EXAMINING THE RELATIONSHIP BETWEEN PRE-SERVICE EARLY CHILDHOOD TEACHERS' LEVELS OF PROFESSIONAL SELF-EFFICACY, PSYCHOLOGICAL RESILIENCE, AND PERCEIVED SOCIAL SUPPORT

A THESIS SUBMITTED TO
THE GRADUATE SCHOOL OF SOCIAL SCIENCES
OF
MIDDLE EAST TECHNICAL UNIVERSITY

BY

SEHER KILIÇ

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR
THE DEGREE OF MASTER OF SCIENCE
IN
THE DEPARTMENT OF ELEMENTARY AND EARLY CHILDHOOD EDUCATION, EARLY CHILDHOOD EDUCATION

AUGUST 2026

Approval of the thesis:

EXAMINING THE RELATIONSHIP BETWEEN PRE-SERVICE EARLY CHILDHOOD TEACHERS' LEVELS OF PROFESSIONAL SELF-EFFICACY, PSYCHOLOGICAL RESILIENCE, AND PERCEIVED SOCIAL SUPPORT

submitted by **SEHER KILIÇ** in partial fulfillment of the requirements for the degree of **Master of Science in Elementary and Early Childhood Education, Early Childhood Education, the Graduate School of Social Sciences of Middle East Technical University** by,

Prof. Dr. Sadettin KİRAZCI
Dean
Graduate School of Social Sciences _____

Prof. Dr. Feyza TANTEKİN ERDEN
Head of Department
Department of Elementary and Early Childhood Education _____

Assoc. Prof. Dr. Hasibe Özlen DEMİRCAN
Supervisor
Department of Elementary and Early Childhood Education _____

Examining Committee Members:

Assist. Prof. Dr. Funda Eda TONGA ÇABUK (Head of the Examining Committee)
TED University
Department of Elementary and Early Childhood Education _____

Assoc. Prof. Dr. Hasibe Özlen DEMİRCAN (Supervisor)
Middle East Technical University
Department of Elementary and Early Childhood Education _____

Assoc. Prof. Dr. Elif BULDU
Middle East Technical University
Department of Elementary and Early Childhood Education _____

I hereby declare that all information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all material and results that are not original to this work.

Name, Last Name: Seher KILIÇ

Signature:

ABSTRACT

EXAMINING THE RELATIONSHIP BETWEEN PRE-SERVICE EARLY CHILDHOOD TEACHERS' LEVELS OF PROFESSIONAL SELF-EFFICACY, PSYCHOLOGICAL RESILIENCE, AND PERCEIVED SOCIAL SUPPORT

KILIÇ, Seher
M.S., The Department of Elementary and Early Childhood Education, Early Childhood Education
Supervisor: Assoc. Prof. Dr. Hasibe Özlen DEMİRCAN

August 2026, 240 pages

The current study aims to investigate the relationships between pre-service early childhood teachers' professional self-efficacy, psychological resilience, and perceived social support and to determine whether these factors vary according to demographic characteristics such as gender, grade level, and university type. A correlational model from quantitative research designs was utilized in the study. Data were collected using convenience sampling through the Demographic Information Form, Preschool Teacher Professional Self-Efficacy Scale, Connor-Davidson Resilience Scale Short Form, and Revised Form of the Multidimensional Scale of Perceived Social Support. The participants of the research consisted of 410 pre-service early childhood teachers enrolled at public and private universities in Ankara. The obtained data were analyzed using the IBM SPSS Statistics 31.0 program. Descriptive statistics were employed to reveal the general trends of the variables, and inferential statistics were utilized to answer the research questions. According to the results of the independent samples t-test, a significant difference in psychological

resilience scores was found only in terms of gender among the participants' demographic variables. There was no statistically significant difference in terms of other demographic variables. The multiple linear regression analysis revealed that the model was significant. The results showed that psychological resilience and perceived social support together were significant predictors of professional self-efficacy, and that perceived social support was a stronger predictor.

Keywords: Professional Self-Efficacy, Psychological Resilience, Perceived Social Support, Pre-Service Early Childhood Teachers

ÖZ

OKUL ÖNCESİ ÖĞRETMEN ADAYLARININ MESLEKİ ÖZ-YETERLİK DÜZEYLERİ İLE PSİKOLOJİK DAYANIKLILIK VE ALGILANAN SOSYAL DESTEK DÜZEYLERİ ARASINDAKİ İLİŞKİNİN İNCELENMESİ

KILIÇ, Seher
Yüksek Lisans, Temel Eğitim, Okul Öncesi Eğitimi Bölümü
Tez Yöneticisi: Doç. Dr. Hasibe Özlen DEMİRCAN

Ağustos 2026, 240 sayfa

Bu araştırmanın amacı, okul öncesi öğretmen adaylarında mesleki öz-yeterlik, psikolojik dayanıklılık ve algılanan sosyal destek arasındaki ilişkileri incelemek ve bu değişkenlerin cinsiyet, sınıf düzeyi ile üniversite türü gibi demografik faktörlere göre anlamlı bir farklılık gösterip göstermediğini ortaya koymaktır. Çalışmada nicel araştırma desenlerinden ilişkisel model kullanılmıştır. Veriler, Demografik Bilgi Formu, Okul Öncesi Öğretmeni Mesleki Öz-Yeterlik Ölçeği, Connor-Davidson Psikolojik Sağlamlık Ölçeği Kısa Formu ve Çok Boyutlu Algılanan Sosyal Destek Ölçeği'nin Gözden Geçirilmiş Formu aracılığıyla kolayda örnekleme yöntemiyle toplanmıştır. Araştırmanın katılımcılarını, Ankara'da bulunan devlet ve vakıf üniversitelerinde öğrenim gören 410 okul öncesi öğretmen adayı oluşturmaktadır. Elde edilen veriler IBM SPSS Statistics 31.0 programı kullanılarak çözümlenmiştir. Verilerin değerlendirilmesinde, değişkenlerin genel eğilimlerini ortaya koymak ve araştırma sorularına yanıt aramak için tanımlayıcı ve çıkarımsal istatistiklerden yararlanılmıştır. Yapılan bağımsız örneklemler t-testi sonuçlarına göre, katılımcıların demografik değişkenlerden yalnızca cinsiyete göre psikolojik dayanıklılık

puanlarında anlamlı bir farklılık bulunmuştur. Diğer demografik değişkenlere göre ise istatistiksel olarak anlamlı bir farklılık bulunamamıştır. Yapılan çoklu doğrusal regresyon analizi sonucunda ise modelin anlamlı olduğu bulunmuştur. Sonuçlar, psikolojik dayanıklılık ve algılanan sosyal desteğin birlikte mesleki öz-yeterliğin anlamlı yordayıcıları olduğunu ve algılanan sosyal desteğin ise daha güçlü bir yordayıcı olduğunu göstermiştir.

Anahtar Kelimeler: Mesleki Öz-Yeterlik, Psikolojik Dayanıklılık, Algılanan Sosyal Destek, Okul Öncesi Öğretmen Adayları

To my father and to my mother.
To every weary soul who has braved storms in solitude yet still reaches for the light.
And to all who may hear my voice: never surrender to despair. For a heart that is kind and pure will always be remembered, cherished, and loved, somewhere, by someone.

ACKNOWLEDGMENTS

I would like to extend my heartfelt thanks to everyone who supported me with their knowledge, experience, and encouragement during the preparation of this research.

First and foremost, I owe my deepest gratitude to my esteemed thesis advisor, Assoc. Prof. Dr. Hasibe Özlen Demircan, who guided me at every stage of this thesis and made an invaluable contribution to my academic development, never withholding her knowledge, experience, or precious feedback in helping this research reach its best possible form. The trust and patience she showed me throughout this journey will always hold great significance for me.

I sincerely thank the members of my thesis defense committee, Assoc. Prof. Dr. Elif Buldu and Assist. Prof. Dr. Funda Eda Tonga Çabuk, for their valuable comments and the important contributions they made to my thesis. Your insights played a significant role in helping this work become stronger and more rigorous.

I would like to express my deepest thanks to my beloved instructor, Assist. Prof. Dr. Ahmet Yıldırım, whose student I have always been proud to be throughout my undergraduate and graduate education, and who never withheld his knowledge or support.

I also thank all the professors, instructors and faculty members who supported the conduct of this research, as well as pre-service early childhood teachers who voluntarily participated in the research, for their contributions.

I would also like to give special thanks to my friends, who are among the most precious parts of my life.

İlayda Hacer Durmaz, it is truly hard to put into words the value your friendship has added to my life. Your presence has always given me strength, and you made me feel

you were by my side even in the hardest times. Your place in my life will always be very special. I am so glad you exist.

Gülsinem Özlem Süslü, you became so much more to me than just a friend. You always made me feel the warmth and support of a sister. Thank you from my heart for all the beautiful memories we shared and for your unconditional support. I hope we have many more wonderful years together.

İrem Dağdelen, the support you showed me during my thesis process and throughout many periods of my life has been indescribably valuable to me. Your presence and your precious friendship made it easier for me to overcome many difficulties. I am always proud of you, and I feel so lucky to have you in my life. You are one of the most thoughtful and generous-hearted friends a person could have.

I kindly thank İrem Karaçin and Büşra Ayşegül Aydın for their sincerity, their kind hearts, their friendship, and all the beauty they have brought into my life.

I would like to thank my dear friends Eda Geniş, Kübra Nur Soylu, Fikri Yusuf Mucuk, and Özlem İme for always being by my side, for making my life more beautiful with their support, and for making my difficult times easier.

I owe my heartfelt thanks to İrfan Alper Buyrukcu, who never lost faith in me even when I was on the verge of losing it. Your support and trust meant so much to me on this journey.

As for my family, who has stood by me throughout my life, no amount of thanks would ever be enough.

I thank my dear big brother Zafer Kılıç and his precious wife Nur Seda Kılıç for the support and love they have always given me.

My dear father, Yekta Kılıç… Even though the paths I have walked in life were often unfamiliar to you, you never gave up your trust and support in me. You walked

beside me every step of the way, never letting go of my hand. The courage, trust, and love you gave me are among the most important parts of who I am today. Being your daughter has always been a great source of pride for me.

My dear mother, Güldemet Kılıç… You have been the greatest strength and the most solid support in my life. Many of the values I hold today, I learned from you. No amount of thanks could ever be enough for the countless sacrifices, love, and effort you have given. Your presence has always given me strength and lit my path. I am so glad you exist.

And finally, to myself…

Thank yourself for not giving up despite the difficult roads you walked, for managing to get back up after every hardship, and for never completely losing faith in yourself. You have come to where you are today through hard work. Never forget the roads you have traveled and the struggles you have endured. Always remember that as long as you never stop believing in yourself, there is no goal you cannot reach.

The last words…

Wherever life takes me next, I hope it keeps bringing good people into my path.

TABLE OF CONTENTS

PLAGIARISM iii
ABSTRACT iv
ÖZ vi
DEDICATION viii
ACKNOWLEDGMENTS ix
TABLE OF CONTENTS xii
LIST OF TABLES xvii
LIST OF FIGURES xix
LIST OF ABBREVIATIONS xx
CHAPTERS
1. INTRODUCTION 1
1.1. Purpose of the Study 9
1.2. Research Questions 11
1.3. Significance of the Study 11
1.4. Definition of the Key Terms 16
2. LITERATURE REVIEW 18
2.1. Theoretical Background 18
2.1.1. Social Cognitive Theory 18
2.1.2. Ecological Systems Theory 23
2.2. Self-Efficacy 28
2.2.1. Dimensions of Self-Efficacy 32
2.2.2. Sources of Self-Efficacy 34
2.2.3. Mediating Processes 36
2.2.4. Professional Self-Efficacy in Teachers and Pre-Service Teachers 38
2.3. Psychological Resilience 41
2.3.1. Definitions and Conceptual Development of Psychological Resilience 42
2.3.2. Risk Factors 49
2.3.3. Protective Factors 51

2.3.4. Positive Outcomes 53
2.3.5. Psychological Resilience in Teachers and Pre-Service Teachers 54
2.4. Social Support 57
2.4.1. Definitions and Conceptual Development of Social Support 58
2.4.2. Types of Social Support 59
2.4.3. Sources of Social Support 62
2.4.4. Models of Social Support 63
2.4.5. Received and Perceived Social Support 65
2.4.6. Social Support in Teachers and Pre-Service Teachers 67
2.5. Previous Studies in the Literature 69
2.5.1. Studies Related to Self-Efficacy and Resilience 70
2.5.1.1. Studies in the Literature on Self-Efficacy and Resilience with Similar Samples to the Current Research 70
2.5.1.2. Studies in the Literature on Self-Efficacy and Resilience with Distinct Samples to the Current Research 74
2.5.2. Studies Related to Self-Efficacy and Social Support 75
2.5.2.1. Studies in the Literature on Self-Efficacy and Social Support with Similar Samples to the Current Research 75
2.5.2.2. Studies in the Literature on Self-Efficacy and Social Support with Distinct Samples to the Current Research 77
2.5.3. Studies Related to Resilience and Social Support 79
2.5.3.1. Studies in the Literature on Resilience and Social Support with Similar Samples to the Current Research 79
2.5.3.2. Studies in the Literature on Resilience and Social Support with Distinct Samples to the Current Research 81
2.5.4. Other Studies Related to the Variables of the Current Study 82
2.5.4.1. Studies in the Literature on Self-Efficacy, Resilience and Social Support with Similar Samples to the Current Research 82
3. METHOD 87
3.1. Design of the Study 87
3.2. Research Questions of the Study 88
3.3. Population and Sample 88
3.4. Instruments 92

