**

Toplanan veriler SPSS 27 programında analiz edilmiştir. Verilerin normalliği Kolmogorov-Smirnov ve Shapiro-Wilk testleri ile test edilmiştir. Normallik varsayımı sağlandığında bağımsız örneklem t-testi ve tek yönlü varyans analizi (ANOVA), sağlanmadığında ise Mann-Whitney U ve Kruskal-Wallis testleri uygulanmıştır. Dayanıklılık ve iş şekillendirme arasındaki ilişki, Pearson korelasyon katsayısı ile analiz edilmiştir. Anlamlılık düzeyi .05 olarak belirlenmiştir.

## **SONUÇ VE TARTIŞMA**

### **Bulgular**

Araştırma bulguları, okul öncesi öğretmenlerinin hem dayanıklılık hem de iş becerikliliği düzeylerinin genel olarak orta seviyede olduğunu ortaya koymuştur. Çok Boyutlu Öğretmen Dayanıklılığı Ölçeği'nden elde edilen ortalama puan 49.71 (madde başına  $\approx 1.91$ ), İş Becerikliliği Ölçeği'nden elde edilen ortalama puan ise 47.69 (madde başına  $\approx 2.27$ ) olarak hesaplanmıştır. Bu puanlar, 5'li Likert ölçeklerinin seviye sınıflandırmasına göre "orta düzey" olarak değerlendirilmiştir. Dayanıklılık ve iş şekillendirme puanlarının alt düzeyde yoğunlaşması, öğretmenlerin bu becerilere sahip olduklarını ancak mevcut kurumsal yapı ve bağlamsal desteklerin bu becerileri yeterince açığa çıkaramadığını düşündürmektedir.

Demografik değişkenler açısından incelendiğinde; dayanıklılık düzeyleri yaş, cinsiyet, deneyim süresi, eğitim düzeyi ve okul türüne göre anlamlı biçimde farklılaşmazken, iş şekillendirme davranışları yalnızca eğitim düzeyine göre anlamlı farklılık göstermiştir. Bu bulgular, bireysel gelişimin ve akademik eğitimin iş becerikliliği üzerinde etkili olduğunu işaret etmektedir. Ayrıca iki yapı arasında pozitif yönlü ve

anlamli bir iliřki tespit edilmiřtir. Yani retmenlerin dayanıklılıęı arttıka iřlerini Őekillendirme eęilimleri de artmaktadır.

### **Tartıřma**

Elde edilen bulgular, mevcut literatrle byk lde rtřmektedir. Mansfield ve arkadaşlarının (2016) belirttięi gibi, retmen dayanıklılıęı sadece bireysel zelliklerle deęil, aynı zamanda evresel desteklerle de iliřkilidir. Bu alıřmada da dayanıklılık seviyelerinin orta dzeyde kalmasının, retmenlerin baęlamsal stres faktrleri karřısında kurumsal destek eksiklięi yařadıęına iřaret ettięi grlmektedir.

İř beceriklilięi davranıřlarının ise yalnızca eęitim dzeyine gre farklılık gstermesi, bu becerinin daha ok bireysel farkındalık ve akademik yeterliklerle geliřtięini dřndrmektedir. Bu durum, Wrzesniewski ve Dutton'un (2001) iř beceriklilięi teorisiyle paralellik gstermektedir. Aynı zamanda Tims ve Bakker (2010), iř beceriklilięinin geliřebilmesi iin bireylere yeterli dzeyde iř kaynakları (zerklik, geri bildirim, sosyal destek) sunulması gerektięini vurgulamıřtır. Őanlıurfa gibi dezavantajlı kořullara sahip blgelerde bu kaynakların sınırlı olması, potansiyel becerilerin grnr olmasını zorlařtırmaktadır.

Dayanıklılık ve iř beceriklilięi arasındaki pozitif iliřki ise retmenlerin dayanıklılıęının proactive davranıřları ile doęrudan baęlantılı olduęunu gstermektedir. Bu durum, zellikle erken ocukluk eęitimi alanında alıřan retmenlerin mesleki zerkliklerini korumaları ve iřlerini anlamli hale getirmeleri aısından olduka kıymetlidir.

### **neriler**

İleride yapılacak arařtırmalar aısından eřitli neriler sunulabilir. ncelikle, dayanıklılık ve iř beceriklilięi dzeylerinin zaman ierisindeki deęiřimini anlamak amacıyla boylamsal arařtırma tasarımlarına ihtiya vardır. Bu tr alıřmalar, retmenlerin kariyerlerinin farklı evrelerinde sz konusu becerileri nasıl geliřtirdiklerini daha net biimde deęerlendirmeye olanak tanıyacaktır. Bununla birlikte, arařtırmaların farklı blgelerden, okul trlerinden ve sosyo-ekonomik dzeylerden retmenleri kapsayacak Őekilde daha geniř rneklemlerle yrtlmesi, baęlamsal etkenlerin retmen dayanıklılıęı ve iř Őekillendirme zerindeki etkilerini daha aık Őekilde ortaya koyabilir. Ayrıca, retmenlerin iř beceriklilięi ve dayanıklılıęı nasıl tanımladıkları ya da hangi stratejileri neden tercih ettikleri gibi

derinlemesine bilgilerin ortaya konulabilmesi için nitel araştırma yöntemlerine de yer verilmesi önem arz etmektedir. Özellikle nicel verilerin yetersiz kaldığı durumlarda, görüşme ve gözlem gibi nitel tekniklerin kullanımı, daha bütüncül bir anlayış sunacaktır. Son olarak, gelecekteki çalışmalarda öğretmenlerin bireysel özelliklerinin yanı sıra okul iklimi, yönetsel destek ve mesleki gelişim fırsatları gibi çevresel faktörlerin de dikkate alınması hem dayanıklılık hem de iş becerikliliği davranışlarının daha kapsamlı bir biçimde açıklanmasına katkı sağlayacaktır.

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