3.4.1. Demographic Information Form 93
3.4.2. Preschool Teacher Professional Self-Efficacy Scale 93
3.4.3. Connor-Davidson Resilience Scale Short Form 95
3.4.4. Multidimensional Scale of Perceived Social Support 98
3.5. Validity and Reliability 101
3.6. Ethical Considerations 102
3.7. Data Collection Procedure 103
3.8. Data Analysis 104
3.9. Assumptions and Limitations 108
3.9.1. Assumptions 108
3.9.2. Limitations 109
4. RESULTS 111
4.1. Preliminary Analyses 111
4.1.1. Selection of Statistical Analysis 111
4.1.2. Examination of Missing Data and Outliers 112
4.1.3. Assumptions Testing in Inferential Statistics 113
4.1.4. Examination of Normal Distribution 113
4.1.5. Assumptions of Independent Samples t-Test 116
4.1.5.1. Normality and Independence of Observations 116
4.1.5.2. Homogeneity of Variances 117
4.1.6. Assumptions of Multiple Regression 117
4.1.6.1. Normality 118
4.1.6.2. Adequacy of Sample Size 118
4.1.6.3. Multicollinearity and Singularity 118
4.1.6.4. Influential Observations/Outliers 119
4.1.6.5. Linearity and Homoscedasticity 119
4.1.6.6. Independence of Residuals/Errors 120
4.2. Descriptive Statistics 120
4.3. Inferential Statistics 121
4.3.1. Professional Self-Efficacy Across Demographic Variables 122
4.3.1.1. Gender 122
4.3.1.2. Grade Level 123
4.3.1.3. University Type 123

4.3.2. Psychological Resilience Across Demographic Variables 124
4.3.2.1. Gender 124
4.3.2.2. Grade Level 125
4.3.2.3. University Type 125
4.3.3. Perceived Social Support Across Demographic Variables 126
4.3.3.1. Gender 126
4.3.3.2. Grade Level 127
4.3.3.3. University Type 127
4.3.4. Correlations Analysis Among Variables 128
4.3.5. Multiple Regression Predicting Professional Self-Efficacy from Psychological Resilience and Perceived Social Support 129
4.4. Summary of the Results 130
5. DISCUSSION 131
5.1. Discussion of the Findings 131
5.1.1. Discussion of the Findings Regarding Descriptive Statistics 132
5.1.1.1. Levels of Professional Self-Efficacy Among Pre-Service Early Childhood Teachers 132
5.1.1.2. Levels of Psychological Resilience Among Pre-Service Early Childhood Teachers 133
5.1.1.3. Levels of Perceived Social Support Among Pre-Service Early Childhood Teachers 135
5.1.2. Discussion of Differences Across Demographic Variables 137
5.1.2.1. Professional Self-Efficacy and Demographic Variables 137
5.1.2.1.1. Gender 137
5.1.2.1.2. Grade Level 138
5.1.2.1.3. University Type 140
5.1.2.2. Psychological Resilience and Demographic Variables 141
5.1.2.2.1. Gender 141
5.1.2.2.2. Grade Level 143
5.1.2.2.3. University Type 144
5.1.2.3. Perceived Social Support and Demographic Variables 144
5.1.2.3.1. Gender 144
5.1.2.3.2. Grade Level 147

5.1.2.3.3. University Type 148
5.1.3. The Relationship Between Professional Self-Efficacy, Psychological Resilience, and Perceived Social Support Scores of Pre-Service Early Childhood Teachers 149
5.1.4. The Role of Psychological Resilience and Perceived Social Support on Professional Self-Efficacy 152
5.2. Implications 157
5.2.1. Theoretical Implications 157
5.2.2. Practical Implications 158
5.2.3. Policy Implications 159
5.3. Recommendations 159
5.3.1. Recommendations for Implementation and Policy Makers 159
5.3.2. Recommendations for Future Research 162
5.4. Conclusion 163
REFERENCES 165
APPENDICES
A. DEMOGRAPHIC INFORMATION FORM 216
B. PRESCHOOL TEACHER PROFESSIONAL SELF-EFFICACY SCALE 217
C. TURKISH VERSION OF CONNOR-DAVIDSON RESILIENCE SCALE SHORT FORM 218
D. TURKISH VERSION OF MULTIDIMENSIONAL SCALE OF PERCEIVED SOCIAL SUPPORT 219
E. CONSENT FORM 220
F. PERMISSIONS FOR USING THE INSTRUMENTS 221
G. APPROVAL OF THE METU HUMAN SUBJECTS ETHICS COMMITTEE 224
H. TURKISH SUMMARY / TÜRKÇE ÖZET 225
I. THESIS PERMISSION FORM / TEZ İZİN FORMU 240

LIST OF TABLES

Table 1. Prominent Definitions of Psychological Resilience in the Literature 43
Table 2. Gender Distribution of Enrolled Students in Preschool Education Undergraduate Programs in Ankara (2022-2024) 90
Table 3. Demographic Characteristics of the Participants 91
Table 4. Age of Participants 91
Table 5. Number of Preschool Teachers by Type of School (Public and Private) 92
Table 6. Characteristics of Instruments 93
Table 7. Structure of PTPSES: Subscales, Items, and Reliability Coefficients 94
Table 8. Structure of CD-RISC 97
Table 9. Structure of MSPSS 100
Table 10. Reliability Statistics of the Instruments Used in the Current Study 102
Table 11. Assumptions of Inferential Statistics Used in the Current Study 113
Table 12. Skewness and Kurtosis Statistics of Variables 115
Table 13. Shapiro-Wilk and Kolmogorov-Smirnov Statistics of Variables 115
Table 14. Results of Levene's Test for Variables 117
Table 15. Descriptive Statistics for Research Scales 120
Table 16. Research Questions and Related Analyses in the Current Study 121
Table 17. Independent Samples t-Test Results for Professional Self-Efficacy by Gender 122
Table 18. Independent Samples t-Test Results for Professional Self-Efficacy by Grade Level 123
Table 19. Independent Samples t-Test Results for Professional Self-Efficacy by University Type 124
Table 20. Independent Samples t-Test Results for Psychological Resilience by Gender 124
Table 21. Independent Samples t-Test Results for Psychological Resilience by Grade Level 125
Table 22. Independent Samples t-Test Results for Psychological Resilience by University Type 126

Table 23. Independent Samples t-Test Results for Perceived Social Support by Gender 126
Table 24. Independent Samples t-Test Results for Perceived Social Support by Grade Level 127
Table 25. Independent Samples t-Test Results for Perceived Social Support by University Type 128
Table 26. Pearson Coefficients of Variables 129
Table 27. Multiple Regression Model Summary Predicting Professional Self-Efficacy 129
Table 28. Regression Coefficients for Predictors of Professional Self-Efficacy 130

LIST OF FIGURES

Figure 1. Triadic Reciprocal Causation 19
Figure 2. Bronfenbrenner's Ecological Systems Model 26
Figure 3. Diagrammatic Representation of Efficacy and Outcome Expectation 31
Figure 4. Dimensions of Self-Efficacy 34
Figure 5. Sources of Self-Efficacy 36
Figure 6. Mediating Processes 38
Figure 7. Components of Psychological Resilience 45
Figure 8. Diagrammatic Representation of the Conceptualization of Resilience 48
Figure 9. Prominent Risk Factors of Psychological Resilience in the Literature 50
Figure 10. Prominent Protective Factors of Psychological Resilience in the Literature 52
Figure 11. Prominent Positive Outcomes of Psychological Resilience in the Literature 54
Figure 12. Prominent Types of Social Support in the Literature 62
Figure 13. Models of Social Support 64

LIST OF ABBREVIATIONS

APA	American Psychological Association
CD-RISC	Connor-Davidson Resilience Scale
CFA	Confirmatory Factor Analysis
CFI	Comparative Fit Index
CoHE	The Council of Higher Education
EFL	English as a Foreign Language
ESOL	English to Speakers of Other Languages
MoNE	The Ministry of National Education
MLR	Multiple Linear Regression
MSPSS	Multidimensional Scale of Perceived Social Support
PTPSES	Preschool Teacher Professional Self-Efficacy Scale
PISA	Programme for International Student Assessment
RMSEA	Root Mean Square Error of Approximation
SPSS	Statistical Package for the Social Sciences
VIF	Variance Inflation Factor

CHAPTER 1

INTRODUCTION

Early childhood classrooms are educational environments that support children's developmental domains. These educational environments are seen as kinds of laboratories where children develop a range of skills, from expressing their emotions and regulating their affective states to responding constructively to many destructive circumstances (Bailey et al., 2013). Therefore, managing these settings in various ways and ensuring that children acquire the necessary skills and competencies makes early childhood education a critical field that demands great dedication, patience, effort, competence, resilience, and support from teachers and prospective teachers. However, these settings embedded with various primary stressors like; the time pressures, the need to meet all the children's requirements in the teaching atmosphere, the fulfillment of non-instructional duties and responsibilities are identified (Kelly & Berthelsen, 1995). Maintaining practices aligned with early childhood education philosophy, communication issues with families, feeling pressure from parents, pressure to succeed, and various situations arising from parents' economic and demographic differences are also expressed as stressors (Curbow et al., 2000; Kelly & Berthelsen, 1995). Furthermore, early childhood educators may be exposed to numerous other situations, such as disappointments, various obstacles, and encountering unforeseen circumstances (Curbow et al., 2000). Consequently, due to all these factors combined with specific attitudes and perceptions, being an early childhood educator is considered as a demanding and particularly stressful realm (Kelly & Berthelsen, 1995).

The demands and requirements inherent in early childhood education bring teachers' and pre-service teachers' beliefs in their professional self-efficacy to the forefront. This situation arises because self-efficacy beliefs contribute to the success and

quality of education and teaching, the techniques and methods used, participation in activities, and learning (Akbaş & Çelikkaleli, 2006; Bayat, 2023). However, the extent to which pre-service early childhood teachers can transfer the competencies they acquire during the educational process to children, how they will overcome the problems they encounter in the classroom and school environment, how they can ensure student participation even if students are difficult or unmotivated (Lazarides & Warner, 2020), what kind of dynamic they will experience with parents, and most importantly, how they can maintain their enthusiasm for teaching and be successful is largely related to their belief in their own professional skills, abilities, and capacities, in other words, their professional self-efficacy beliefs.

Bandura (1977a) explains individual behavior with two concepts: ‘‘efficacy expectations’’, defined as an individual’s belief that they can successfully perform the behavior required to produce results, and ‘‘outcome expectations’’, defined as an individual’s prediction that certain behaviors will produce certain results. In light of this information, it can be stated that professional self-efficacy is a much more critical concept for pre-service early childhood teachers. This is because individuals’ behaviors, motivations, successes, and failures are shaped by their beliefs about their abilities (Henson, 2001). Additionally, there are four main sources that nourish self-efficacy. These are mastery experiences/performance achievements, vicarious or observational experiences, verbal persuasion, and physiological/emotional states (Bandura, 1977a, 1986, 1997; Tschannen-Moran et al., 1998).

Among these sources, mastery experiences are seen as the most powerful source of self-efficacy (Lazarides & Warner, 2020) because when a task is successfully completed, the belief in one’s competence in that area is strengthened. In addition to mastery experiences, verbal persuasion also contributes to teacher education. These are supports, feedback, and expressions that come to the individual from their environment, independent of experience. For teacher candidates, this feedback can be provided by academics, mentor teachers, advisors, and peers. For example, if a teacher candidate with low self-efficacy is told that she/he has potential and can succeed, she/he can be supported in providing the effort required for the task at hand (Lazarides & Warner, 2020). Along with all this, the teacher candidate’s balanced

emotional state also nourishes self-efficacy. Otherwise, teacher candidates experiencing stress, anxiety, and worry will tend to expect failure, which will lower their self-efficacy and negatively affect them (Bandura, 1977a). In short, individuals with positive and high self-efficacy beliefs will be more successful in organizing their actions, solving problems they encounter, and performing tasks or duties (Akkuş, 2013).

Research shows that teachers with high self-efficacy are more committed to their work, provide better classroom management, manage adaptive student-teacher interaction, are more open to new teaching techniques, set more challenging goals for themselves, exhibit a better level of planning and organizational skills, focus on problem-solving, seek help, and adapt their teaching strategies when faced with problems, compared to teachers with low self-efficacy (Lazarides & Warner, 2020). In conclusion, professional self-efficacy is a highly important theoretical construct within all education and teaching processes. This construct is shaped by teachers' personal characteristics, such as gender and teaching experience, and is also greatly affected by classroom characteristics, such as environment, capacity, and student age, as well as administrative qualities and school climate (Fackler & Malmberg, 2016). Thus, professional self-efficacy should be considered not only as an individual characteristic but also as a multifaceted structure that must be evaluated in conjunction with the psychological and social resources possessed by teacher candidates.

Within this framework, an individual's capacity to successfully adapt and protect their mental health and functional integrity in the face of adverse circumstances, despite being exposed to risks, traumas, and challenging experiences that threaten their survival or development can be considered as another critical issue and called as ''psychological resilience'' (Chmitorz et al., 2018; Connor & Davidson, 2003; Denckla et al., 2020; Luthar & Cicchetti, 2000; Masten, 2021; Rutter, 1985). Psychological resilience is seen as a professional requirement (Gu & Day, 2013; Mansfield et al., 2016) alongside teacher candidates' professional self-efficacy beliefs. In this context, psychological resilience is expressed as a multidimensional and dynamic adaptation process shaped by the interaction of individual,

environmental, and contextual factors, rather than simply an individual characteristic or quality (Connor & Davidson, 2003; Luthar & Cicchetti, 2000; Masten, 2021; Seligman & Csikszentmihalyi, 2000).

A review of the literature reveals that topics such as burnout, teacher burnout, exhaustion, stress, and work stress have frequently been addressed and associated with resilience in numerous studies from the past to the present (Banks & Gannon, 1988; Bozkurt & Levent, 2021; Gu & Day, 2013; Mansfield et al., 2016; Chou et al., 2016; Wassel & La Van, 2009). At the same time, teaching is considered one of the most stressful professions in the 21st century (Gu & Day, 2007). In fact, studies investigating the reasons teachers leave the profession point to stress and burnout (Goddard & Goddard, 2006; Maslach & Leiter, 2008), as well as inadequate teacher training (Gallant & Riley, 2014), insufficient preparation of teacher candidates (Demetriou et al., 2009), and lack of support for new teachers (Gallant & Riley, 2014). This is concerning for teacher education programs that aim to train qualified teachers who will derive enjoyment from their profession and maintain their motivation, enthusiasm, and commitment for many years (Mansfield et al., 2016). In particular, the concept of psychological resilience takes on a much more serious dimension for early childhood education teacher candidates, who face a profession with many dynamics, high professional responsibility, and requiring great dedication and effort.

Although the existence of challenges in the teaching profession has been confirmed, research indicates that pre-service teacher education programs may introduce additional stress factors when teacher candidates encounter the realities of the profession during practicum experiences or practicum courses (Gardner, 2010; Mansfield et al., 2016). This situation results in disappointment for students when theory and practice do not align or fall short (Goldstein, 2005), highlighting once again how essential it is to have strong resilience. Banks and Gannon's (1988) study showed that individuals with higher psychological resilience tend to experience fewer stress factors and perceive their situations as less stressful compared to individuals with lower resilience. At a certain point, skills and strategies related to psychological resilience can be seen as a fundamental component in the development

of teacher competence and can be part of competency standards (Mansfield et al., 2016). Gardner (2010) suggested that universities could develop stress management training, programs that promote mental health and well-being, and provide social support for teacher candidates in this regard. Supporting this, Hasel and colleagues (2011) showed that a training program related to psychological resilience significantly reduced stress levels among university students. Briefly, resilience-focused curricula can provide a foundation for both personal and professional development for teacher candidates through existing education programs and increase their resilience (Mansfield et al., 2016).

In this context, psychological resilience should be considered as a phenomenon with a wide range, rather than a simple concept. It should be seen as a quality of the social and physical ecology, along with internal and external factors that develop throughout life, rather than a personality trait that appears suddenly (Rutter, 2007; Ungar, 2011). Individuals with high psychological resilience who have access to the right resources and good social relationships in their environment adapt better after difficult life events and situations involving risk (Rutter, 2007; 2013). Furthermore, studies indicate that psychological resilience increases an individual's well-being and welfare by reducing their perception of stressful situations as threats and enabling them to use effective coping methods (Işık, 2016; Kobasa, 1979). A study by Hanton and colleagues (2013) revealed that individuals with high resilience have lower anxiety and worry and higher self-confidence compared to individuals with low resilience. Indeed, a review of the literature indicates that there are limited studies investigating teacher resilience at the pre-service level and what needs to be done in teacher education to develop teacher resilience (Mansfield et al., 2016). Therefore, future studies addressing the resilience of teacher candidates and providing resilience-enhancing education and support mechanisms will have a much more constructive impact.

Teacher education processes are not merely a technical preparation process aimed at acquiring knowledge and skills, but also a multidimensional developmental space where prospective teachers' professional self-image, professional self-efficacy, and psychological resilience are shaped. In this context, social support stands out as an

empowering element in the professional development of candidates. Social support is addressed in the literature as a broad and multidimensional structure; there are different approaches to its conceptualization and definition (Eker et al., 2001; Koğar & Yılmaz Koğar, 2024; Vangelisti, 2009). Vangelisti (2009) examines social support within three main perspectives: sociological, psychological, and communication. From a psychological perspective, social support is divided into ‘‘received’’ and ‘‘perceived’’ social support. While received social support refers to the amount of support actually offered by an individual’s social networks (Vangelisti, 2009), perceived social support reflects an individual’s subjective assessment of their ability to receive support when needed (Ayman & Antani, 2008; Uchino et al., 2016; Vaux et al., 1986; Vaux et al., 1987). In other words, perceived social support is defined as an individual’s cognitive belief in their existence, competence, and overall satisfaction with the presence of individuals within their reliable social network who offer them value, importance, respect, and affection (Barrera, 1986; Haber et al., 2007; Sarason et al., 1983; Vaux & Harrison, 1985). This distinction provides a theoretical framework for understanding the relationship between social support and pre-service teachers’ professional self-efficacy and psychological resilience levels.

Social support can manifest in different ways at different stages of human life (Akeren & Ay, 2019). Sometimes providing the information an individual needs constitutes social support, while other times it may be teaching a skill that needs to be learned (Akeren, 2017). Studies on this topic suggest that there are three types of sources for social support: ‘‘instrumental support’’, ‘‘informational support’’, and ‘‘emotional support’’ (Cohen, 2004; House & Kahn, 1985; House, 1987). Instrumental support involves providing material assistance to the person in need, such as helping with daily tasks or paying bills (House, 1981; Cohen, 2004). In the context of early childhood teacher candidates, this support can be provided as covering transportation costs or material fees for internship schools. Informational support refers to providing individuals with information they can use to cope with their current personal and environmental problems (House, 1981; it can be offered as advice and guidance in overcoming difficulties (Cohen, 2004). Examples of this type of support include offering strategies to address problems experienced by prospective teachers in their practice or providing guidance on classroom management. Finally,

emotional support appears to be the most important of all these types of support; its scope includes empathy, interest, love, trust, and reassurance provided to the individual (House, 1981; Cohen, 2004). Examples of emotional support include prospective teachers receiving empathetic feedback or compassionate gestures from peers, friends, or mentors in the face of difficulties during their practice.

Cohen and Wills (1985) state that social support has positive effects on protecting the psychological and physical health of individuals. Social support can directly affect the psychological well-being of individuals by strengthening self-esteem and social identity (Thoits, 1982). Furthermore, Wortman (1984) asserts that social support can boost an individual's self-esteem, contribute to coping strategies, allow individuals to develop a greater sense of self-confidence and autonomy, and protect them from the harmful effects of stress by altering their mood. Conversely, insufficient social support is considered a risk factor for criminal behavior and the development of physical and emotional problems (Gökler, 2007). Studies have shown that, in addition to its contributions to psychological and physical health, social support is an important variable in reducing loneliness in individuals (Adamczyk, 2016). In Pierce et al.'s (1991) study, perceived peer support was found to be the best predictor of low loneliness scores. Furthermore, the literature suggests that perceived social support has a more significant impact than actual (received) social support (Adamczyk, 2016; Akdoğan, 2023; Farhan & Atif, 2022). Akdoğan (2023) explains this by stating that perceived social support is more important than received social support because individuals may experience variability in their support sources. Examples of these sources include family members, relatives, friends, significant others such as partners or spouses, or individuals in the individual's educational environment such as teachers, counselors, and classmates (Akdoğan, 2023).

University life, especially the pre-professional education process for prospective teachers, occupies a crucial position in an individual's life. The difficulties, challenges, uncertainties, and anxieties of transitioning from a familiar routine to an unfamiliar phase can negatively impact an individual's life. For an individual to adapt to this new life and prepare for the roles they will undertake, they must

overcome the challenges they encounter; to overcome these difficulties, individuals may need to seek help from support resources in their environment (Akeren, 2017). At this point, the social support an individual receives from their environment will contribute to their ability to express themselves, helping them to become a self-confident person (Akeren, 2017). In fact, the teaching profession can be considered a profession that requires strong communication skills and self-confidence. For prospective teachers, the need for and perception of these support resources can make a significant difference in their education and practicum during the transition to the profession.

Albert Bandura's (1977b, 1991) Social Cognitive Theory, which explains self-efficacy beliefs, can provide a fundamental basis for teachers and pre-service teachers in training and teaching processes. Furthermore, within this theory, the Triadic Reciprocal Causation Model can be considered as a source indicating that the behaviors or actions of pre-service teachers foster one another through a dynamic interaction with individual and environmental factors (Bandura, 1997). Similarly, based on Bronfenbrenner's Ecological Systems Theory, it can be stated that pre-service teachers' personal and professional growth occurs interactively within a set of interconnected systems (Morrison, 2015). Prospective teachers are involved in an active process of understanding and transforming these systems, alongside a comprehensive insight into their ecological environment (Bronfenbrenner, 1979). Indeed, apart from academic attainment, it appears that individual and environmental factors are also involved in the future professional journeys of pre-service early childhood teachers. Therefore, it is believed that the candidates' professional self-efficacy beliefs are closely related to psychological resilience and perceived social support. Nevertheless, these variables are mostly examined in the literature through binary relationships or triple mediating models with different sampling groups. For example, studies investigating perceived social support and perceived self-efficacy (Adler-Constantinescu et al., 2013), psychological resilience and self-efficacy (Koçak et al., 2017), and social support and resilience (Göbel, 2021) can be presented. In addition, conflicting findings regarding the demographic factors of the research have been observed in various studies in the literature (Açıkgöz, 2016; Adamczyk, 2016; Ağırkan, 2017; Akbaş & Çelikkaleli, 2006; Akkuş, 2013; Alorani

& Alradaydeh, 2018; Ammar et al., 2013; Ateşoğlu, 2025; Bayrakdar et al., 2016; Ceyhun, 2018; Chou, 2000; Doğan & Güney, 2024). For this reason, the demographic factors in the current study were intended to be re-examined within this research context. Additionally, it was deemed necessary to investigate demographic factors such as gender, grade level, and type of university, based on the assumption that these factors may vary depending on the reflection of elements such as the experiential, educational, and socio-cultural backgrounds of pre-service early childhood teachers. In conclusion, research investigating relationship among these three variables alongside various demographic factors using a holistic approach in the realm of early childhood education is limited. It is expected that the findings of the present study, which is theoretically based on Social Cognitive Theory and Ecological Systems Theory, will contribute to the assessment of teacher education program content and the implementation of restructured practices aimed at supporting early childhood education candidates.

1.1. Purpose of the Study

It has been demonstrated that teachers' self-efficacy beliefs are clearly connected to students' enthusiasm and achievements, determining teachers' instructional efforts, behaviors, goals, and motivations (Tschannen-Moran & Woolfolk Hoy, 2001, 2002, 2007). Along with teacher self-efficacy, current studies indicate that there are associations between teachers' resilience and students' learning outcomes (Day & Hong, 2016). Together with self-efficacy and resilience in educational processes, studies have highlighted the positive reflection of social support provided by various sources on numerous aspects, including *''self-concept, self-efficacy, school engagement, academic achievement, school adjustment, academic competence, life satisfaction, school satisfaction, and well-being''* (Tomás et al., 2020, p. 1601).

At this point, the current study, which will use regression analysis, pre-service early childhood teachers' professional self-efficacy will be positioned as the outcome variable, while psychological resilience and perceived social support will be considered as predictors. This structure is based on Bandura's Social Cognitive Theory and Bronfenbrenner's Ecological Systems Theory. Based on these theories,

and especially according to Bandura, professional self-efficacy is seen as a factor that can be decisive in the future professional processes of teacher candidates, ranging from classroom climate to children's behavior and the parent-school-child-teacher relationship. This is because the self-efficacy beliefs of teacher candidates play a decisive role in their motivation levels in the teaching process, in their field practices, in their efforts in their profession, and in their determination and resilience in the face of difficulties they may experience in these processes (Bandura, 1989; Tschannen-Moran & Woolfolk Hoy, 2001). Within the adopted approach and based on the principle of *''Triadic Reciprocal Causality''*, positions pre-service early childhood teachers' confidence in their professional beliefs and competencies is nurtured and shaped by internal and environmental factors, namely psychological resilience and social support. In this interactive relationship cycle, resilience and support are likely to contribute positively to self-efficacy. Furthermore, Ecological Systems Theory emphasizes that the developmental processes of individuals, specifically teacher candidates, occur within the progressive and reciprocal interactions between individual and environmental systems (Bronfenbrenner, 1979). Thus, psychological resilience and perceived social support are conceptualized as personal and environmental factors associated with teacher candidates' professional self-efficacy of. This theoretical perspective forms the basis for positioning professional self-efficacy as an outcome variable in the adopted structure and model.

Considering this, the purpose of the present study is to examine the relationships between pre-service early childhood teachers' professional self-efficacy, psychological resilience, and perceived social support, and to determine how these variables differ across demographic factors. In other words, the study aims to reveal the relationship between psychological resilience and perceived social support and professional self-efficacy. Additionally, the study comparatively examines the role of factors such as gender, grade level, and university type on professional self-efficacy, psychological resilience, and perceived social support. The study will be conducted with pre-service early childhood teachers enrolled at universities in Ankara and aims to provide a holistic assessment of the appearance of these variables within the context of pre-service teachers.

1.2. Research Questions

In line with the aim of the study, answers were sought to the research questions presented below.

1. What is the professional self-efficacy level of pre-service early childhood teachers?
   - 1.1. Do the professional self-efficacy levels of pre-service early childhood teachers differ across gender, grade level, and university type?
2. What is the psychological resilience level of pre-service early childhood teachers?
   - 2.1. Do the psychological resilience levels of pre-service early childhood teachers differ across gender, grade level, and university type?
3. What is the perceived social support level of pre-service early childhood teachers?
   - 3.1. Do the perceived social support levels of pre-service early childhood teachers differ across gender, grade level, and university type?
4. What is the relationship between psychological resilience, perceived social support and professional self-efficacy levels of pre-service early childhood teachers, and how do psychological resilience and perceived social support contribute to explaining professional self-efficacy when considered together?

1.3. Significance of the Study

Early childhood education differs from other educational levels due to the dynamics inherent in the educational process, the developmental characteristics of the target audience, the teaching practices, and the roles assumed by teachers. For this reason, early childhood teacher candidates need to be given ‘‘high-quality initial training’’ to meet the diverse demands of the field (Organisation for Economic Co-operation and Development [OECD], 2019a). This is because various factors, such as the quality and content of the training offered, may affect teacher candidates’ readiness for their professional roles (OECD, 2019a). It is noted that newly graduated teachers, particularly during the adaptation process, may experience feelings of professional

inadequacy, stress, and pressure (Brannan & Bleistein, 2012). Therefore, considering the responsibilities, challenges, and requirements of early childhood education settings, there is a need to understand the state of teacher candidates' professional self-efficacy beliefs, psychological resilience, and perceived support resources during pre-service training. It is believed that identifying these issues will reflect positively on the early years of candidates' professional careers.

In terms of pre-service teachers' individual professional development, their self-efficacy beliefs can determine their behavioral choices, such as how they think, feel, or motivate, and their adaptation in the face of difficulties (Bandura et al., 1996; Bandura, 1997). Furthermore, teachers' self-efficacy is linked to behaviors in teaching settings (Tschannen-Moran & Woolfolk Hoy, 2001), and instructional self-efficacy beliefs are influential at a certain point, ranging from classroom practices to how students assess their own capabilities (Bandura, 1997). This situation may have a positive or negative impact on future professional practices of candidates in many areas, ranging from teaching styles and approaches to children to interactions with parents. Pre-service teachers' beliefs about their competence are a factor that plays a role their capacity in many situations and events, from what they want to do to how resilient they are in the face of challenges (Yıldız & Dirik, 2019). This factor also serves a buffer function, protecting against the adverse effects of various job stresses (Bernales-Turpo et al., 2022).

Therefore, determining and revealing the professional self-efficacy levels of candidates can provide concrete results regarding this aspect, which could contribute to their performance in future teaching practices, the quality of instruction, problem-solving skills, and their ability to ensure the active participation of children. The results obtained by assessing candidates' professional self-efficacy levels can provide new insights for both candidates and teacher education programs and policymakers within the context of educational systems. It is anticipated that this outcome could offer a new perspective for revising the teacher education curriculum, reviewing educational content in this regard, and incorporating practices that support and develop candidates' professional self-efficacy, which shapes classroom climate and teaching practices.

Psychological resilience is closely related to strong self-efficacy and teaching motivation, which are fundamental to promoting success in all areas of students' lives (Gu & Day, 2007). Gu and Day (2007) highlight the importance of resilience in teachers through three critical points. The first point concerns that teachers who cannot demonstrate resilience in their own teaching lack a realistic basis for expecting resilience from their students. Another point is that in today's world, where diversity and sustainability are becoming effective, resilience could open new doors in managing professional commitment and motivation in teaching, a field with high expectations. The final point is that resilience is closely tied to professional self-efficacy and the enthusiasm for teaching, which contribute to student achievement. Resilience is not an option but a necessity for teachers who manage to maintain their professional commitment and motivation in the face of stress and burnout; it also holds important implications for teacher training programs (Gu & Day, 2013). Cultivating resilient teachers can contribute to the future educators who can overcome challenges and problems in their professional lives and adapting to such situations. It can also support the development of resilient children. Teachers with high levels of resilience can more easily manage challenging classroom dynamics or remain resilient in difficult situations involving parents, thereby guiding the process in a positive direction for themselves, their students, and families. For these reasons, understanding the psychological resilience levels of pre-service teachers can have constructive effects on educational processes, policy implementations, candidates, teachers, families, and children. Furthermore, by providing insights to policymakers, it can facilitate the integration of ‘‘resilience’’ into teacher education programs.

Compared to many other professions, teaching is one of the most stressful professions due to the various challenges it entails and the high levels of stress and burnout (Gu & Day, 2007; Leroux & Theoret, 2014; Squires et al., 2022). In particular, the teaching profession at the early childhood level involves high stress due to intense emotional labor, multifaceted demands in the classroom environment, and high expectations from parents. In fact, OECD reports have emphasized the need to address this issue seriously, focusing on teacher well-being, resilience, burnout, and attrition rates (OECD, 2019b, 2020). Building psychological resilience to reduce the stress experienced by teachers and prevent them from leaving the profession is

one of the future goals of education systems (OECD, 2020). In other words, roadmaps have been offered to education stakeholders, policymakers, and governments to reduce the effects of stress on teachers, enhance their well-being, and build resilience (OECD, 2020). As can be inferred from this, the well-being and resilience of teacher candidates in pre-service education processes and in their engagement in the teaching profession are among the most critical issues that need to be addressed and focused on (Squires et al., 2022).

However, self-efficacy is not only shaped by an individual's internal cognitive assessments but is also nourished by people in their social support networks. In particular, the social support individuals perceive from their families, friends, and other significant people can play a protective role by reducing the negative effects of stress (Zimet et al., 1988; Cohen & Wills, 1985). The social support that individuals perceive from different sources contributes to the development of positive attitudes and can also have a preventive effect on negative behaviors (Alanoğlu, 2020). Additionally, studies argue that social support has a direct effect on an individual's mental health, independent of the amount of stress (Çetinkaya & Honça, 2019). Due to the various stresses inherent in the teaching profession, and specifically in early childhood education, determining the level of social supports for teacher candidates during pre-service training may contribute to the prevention of potential burnout and exhaustion, the creation of support programs within the education system, more efficient future professional development, and the establishment of more effective collaboration networks involving teachers, schools, families, and children. In other words, it can serve as a basis for building collaborative learning communities within the education system. It can offer policymakers, education practitioners, and administrators a new perspective on designing pre-service and in-service training as a whole, supporting and complementing each other. It is noted that individuals who have received support from different social sources around them from an early age are in better psychological condition, are more committed to life, and can be more successful and enterprising in their school and work lives (İraz et al., 2021).

Examining the concepts of psychological resilience and perceived social support, which are expected to relate professional self-efficacy, is thought to contribute to the

continuation of quality education by preventing potential burnout during the early years of teaching. The enhancement of resilience skills will give candidates the chance to thrive in their daily lives and professional performance and improve their life fulfillment (Özbey et al., 2014). Furthermore, since increased professional self-efficacy will directly shape children's developmental outcomes and the overall quality of the education system, it can make a strong indirect contribution to increasing social welfare and development by directly benefiting children and caregivers. In fact, a significant portion of the characteristics that a qualified early childhood teacher should possess are related to the education received at higher education institutions (Küçükoğlu & Kızıltaş, 2012).

If policymakers and educational standards aim to improve the quality of early childhood education, they should consider not only the curriculum and professional knowledge but also the psychological and social support conditions of teacher candidates. In this context, research findings can offer valuable insights into the content of pre-service teacher education programs. Moreover, since the education and training process demands intense struggle, patience, and resilience in human relations (Özbey et al., 2014), the active involvement of academics and supervisors in the guidance and mentoring processes at the faculty can provide a reference for structuring these processes in a way that will enhance the self-efficacy and resilience of candidates and nurture their social support resources. This study can offer empirical evidence on developing an institutional policy aimed at strengthening self-efficacy, enhancing resilience, and expanding mentoring and support systems for pre-service teachers.

In summary, professional self-efficacy, psychological resilience, and perceived social support have been examined separately with different sample groups in different contexts. Findings regarding whether these constructs differ based on specific demographic characteristics among pre-service early childhood teachers and their relationships with each other are quite limited and fragmented (Adler-Constantinescu et al., 2013; Liu et al., 2024; Mieres-Chacaltana et al., 2025; Şengün, 2025). The current study offers a comprehensive approach that integrates pre-service early childhood teachers' professional education with cognitive, individual, and

environmental factors such as professional self-efficacy, psychological resilience, and perceived social support, employing a methodological framework that combines correlational, difference, and predictive analyses. In this respect, the current study is expected to make an original, empirically based, and practical contribution to the field of early childhood teacher education.

1.4. Definition of the Key Terms

Self-Efficacy: Self-efficacy is defined as an individual's subjective belief in their capacity to perform certain actions or to overcome potentially challenging situations they may encounter (Bandura, 1982).

Professional Self-Efficacy: Professional self-efficacy is defined as an individual's belief in their capacity to organize and apply the skills and abilities necessary to fulfill professional duties and responsibilities, overcome professional obstacles, cope with challenges, and achieve career goals (Abele & Spurk, 2009; Higgins et al., 2008).

Resilience (physical): The physical aspect of resilience is defined as the ability of matter to return to its original state after being bent, stretched, or altered by external forces (Cambridge University Press & Assessment, n.d.; Oxford University Press, n.d.).

Resilience (psychological): The psychological aspect of resilience is defined as an individual's ability to recover quickly and become happy, healthy, and successful again after experiencing difficult, challenging, and adverse situations (Cambridge University Press & Assessment, n.d.; Oxford University Press, n.d.).

Psychological Resilience: Psychological resilience is defined as an individual's capacity to successfully adapt to and maintain their mental health and functional integrity in the face of risks, challenges, traumas, and difficult experiences that threaten their survival or development throughout their life (Chmitorz et al., 2018; Connor & Davidson, 2003; Denckla et al., 2020; Luthar & Cicchetti, 2000; Masten, 2021; Rutter, 1985).

Social Support: Social support is defined as the individual's cognitive belief or appraisal that certain resources in their surroundings can provide help when needed (perceived support) and the actual acts of assistance provided in crisis situations (enacted support) (Barrera, 1986; Cutrona & Russell, 1987).

Perceived Social Support: Perceived social support is defined as an individual's cognitive belief in the existence, adequacy, and general satisfaction of the people in their social network who they expect to provide reliable support when needed (Barrera, 1986; Haber et al., 2007; Sarason et al., 1983; Vaux & Harrison, 1985).

Pre-Service Teachers: Pre-service teachers or teacher candidates refer to students enrolled in teacher education programs who are undergoing professional training and striving to acquire the all the necessary qualifications for the teaching profession.

Early Childhood: Early childhood is defined as a critical period for development spanning from birth to age 8, covering infants through primary school-aged children (Essa & Burnham, 2020; United Nations Educational, Scientific and Cultural Organization [UNESCO], 2025).

Early Childhood Education: Early childhood education in the Turkish context is defined as systematic, organized, and planned education aimed at supporting the holistic development (cognitive, physical, social-emotional, and language) and welfare of children aged 0-72 months (Güven & Efe Azkeskin, 2022; MoNE, 2024).

CHAPTER 2

LITERATURE REVIEW

In this chapter, the theoretical background of the current study is presented initially. Within this theoretical framework, *Social Cognitive Theory* and *Ecological Systems Theory* are discussed. Regarding Social Cognitive Theory, the *''Triadic Reciprocal Causation Model''* and the structures that support it are addressed, with a focus on the concepts of human agency and self-efficacy. Within the Ecological Systems Theory, the *''PPCT (Process, Person, Context, and Time) Model''* and the layers accompanying the model are discussed. Subsequently, the main concepts of the study, namely *self-efficacy*, *psychological resilience*, and *social support*, are detailed under separate headings. Regarding self-efficacy, the dimensions, sources, and mediating processes of self-efficacy, as well as professional self-efficacy among teachers and teacher candidates, were discussed. Regarding psychological resilience, the various definitions and development of the concept, risk factors, protective factors, positive outcomes, and psychological resilience among teachers and teacher candidates were addressed. Under social support, various definitions and the development of the concept, its types, sources, social support models, received and perceived social support, and social support among teachers and teacher candidates are discussed. Finally, several studies in the literature that address the relationships among these concepts are presented.

2.1. Theoretical Background

2.1.1. Social Cognitive Theory

Social Learning Theory, or Social Cognitive Theory as Albert Bandura renamed it, is one of the major theories in the fields of education and psychology that explains

human behavior and learning processes through key concepts such as observational learning, modeling, self-regulation, reciprocal causation, and self-efficacy (Engler, 2003). According to this theory, people are not guided solely by internal factors, nor are they automatically shaped and controlled by external factors (Bandura, 1986). On the contrary, according to the *''triadic reciprocal causation''* model, one of the basic principles of the theory, the function of human agency occurs within a dynamic cycle in which individual characteristics such as beliefs and expectations, behaviors, and environmental factors mutually contribute to each other (Bandura, 1986; Engler, 2003). As seen in Figure 1, according to the social cognitive perspective, internal factors such as cognitive, affective, and biological occurrences, along with behavior and the external environment, are characterized as interactive determinants of each other (Bandura, 1986, 1997).

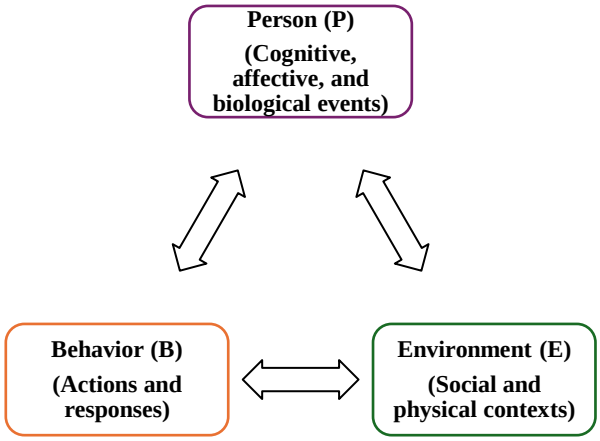

Figure 1. Triadic Reciprocal Causation

Note. Adapted from *Self-Efficacy: The Exercise of Control* (p. 6), by A. Bandura, 1997, W.H. Freeman and Company. Copyright 1997 by W.H. Freeman and Company.

Bandura explains individual behavior using causation models. At this point, there are two models that form the basis for the triadic reciprocal causation model: the ''unidirectional'' and ''bidirectional'' (Bandura, 1977b). According to the unidirectional interaction model, individuals and situations are treated as independent entities that combine to shape behavior (Bandura, 1977b). The model is represented by the equation *''B = f(P, E)''* which Kurt Lewin used to explain human behavior (Qi, 2021). As seen in Figure 1, *B* represents behavior, *P* represents the person, and *E* represents the environment. This unidirectional understanding posits that personal

and environmental factors do not function as independent determinants but rather determine each other (Bandura, 1977b). The experiences generated by behavior direct, to a certain extent, what the individual becomes and what they are capable of doing, which in turn frames subsequent behavior (Bandura, 1977b).

According to another causation model, the bidirectional perspective, personal and environmental shapes are two-way, yet it maintains a unidirectional approach toward behavior (Bandura, 1977b). This model is represented as *''[B = f (P ⇌ E)]''* (Bandura, 1977b). This perspective treats behavior as a product that has no role in the causal process; individuals and situations are viewed as interdependent causes of behavior (Bandura, 1977b). In the reciprocal causation cycle, the strength of bidirectional interactions does not always have to be at the same level; even the strengths of these interactions do not have to remain at a constant level (Bandura, 1986, 1997). The relative influence of these factors can differ among individuals, under various conditions, and in different activities and situations (Bandura, 1986). Furthermore, when environmental factors impose strong constraints on behavior, these factors emerge as dominant determinants (Bandura, 1986). Bandura (1986) illustrates this situation with the following example: a person dumped into deep water will immediately begin to swim, regardless of how much cognitive and behavioral knowledge they possess. From another perspective, when situational constraints are low, personal factors function as the inform of the regulatory system (Bandura, 1986). In short, these three factors can nourish each other in a cycle.

According to Social Learning Theory, the human process of adaptation and change extends to social systems (Bandura, 1997). Therefore, personal agency occurs within a broad network composed of sociocultural factors (Bandura, 1997). The concept of agency, which emerges as a key element here, represents an individual's ability to act independently, their belief in taking responsibility for their own life, and their capacity to influence events related to their life (Atak, 2011). Briefly stated, agency is defined as actions performed with specific intent and purpose (Bandura, 1997, 2001). Individuals shape their own cognitive products through the formation of neurobiological systems using intentional examples of their personal agency (Bandura, 1997, 2001). The fundamental building block of personal agency lies in

the power to initiate actions for specific purposes, because these actions can involve many outcomes, ranging from whether they create positive or negative effects in the demonstration of agency (Bandura, 1997).

Bandura (1989) addresses human agency under three headings: *''autonomous agency''*, *''mechanical agency''*, and *''emergent interactive agency''*. Autonomous agency argues that an individual's behaviors occur independently of environmental processes and are carried out through their own will and internal motivation. In contrast, mechanical agency asserts that an individual's actions are determined by the environment and external influences. In other words, the individual's decisions do not encompass their own thoughts, reflections, reactions, or orientations, as they lack absolute will. Finally, the emergent interactive agency approach, which aligns with the principle of triadic causation, argues that the individual is neither entirely dependent on environmental factors nor completely independent of them. In this sense, the individual is not a passive entity that merely reacts to environmental factors or stimuli, but an active agent capable of altering both their behavior and their environment. Emerging as a higher-order mechanism than the first two models, this framework posits that cognitive processes such as beliefs, expectations, and self-efficacy exert an impact on behavior through a cyclical interaction with the environment (Bandura, 1989).

In this process, one of the outstanding concepts of Social Cognitive Theory that provides the basis for the present study is self-efficacy. In its most general form, self-efficacy is referred to as an individual's personal assessments or beliefs regarding their capacity to organize and execute the actions necessary to accomplish a specific task or overcome challenges (Bandura, 1977a, 1986, 1997). According to Bandura (1997), the fundamental basis of action is the belief in one's competence. Individuals essentially guide themselves through these beliefs in their competence. At this point, there are numerous situations and events in which personal efficacy is exerted. This influence encompasses the individual's internal motivation, thought processes, emotional states, and the regulation of their actions, as well as the modification of environmental factors depending on what is within their control (Bandura, 1997). In other words, a person's self-efficacy can have a wide range of effects. This can

influence a variety of behaviors, ranging from which actions individuals pursue, the effort and performance they demonstrate in a task, to their potential to overcome obstacles and failures (Bandura, 1977b, 1997). In addition, it can differentiate how an individual copes with difficulties, their ability to handle external challenges, their stress and depression levels, and their positive and negative thought patterns during their own development process (Bandura, 1997).

In an educational context, self-efficacy beliefs can play a significant role in motivating teachers to enhance their professional skills and students to improve their academic performance. In particular, teachers' self-efficacy beliefs can underpin student success in many ways. The confidence that self-efficacy provides to teachers can contribute to delivering enthusiastic instruction, motivating students, and helping them realize their potential, as well as displaying better planning and organization (Tschannen-Moran & Woolfolk Hoy, 2001). Therefore, pre-service teachers' possession of a lasting self-efficacy belief yields significant outcomes in their ability to support students during in-service processes (Black, 2017). A prospective teacher's ability to overcome classroom challenges and generate solutions in future teaching settings is also closely linked to their levels of self-efficacy (Yost, 2006).

Within the scope of the current study, professional self-efficacy is directly related to self-efficacy beliefs, a key concept of Social Cognitive Theory. The theory's fundamental principle of ''triadic reciprocal causation'' provides an important theoretical framework for explaining the educational processes, motivation, and professional competence of pre-service early childhood teachers. This is because early childhood teacher candidates are not passive recipients of environmental stimuli but active, interactive agents who can transform these stimuli through their own cognitive evaluation processes. In this context, teachers' professional behaviors must be considered not only in terms of individual factors but also in conjunction with the interactions they establish with their social and educational environments. Consequently, this understanding aligns with the principle of reciprocal causation. A review of the literature indicates that pre-service and in-service teacher candidates' self-efficacy beliefs, psychological resilience, and perceived social support can

interact with each other and be transformed and sustained through individual and environmental factors (Alpaslan et al., 2018; Chen et al., 2020; Dikici & Yavuzer, 2025; Doğan, 2024; Keçili, 2022; Keskin, 2025; Li, 2023; Mieres-Chacaltana et al., 2025; Paller & Quirap, 2024; Shuakbayeva et al., 2025; Saruhan, 2019; Yiğit, 2023). At this point, within the reciprocal causation model, professional self-efficacy and psychological resilience can be considered personal factors (‘‘Person’’) representing the cognitive and psychological characteristics of early childhood teacher candidates, while perceived social support can be considered environmental factors (‘‘Environment’’) (as shown in Figure 1). In summary, the present study investigates the relationship between pre-service early childhood teachers' professional self-efficacy, psychological resilience, and perceived social support within the framework of Bandura's Social Cognitive Theory, which is based on the principle of triadic reciprocal causation and the concept of self-efficacy.

2.1.2. Ecological Systems Theory

The Ecological Systems Theory, developed by Urie Bronfenbrenner (1917-2005), asserts that individual development occurs within the context of the intertwined systems that constitute their environment (Morrison, 2015). Human development is described as a process that involves the individual's acquisition of a holistic, diversified, and accurate grasp of their ecological environment, along with actions that enable them to understand, maintain, or restructure the characteristics of that environment (Bronfenbrenner, 1979). Meanwhile, the ecology of human development encompasses the progressive and reciprocal interaction between the active, growing individual and the environments in which they are embedded, which possess changing properties (Bronfenbrenner, 1979). This process is shaped by dynamics across environments and by more extensive contexts that include these environments. In other words, development is shaped by the interactions of elements such as the people in the individual's immediate environment, interpersonal relations, settings, social networks, culture, and society, as well as their direct and indirect influences (Bronfenbrenner, 1979). That is, the individual is not limited to a single environment but develops within a system of interrelated environments, incorporating external influences stemming from broader contexts.

Bronfenbrenner (1979) refers to Kurt Lewin's classic equation *''B = f(P, E)''* and the concept of *''reciprocity''*, because the human developmental process occurs through the changes created by the individual's perception of their environment and their interactions with it. In this context, two significant terms, *''proximal processes''* and the *''PPCT (Process, Person, Context, and Time) Model''*, stand out. Bronfenbrenner (1994/1997) argues that an individual's early and lifelong development occurs through the complex dynamics and reciprocal interaction processes between an active, evolving biopsychological human organism and the ''people'', ''objects'', and ''symbols'' in its environment, defining this as ''proximal processes''. It is emphasized that for this interaction to be effective, it must span a long period of time and be sustained on a regular basis to provide stability (Bronfenbrenner, 1994/1997). Bronfenbrenner (1994/1997) offers examples of such proximal processes, such as an individual acquiring new skills, studying, and carrying out complicated duties. For a pre-service teacher, interactions established while working on a task with a classmate can serve as examples of proximal processes.

Another term, the ''PPCT Model'', consists of the four components of process, person, context, and time (Tudge et al., 2009; Tudge et al., 2022). While this model occupies a significant place in the updated and expanded version of Brofenbrenner's theory (*Bioecological Theory*), the primary emphasis is placed on the process component, specifically on the proximal processes (Tudge et al., 2022). Brofenbrenner uses the term *''engines of development''* to highlight the importance of this concept and describes it as the basis of development (Tudge et al., 2022). The process component refers to the interaction between a specific aspect of the context or the individual and the outcome of interest (Tudge et al., 2009). The form, strength, content, and direction of the contextual processes influencing development can vary as a combined function of the individual's characteristics, the environments in which these processes occur, and the social and other changes within the individual's life and the historical period (Tudge et al., 2009). The individual component within the model is addressed under three headings: *''demand''*, *''resource''*, and *''force''* (Tudge et al., 2009). Demand features include characteristics such as gender, age, and skin color and serve as a stimulus (Tudge et al., 2009). Resource features are not

directly observable but are related to social and material sources related to proper nutrition, housing, and education, as well as mental and emotional sources related to experiences and skills (Tudge et al., 2009). Finally, force features include characteristics such as the individual's temperament, motivation, and determination (Tudge et al., 2009).

The third component of the model, context or environment, encompasses interrelated systems (Tudge et al., 2009). In this regard, Bronfenbrenner places significant emphasis on the environment and its impact when conceptualizing his theory. His model highlights not only individual characteristics but also environmental influences and expanding contexts for human development. These environments are treated as a comprehensive system composed of interlocking, layered structures. The individual is at the core, while the close environment is situated in the innermost layer surrounding the individual. The next layer encompasses the individual's relationships with the people who constitute their microsystem. As the layers progress from the inner to the outer, the contexts expand, and the factors, elements, and interactions change (Morrison, 2013). As seen in Figure 2, these layers are addressed within five distinct systems: the microsystem, mesosystem, exosystem, macrosystem, and the chronosystem, which represents the time component in the model (Bronfenbrenner, 1997; Tudge et al., 2009; Tudge et al., 2022).

The microsystem, which lies at the center of systems, represents every type of environment with which the individual interacts directly (Morrison, 2015). These environments constitute the individual's immediate social circle. Family members, university, friend groups, peers, teachers, supervisors, and neighbors are considered part of this immediate circle. The individual has direct experience with each of these environments and is structured by each of them (Morrison, 2015). For pre-service early childhood teachers, the supportive relationships and social interactions they experience within this system form the foundation of the concept of perceived social support. The support perceived by the teacher candidate from the structures within the microsystem can contribute to psychological resilience, individual adaptation processes, and professional self-efficacy.

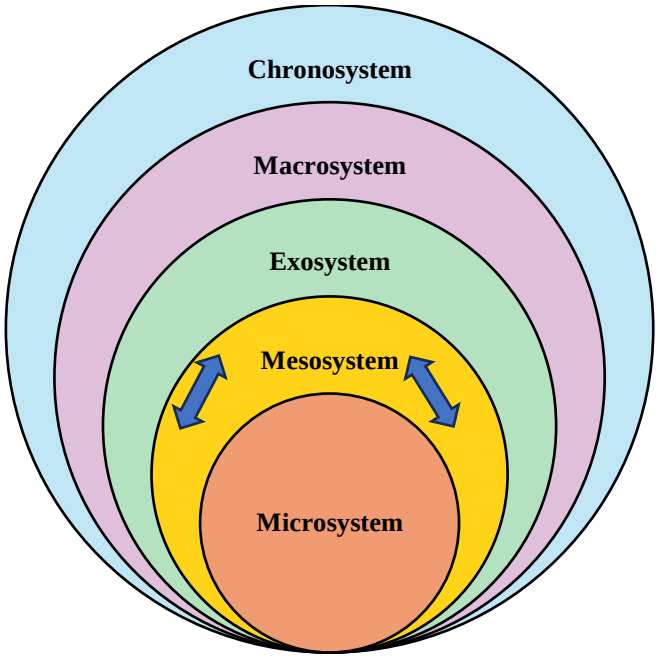

Figure 2. Bronfenbrenner's Ecological Systems Model

Note. Constructed by the author based on *''Ecological Models of Human Development'',* by U. Bronfenbrenner, 1997, In M. Gauvain & M. Cole (Eds.), *Readings on the Development of Children* (2nd ed., pp. 37-43), W. H. Freeman and Company. (Original work published 1994). Copyright 1994 by Elsevier.

The mesosystem represents the connections and interactions between microsystems (Morrison, 2015). In other words, the mesosystem is a layer composed of microsystems (Bronfenbrenner, 1979). Interactions within this system are linked to all environmental elements in the microsystem and encompass relationships across two or more settings (Bronfenbrenner, 1979). Examples of relationships within the mesosystem include interactions between an individual's family and school, or between an individual's peer group and academic environment. For a prospective teacher, the support provided by their family during the educational process may underpin their ability to achieve a successful career, or the experiences gained during their university education and practicum applications can play an active role in shaping their professional identity. In short, the scope and nature of relationships within this system can indirectly frame the individual's development, as well as their educational and professional processes.

The exosystem represents environments in which the developing individual cannot actively participate but which can structure events and conditions within the

individual's environment (Bronfenbrenner, 1979). Morrison (2015) defines the exosystem as the social environments and structures that influence individuals' microsystems, thereby affecting them indirectly. Parents' work settings, educational policies, university programs, and changing curriculum can be considered within the mesosystem. Changes in this system can affect the individual both in a positive and negative manner. For example, uncertainties and problems arising within a structure in this system can act as a stressor on the individual, which may undermine their resilience. Conversely, positive developments within this system can contribute to the individual's development, psychological and social well-being, and enhance their overall well-being. For instance, a family with a financially stable job can provide financial support for their child's access to various resources during the educational process, or well-developed educational programs can positively foster prospective teachers' ability to successfully navigate their future professional careers.

The macrosystem represents the consistency in the form and content of the subsystems beneath it, such as the microsystem, mesosystem, and exosystem (Bronfenbrenner, 1979). This system encompasses the economy, culture, society, traditions, and values within a broader framework (Bronfenbrenner, 1994/1997; Morrison, 2015). A wide variety of components can be evaluated within this system, including an individual's place within a society, the gender roles assigned by society, the ideological structure, the budget allocated to education, educational investments, and the importance and value placed on an individual's profession. Furthermore, the social values and expectations within the macrosystem can shape the importance placed on early childhood education, the meaning the prospective teacher assigns to their profession, and their self-efficacy beliefs.

Finally, the chronosystem, the final component of the PPCT Model related to time, represents the temporal changes in life events, environmental events, and life transitions that surround the other systems; that is, it represents the environmental context and events encompassing these (Morrison, 2015). Additionally, the chronosystem encompasses an individual's life span, aging, and historical changes occurring within the socio-cultural environment (Sadownik, 2023). Events such as wars, poverty, technological advancements, divorce, and births within the family

constitute the chronosystem (Morrison, 2015). However, cultural values, beliefs, and practices are not static; rather, they can change over time (Tudge et al., 2022). Therefore, an individual's development is a process that unfolds over a long period and occurs over time.

The theoretical framework of the current study is based on Brofenbrenner's Ecological Systems Theory and the PPCT Model. The proximal processes, considered the basic building blocks of development in the model, refer to the relationships and interactions that pre-service early childhood teachers engage in within daily contexts such as family, university, and social environments, which exhibit a certain stability and become increasingly complex. The nature of these processes and their impact on the teacher candidate are evaluated within the person component, which encompasses individual characteristics; the context component, which includes micro, meso, exo, and macro systems; and the time component, where these interactions occur. Within the microsystem, the family, university, friends, and instructors are structures that interact directly with the individual. The life and professional experiences of early childhood teacher candidates take place within these systems. At this point, candidates' personal and professional development occurs across a broad spectrum of individual, environmental, and social contexts. The individual develops under the influence of temporal changes within different environments and contexts, and in turn, the educational process and life itself can be shaped. In this context, Brofenbrenner's ecological or bioecological perspective provides a holistic theoretical framework for understanding the variables of professional self-efficacy, psychological resilience, and perceived social support, along with the relationships among these variables, as examined in the study.

2.2. Self-Efficacy

This section covers the concept of self-efficacy. It also addresses the dimensions, sources, and mediating processes of self-efficacy, along with related aspects. Finally, the section focuses on professional self-efficacy among teachers and pre-service teachers.

Individuals develop various skills throughout their lives, progressing through many stages to actively participate in life. During this process, as individuals grow and their skills evolve over time, they develop a perception of their own abilities and what they are capable of. This perception is expressed by the concept of self-efficacy, which encompasses an individual's judgments regarding their personal capabilities (Bandura, 1997). Self-efficacy, one of the key concepts in Social Cognitive Theory, is defined by Bandura (1977b) as *''the conviction that one can successfully execute the behavior required to produce the outcomes''* (p. 79). In its broadest sense, self-efficacy refers to an individual's personal beliefs, judgments, and evaluations of their capacity to organize and carry out the necessary actions to accomplish a specific task, achieve success, overcome challenges, and cope with potential problems (Bandura, 1977a, 1977b, 1982, 1986, 1997).

Bandura (1986) considers an individual's self-efficacy not merely as knowing what to do, possessing a repertoire of behaviors, or a fixed trait, but rather as ''generative capability'', the organized set of actions that can be performed for many purposes using ''cognitive, social, and behavioral'' sub-skills. An individual's success is achieved through the persistent effort required to produce, develop, try, and continue with certain behaviors and strategies (Bandura, 1986). Conversely, self-doubtful individuals (individuals who doubt their own capabilities) may abandon the process if their initial attempts and efforts prove insufficient (Bandura, 1986). Therefore, success in a task or job depends not only on knowing how to do it, but also on having self-efficacy that enables an individual to develop strategies to overcome potential challenges they may encounter.

Ensuring competent functioning requires an individual's skills as wells as the self-efficacy beliefs necessary to use those skills effectively (Bandura, 1986). Furthermore, operative competence necessitates the use of numerous sub-skills to manage stressful events that are variable in the process, contain uncertainty, and are difficult to predict (Bandura, 1986). Therefore, initiating and adjusting interactions with the environment is carried out, to a certain extent, by the individual's personal judgments about their operative capacities (Bandura, 1986). In other words, the individual's self-efficacy belief is a crucial element in enabling the execution of this

process. In short, Bandura (1986) states that self-efficacy is not related to the skills a person possesses, but rather to their personal evaluations and judgments regarding what they can achieve with those skills.

Bandura (1977a, 1977b, 1986), in explaining self-efficacy, emphasizes the distinction between it and outcome expectations. However, both concepts are constructs that Bandura uses to explain behavior. Self-efficacy/efficacy expectations are defined as an individual's belief in their ability to successfully perform the behavior required to produce outcomes; while outcome expectations are defined as an individual's prediction that specific behaviors will generate to specific outcomes (Bandura, 1977a, 1977b, 1986). In other words, self-efficacy is a personal judgment regarding an individual's capacity to successfully perform a particular task, while outcome expectation is a judgment about the probable outcome that this behavior will create (Bandura, 1986). That is, the outcome is not the action itself, but a consequence of the action (Bandura, 1986). Therefore, the concepts of outcome expectations and self-efficacy are distinct because an individual may believe that the action they will perform can produce specific outcomes, yet they may have doubts about their ability to carry out the action (Bandura, 1977b).

For example, a pre-service early childhood education teacher's belief that she/he will perform a flawless and successful activity in every aspect in a practicum setting constitutes a sense of self-efficacy, whereas the approval, praise, or celebration expected from the classroom teacher for such an action constitutes outcome expectations. To avoid confusion, the action must be defined by the elements that constitute it (Bandura, 1986). In the specific example presented, the criteria defining the action are the prospective teacher's ability to carry out the activity flawlessly and successfully, but this performance is not an outcome expectation. To explain it another way, if the prospective teacher fails to complete the activity fully and remains incomplete, this action has no outcome because, according to Bandura (1986), one cannot speak of the outcome of incomplete actions. Figure 3 presents Bandura's (1977b) diagrammatic representation explaining efficacy expectations and outcome expectations.

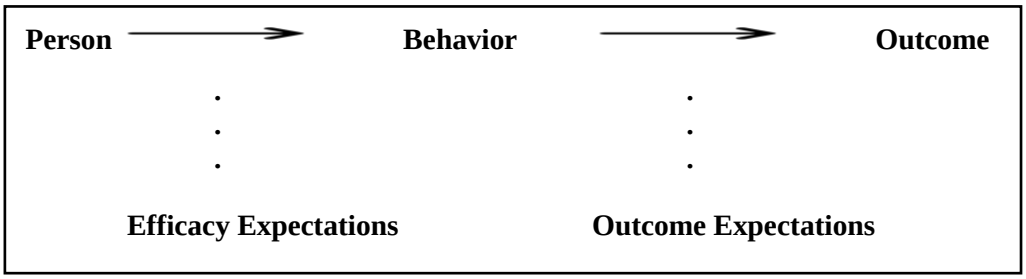

Figure 3. Diagrammatic Representation of Efficacy and Outcome Expectation

Note. Adapted from *Social Learning Theory* (p.79), by A. Bandura, 1977, Prentice Hall. Copyright 1977 by Prentice Hall.

Bandura (1986), in explaining outcome expectations, emphasizes that they should not be confused with the use of the technique. The effectiveness of a technique is not an outcome, and using an effective technique is a means to produce outcomes (Bandura, 1986). Furthermore, outcomes resulting from interactions with the environment do not occur independently of actions; rather, most outcomes stem from actions (Bandura, 1986). For this reason, the behavior an individual exhibits can determine the outcomes they experience (Bandura, 1986). In other words, the strength of a person's belief in their own competence, ability, or capacity determines whether they can overcome challenging situations (Bandura, 1977b). To put it more clearly, a person may fear and avoid situations and events they believe they cannot handle, or, if they believe they can successfully navigate and overcome these situations, they can develop positive behavior (Bandura, 1977b).

Bandura (1986) states that the social responses individuals expect when expressing themselves depend on their personal assessments of how skillfully they can perform the action. This is explained with the following example: while an unnecessary or inappropriate attempt may elicit negative reactions, a skillfully executed attempt may elicit positive reactions (Bandura, 1986). Furthermore, individuals who consider themselves highly capable in various endeavors (e.g., social, physical, etc.) expect positive outcomes, whereas those who doubt their abilities anticipate negative outcomes along with poor performance (Bandura, 1986). Therefore, expected outcomes cannot be separated from the performance evaluations on which they depend (Bandura, 1986). Moreover, individuals rely on their self-efficacy when selecting which actions to pursue because they perceive outcomes as dependent on

their own abilities (Bandura, 1986). At this point, Bandura (1986) argues that actions based on a self-assessment of one's capacity and competence provide better physical and psychological well-being than reckless actions taken without considering one's own abilities.

Self-efficacy beliefs are not fixed, simple, or passive predictions regarding an individual's future actions (Bandura, 1982, 1986). Individuals' self-beliefs regarding their operational capacities, or in other words, their personal appraisals, function as the primary determinants of their behaviors, thought patterns, and emotional responses in challenging situations (Bandura, 1982, 1986). Individuals constantly make decisions on a wide range of matters in the natural course of life, from daily actions to how long they will persist in a task (Bandura, 1982). Thus, self-efficacy contributes to the quality of individuals' psychosocial functioning in various ways, such as through choice behavior and perseverance (Bandura, 1986).

Bandura (1982, 1986) asserts that individuals acting based on inaccurate judgments of their self-efficacy can lead to negative outcomes; therefore, it is crucial for individuals to analyze and precisely assess their own competencies and capabilities. At the same time, self-efficacy judgments, whether incorrect or correct, impact the choice of activities and the environment, leading to specific outcomes (Bandura, 1982, 1986). Accordingly, individuals who overestimate their capabilities take on tasks they cannot accomplish (Bandura, 1986). Consequently, these individuals find themselves in serious predicaments, experience a loss of confidence, and fail (Bandura, 1986). In conclusion, a person must assess their own capabilities accurately because, no matter how capable they may be, self-doubt can hinder or limit their ability to perform the task. Conversely, an assessment that far exceeds one's actual capacity can lead the individual toward negative outcomes and tasks that cannot be accomplished.

2.2.1. Dimensions of Self-Efficacy

Bandura (1977a, 1986, 1997) notes that self-efficacy is differentiated into three dimensions: *''level, generality, and strength''*, all of which influence performance

(as can be seen in Figure 4). The first dimension, *level or magnitude*, refers to the degree of difficulty of a task or activity. That is, the individuals evaluate how difficult the task is and which of these levels they can successfully perform within this dimension. An individual's self-efficacy may be limited to easy tasks, extend to moderately difficult tasks, or encompass performances involving high degree of difficulty (Bandura, 1977a, 1977b, 1986, 1997). If individuals do not encounter any obstacles in their work, the task is considered easy to accomplish, and everyone can be said to have a high self-efficacy belief (Bandura, 1997).

The second dimension, *generality*, concerns whether an individual's self-efficacy belief is limited to a specific domain or situation, or whether it extends to various areas. In other words, individuals may view themselves as competent only in specific domains, or they may perceive themselves as competent across a very wide spectrum of different areas (Bandura, 1986, 1997). Additionally, an individual's domain-specific evaluations reveal the patterns and degrees of generality of their self-efficacy beliefs (Bandura, 1986). Furthermore, generality can vary depending on the similar characteristics of the tasks or duties to be performed, the qualitative features of the situations, and the individual's characteristic traits (Bandura, 1997). Bandura (1997) states that certain self-efficacy beliefs are more critical than others, noting that the most fundamental self-efficacy beliefs are those that shape an individual's life.

The final dimension, *strength*, refers to the extent to which an individual's belief in their ability to successfully complete a task is firm and steadfast. While individuals with weak self-efficacy beliefs may easily lose them due to negative and adverse experiences, those with strong self-efficacy beliefs and strong judgments about their own competence continue to strive, persist, and remain determined despite negative factors (Bandura, 1977a, 1977b, 1986, 1997). In other words, people with strong self-efficacy beliefs do not give up easily even in the face of difficulties and obstacles; they continue to persevere (Bandura, 1997). The stronger a person's self-efficacy belief, the higher their tendency to choose challenging tasks, the higher their determination and resolve, and the higher their rate of successfully completing those tasks (Bandura, 1986, 1997).

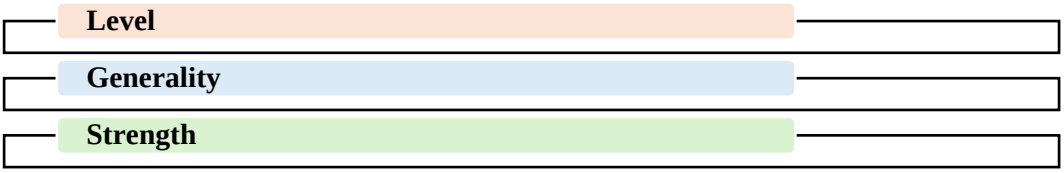

Figure 4. Dimensions of Self-Efficacy

Note. Constructed by the author based on ‘‘*Social Foundations of Thought and Action: A Social Cognitive Theory’’* (pp. 396-397), by A. Bandura, 1986, Prentice Hall, Copyright 1986 by Prentice Hall.

2.2.2. Sources of Self-Efficacy

Bandura (1977a, 1986, 1997) bases self-efficacy on four main sources of information: ‘‘enactive mastery experiences’’, ‘‘vicarious experiences’’, ‘‘verbal persuasion’’, and ‘‘physiological/affective states’’ (as can be seen in Figure 5). *Enactive mastery experiences* are considered the most effective source of information for an individual to successfully perform a task because they are grounded in the individual’s direct personal experiences (Bandura, 1977a, 1977b, 1986, 1997). If an individual has performed well and achieved success in a similar task, their self-efficacy is likely to increase in the next task. This is because repeated successes contribute to the development of strong self-efficacy, thereby reducing the negative impact of potential failures (Bandura, 1977b). Successes raise self-efficacy by establishing a solid foundation, whereas repeated failures, especially those occurring early in the process, damage and lower an individual’s self-efficacy beliefs (Bandura, 1977a, 1977b, 1986, 1997). Furthermore, if individuals begin to achieve success easily, this leads them to expect quick results and discourages them in the face of failure (Bandura, 1997). Therefore, a resilient sense of self-efficacy requires perseverance and effort to overcoming difficulties (Bandura, 1997).

According to Bandura (1986), individuals do not rely solely on their direct experiences as a single source of information, and their self-efficacy beliefs are affected to a certain extent by *vicarious experiences*. In fact, self-efficacy beliefs stem from vicarious experiences (Bandura, 1977b). This source of information is obtained through the individual’s personal observations of others’ performances. More explicitly, if an individual witnesses others demonstrating successful

performance through modeling, they can enhance their self-efficacy belief in their own capacity to perform similarly (Bandura, 1986). That is, if others can do it, the individual concludes that their own performance will at least show some improvement (Bandura, 1977b). Self-efficacy can rise or fall depending on the performance of the people with whom the individual compares themselves (Bandura, 1997). Bandura (1997) argues that people often compare themselves to others in similar situations, such as classroom peers, in daily life. This situation leads to an increase in self-efficacy when the individual perceives their friends or colleagues to be performing better, while it results in a decrease in self-efficacy when they perceive themselves to be behind in terms of performance (Bandura, 1997).

Verbal persuasion strengthens self-efficacy by suggesting that individuals will perform well in a specific task. This source of information is widely utilized due to its ease and accessibility (Bandura, 1977b). Individuals are convinced through persuasive suggestions that they can overcome past adversities (Bandura, 1977b). However, while self-efficacy beliefs generated through this method may be of short duration (Bandura, 1977b), unrealistic suggestions can undermine the individual's confidence in the motivator by increasing the likelihood of failure (Bandura, 1986). Therefore, verbal persuasion alone can make only a limited contribution to the formation of an individual's enduring self-efficacy beliefs (Bandura, 1986). Providing persuasive suggestions within a realistic framework and in a reasonable manner can support self-efficacy (Bandura, 1997). Additionally, individuals guided by suggestions regarding the adequacy of their own capabilities are likely to demonstrate greater effort and perseverance in the long term compared to those who doubt their own capabilities when faced with difficulties (Bandura, 1986).

Physiological and emotional states can impact individuals' self-efficacy beliefs by influencing how they describe their stress levels, reactions, and moods when facing obstacles (Bandura, 1977b). Consequently, individuals rely to a certain extent on their physiological and emotional states when assessing their personal capabilities and their sensitivity to anxiety and stress (Bandura, 1977b, 1997). Since a high arousal state typically impairs an individual's performance, individuals are more inclined to form expectations of success in situations where they do not experience

an instinctively distressing arousal rather than in tense situations (Bandura, 1986, 1997). Furthermore, an individual's focus on negative thoughts can lead to intense stress and functional impairments (Bandura, 1986, 1997). In short, physiological and emotional states play an important role in health functioning and tasks requiring strength and resilience by influencing self-efficacy beliefs within cognitive processes (Bandura, 1997).

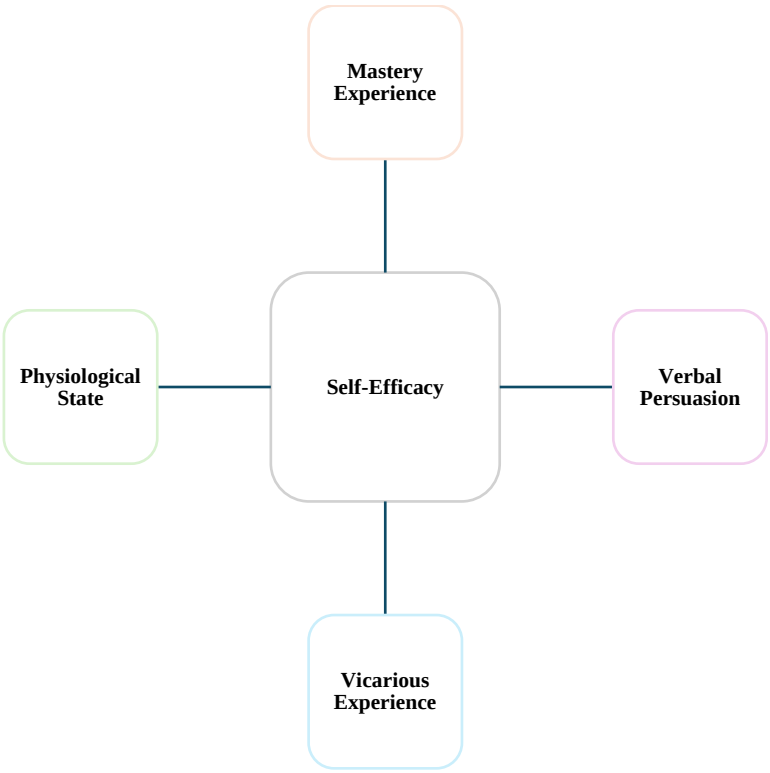

Figure 5. Sources of Self-Efficacy

Note. Constructed by the author based on the theoretical frameworks in *Social Learning Theory* (p. 80), by A. Bandura, 1977, Prentice Hall. Copyright 1977 by Prentice Hall; and *Social Foundations of Thought and Action: A Social Cognitive Theory* (pp. 399-401), by A. Bandura, 1986, Prentice Hall, Copyright 1986 by Prentice Hall.

2.2.3. Mediating Processes

Self-efficacy beliefs can have an impact on how individuals feel, think, behave, and are motivated, and play a decisive role (Bandura, 1989, 1997). According to Bandura (1989, 1997), self-efficacy enables human functioning to occur through four main processes: ‘‘cognitive’’, ‘‘motivational’’, ‘‘affective’’, and ‘‘selection’’ (as can be seen in Figure 6).

Cognitive Processes: Self-efficacy underpins behaviors that enhance or diminish performance (Bandura, 1989, 1997). Most thought patterns are purposeful and are regulated by foresight involving cognitively designed personal goals (Bandura, 1989, 1997). The setting of personal goals is altered by an individual's evaluation of their own abilities (Bandura, 1989, 1997). Consequently, the stronger an individual's self-efficacy beliefs, the higher the goals they set for themselves, and the more steadfast and unwavering their commitment to these goals becomes (Bandura, 1989, 1997). Furthermore, while individuals with low self-efficacy beliefs mentally design actions that will result in failure, those with high self-efficacy beliefs create mental scenarios that will enhance performance, bring success, and provide positive guidance (Bandura, 1989, 1997).

Motivational Processes: An individual's personal motivations and purposeful actions are rooted in cognitive processes (Bandura, 1997). Self-efficacy beliefs have a decisive role on an individual's motivation levels, the effort they will show in a particular task, and their perseverance and resilience in the face of challenges (Bandura, 1989). If an individual possesses high self-efficacy beliefs, they do not view failure as a lack of ability; rather, they see it as a lack of effort and continue to maintain their motivation. However, maintaining effort to achieve success requires strong self-efficacy perceptions (Bandura, 1989). The stronger an individual's belief in their own capabilities, the more vigorous and resilient they will be in their efforts (Bandura, 1989). Conversely, individuals who doubt their capabilities and talents may reduce their efforts when faced with obstacles, settle for inadequate solutions, or abandon the task before completing it (Bandura, 1989). Yet, the effort, perseverance, and high determination demonstrated yield performance successes for the individual (Bandura, 1989).

Affective Processes: An individual's beliefs in their own capacity are decisive in determining motivation levels, particularly in challenging and stressful situations (Bandura, 1989). Various emotional responses, such as stress, anxiety, and depression, affect action both indirectly and directly by altering the structure of thought (Bandura, 1989). If an individual's self-efficacy belief is high, they can manage their emotional responses; if not, they are likely to experience intense stress

and anxiety. In other words, individuals who believe they can manage potential threats do not develop anxious or stressful thought patterns; whereas those who believe they cannot control these threats experience high levels of anxiety and stress (Bandura, 1989).

Selection Processes: An individual's life choices shape their thought patterns, actions, various interests, career direction, and environment alongside their career development (Bandura, 1989, 1997). Thus, a person's decisions determine many aspects of their life, ranging from the skills they develop to their career and social environments. The limiting factors in career development stem not so much from the individual's actual inadequacy but rather from a lack of self-efficacy beliefs (Bandura, 1989). At the same time, individuals are viewed as products of their environment to a certain extent, and by selecting their environments, they impact their own transformation (Bandura, 1997). These choices are also shaped by the individual's self-efficacy beliefs (Bandura, 1989, 1997). Consequently, an individual's perceptions of their own capabilities play a critical role in shaping their life by influencing the activities they engage in, the environments they enter, and the ones they create (Bandura, 1997). The level of self-efficacy an individual perceives is directly proportional to the difficulty of the tasks they choose (Bandura, 1997). In fact, individuals with high self-efficacy not only choose challenging situations but also demonstrate high resilience in these activities (Bandura, 1997).

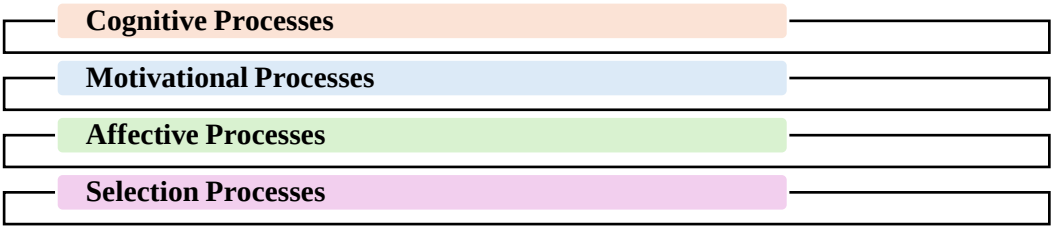

Figure 6. Mediating Processes

Note. Constructed by the author based on *''Human Agency in Social Cognitive Theory''* (pp. 1175-1179), by A. Bandura, 1989; and *''Self-Efficacy: The Exercise of Control''* (pp. 116-161), by A. Bandura, 1997, W. H. Freeman and Company, Copyright 1997 by W. H. Freeman and Company.

2.2.4. Professional Self-Efficacy in Teachers and Pre-Service Teachers

The concept of self-efficacy, grounded in Social Cognitive Theory, is defined as an individual's belief in their capacity to successfully perform a specific task, role, or

job (Bandura, 1986, 1997). Professional self-efficacy, regarded as a specific subcategory of self-efficacy, refers to an individual's beliefs and personal perception regarding their capacity to organize and implement the skills and abilities necessary to successfully fulfill all the requirements and responsibilities of their profession and to overcome challenges (Abele & Spurk, 2009; Higgins et al., 2008). In the context of the teaching profession, this concept is commonly referred to as ''teacher self-efficacy''. More specifically, the concept of professional self-efficacy is intended to refer to teacher self-efficacy. The scope of the current study focuses on the professional self-efficacy of pre-service early childhood teachers.

Tschannen-Moran and Woolfolk Hoy (2001) define teacher self-efficacy belief as having a major impact on teachers' personal judgments or assessments regarding their capacity to achieve desired learning outcomes and to promote active participation, even among challenging and unmotivated students. This is not simply about possessing a professional skill, but rather an individual's self-assessment of their ability to successfully perform and maintain that skill under professional stress and pressure (Jungert et al., 2013). According to another definition, teacher self-efficacy is expressed as a teacher's confidence in their ability to support and enhance students' learning (Black, 2017). It is said that self-efficacy beliefs give teachers confidence in helping students recognize their own potential and in boosting their own teaching enthusiasm (Tschannen-Moran & Woolfolk Hoy, 2001). Additionally, high self-efficacy is positively associated with student attainment (Black, 2017).

The creation of learning environments that support the development of students' cognitive competencies largely depends on teachers' abilities and self-efficacy beliefs (Bandura, 1997). It is stated that a teacher's instructional self-efficacy belief is partially effective, ranging from the way they shape classroom practices to students' evaluations of their own capabilities (Bandura, 1997). Teachers with high self-efficacy beliefs are more inclined to experiment with various teaching techniques during educational processes, conduct research to improve existing methods, utilize materials, and implement student-centered teaching practices (Çetinkaya, 2019).

The teaching profession requires facilitating numerous processes, including engagement, family involvement, planning, assessment, technology use, ensuring one's own professional development, creating a supportive learning environment, and fostering values (Peterson et al., 2016). In particular, the rapid development of technology and its integration into education within these processes adds a new dimension to the issue of teacher competencies. This necessitates that teachers adapt to this change and develop the skills required to manage the process within this context. Consequently, teachers' self-efficacy beliefs play a decisive role in their ability to embrace these changes and adopt educational technological approaches (Bandura, 1997).

Teachers with high educational self-efficacy beliefs believe that challenging students can be educated through effort and specialized methods, that they can foster parent involvement, and that they can mitigate negative societal influences (Bandura, 1997). In contrast, teachers with low instructional self-efficacy beliefs believe that if students are reluctant, there is little that can be done, and that their own efforts and influence will eventually prove useless due to the impact of unsupportive environments (home, neighborhood, society, etc.) (Bandura, 1997).

Teachers' personal judgments regarding their self-efficacy are also associated with their actions in the classroom (Tschannen-Moran & Woolfolk Hoy, 2002). A study found that teachers with low self-efficacy perceptions become obsessed with classroom problems (Melby, 1995, as cited in Bandura, 1997). Teachers with such low self-efficacy beliefs lack confidence in their classroom management skills; they experience stress and anger in response to their students' negative and challenging behaviors, and they adopt a negative attitude toward their students' development (Bandura, 1997). Moreover, these teachers adopt a defensive approach toward their profession, resort to punitive disciplinary methods against students exhibiting negative behavior and focus on the subject matter rather than supporting the student's potential (Bandura, 1997). In contrast, teachers who are confident in their capabilities strive to develop their students' academic progress by engaging with their personal interests rather than relying on authoritarian approaches (Bandura, 1997).

Early childhood education is a critical stage within the educational process that requires far greater sensitivity, perseverance, effort, and attention. Early childhood teachers who work with children in this period will need even more high levels of teacher self-efficacy. Pre-service teachers with low self-efficacy need to build confidence in their own abilities and focus on developing the skills they need. This is because the teacher's perception of their own competence has a more decisive impact on young children who need to develop their abilities and whose social comparison skills are only partially developed (Bandura, 1997).

2.3. Psychological Resilience

This section addresses the concept of psychological resilience. It begins by presenting definitions of psychological resilience and its conceptual development. Risk and protective factors are then discussed under separate headings. Subsequently, positive outcomes are covered, and finally, the issue of psychological resilience among teachers and pre-service teachers is addressed.

Individuals may encounter a many types of challenges or risks throughout their lives and may experience adverse events (Bonanno et al., 2010; Buz & Genç, 2019; Fletcher & Sarkar, 2013). Individual adverse events such as injury, accidents, serious health problems, death, job loss, neglect, and abuse; mass traumas such as wars, migrations, terrorist attacks, epidemics, natural disasters, and economic crises; as well as other factors such as divorce, dysfunctional family structures, and poverty, necessitate psychological resilience at three distinct levels: individual, family, and societal (Basım & Çetin, 2011; Işık et al., 2021; Karaırmak, 2006). Additionally, systems surrounding the individual, including family, school, and society, are described as powerful resources that provide preventive support (Işık et al., 2021). However, it should also be noted that these surrounding systems can have negative impacts (Işık et al., 2021). This is because while an individual's interactions with their environment may contribute positively to the attainment or maintenance of resilience, they can also have the opposite effect, leading to situations that increase risk. Işık and colleagues (2021) point out that resilience is effective when it is related to the dynamics of family, school, and society within the individual's socio-cultural

context. Particularly from the individual's perspective, maintaining mental health, sustaining well-being, overcoming or adapting to all traumas, difficulties, and adverse conditions, and continuing to move forward requires strong psychological resilience. Therefore, in today's world where human life is rapidly changing and internal and external factors can have negative impact, the concept of resilience is becoming even more important for the individual, both in personal and professional life (Buz & Genç, 2019).

2.3.1. Definitions and Conceptual Development of Psychological Resilience

Resilience, as a significant concept throughout history, has frequently drawn the attention of researchers across various disciplines and has undergone numerous transformations over time. The primary factor behind these transformations is the lack of consensus regarding its conceptualization and definition (Bryan et al., 2019). In other words, although there are similar points and characteristics in the relevant literature, there is no commonly accepted or universal definition (Aburn et al., 2016; Işık et al., 2021). As a result, researchers in the field use a wide variety of terms and definitions for this concept. A review of the international literature reveals that terms such as *''hardiness''* (Banks & Gannon, 1988; Hasel et al., 2011; Kobasa, 1979; Kobasa et al., 1982; Maddi, 1999, 2002, 2004), *''psychological hardiness''* (Cole et al., 2004), and *''resilience''* (Connor & Davidson, 2003; García-Pérez et al., 2025; Haase, 2004; Luthar & Cicchetti, 2000; Luthar et al., 2000; Rutter, 2006; Wagnild & Young, 1993). Additionally, in relatively more recent studies, it is also referred to as *''psychological resilience''* (Chou et al., 2016; Dalmış et al., 2025; Fletcher & Sarkar, 2013; Graber et al., 2015). However, when the national literature is examined, it can be seen that there is no consensus on a common conceptual framework and that there is significant diversity (Ağırkan, 2017; Basım & Çetin, 2011; Gizir, 2007; Karaırmak, 2006). As equivalents of the concept of resilience, the ability to recover (''*kendini toparlama gücü''*) (Ekşi et al., 2020; Terzi, 2008a), psychological robustness (*''psikolojik sağlamlık''*) (Bilgin & Nacak, 2025; Gizir, 2007; Gündaş & Koçak, 2015; Karaırmak, 2006), psychological resilience (*''psikolojik dayanıklılık''*) (Gülay Ogelman et al., 2023; Güngörmüş et al., 2015; Işık, 2016; Polatcı & Tınaz, 2021), and unwavering resolve (*''yılmazlık''*) (Ağırkan, 2017).

Etymologically, ‘‘resilience’’ originates from the Latin word ‘‘resilire’’ (Aburn et al., 2016; Akar, 2018; Işık et al., 2021; Masten & Gewirtz, 2006) and is defined using terms such as ‘‘to bounce back’’, ‘‘able to return to its original state due to its elastic nature’’, and ‘‘flexible’’ (Aburn et al., 2016; Ağırkan, 2017; Akar, 2018; Hunter & Chandler, 1999; Işık et al., 2021). While these definitions place greater emphasis on the physical aspect of the concept, various studies across disciplines such as education, psychology, and sociology offer different definitions. Table 1 presents several definitions from various studies that have contributed to the development of the concept of psychological resilience.

Table 1. Prominent Definitions of Psychological Resilience in the Literature

Studies	**Definitions of Psychological Resilience**
Bonanno (2004)	‘‘The ability to maintain a stable equilibrium’’ (p. 20)
Bonanno et al. (2011)	‘‘An outcome pattern following a potentially traumatic events characterized by a stable trajectory of healthy psychological and physical functioning’’ (p. 513)
Connor & Davidson (2003)	‘‘A measure of stress coping ability’’ (p. 76); ‘‘the personal qualities that enable one to thrive in the face of adversity’’ (p. 76); ‘‘a multidimensional characteristic that varies with context, time, age, gender, and cultural origin, as well as within an individual subjected to different life circumstances’’ (p.76)
Feder et al. (2019)	‘‘A complex and dynamic process’’ (p. 443); ‘‘the ability to adapt successfully to adversity, stressful life events, significant threat, or trauma’’ (p. 443)
Garmezy (1971)	An individual’s invulnerability or ability to adapt and thrive even under adverse conditions
Graber et al. (2015)	‘‘A dynamic psychosocial process through which individuals exposed to sustained adversity or potentially traumatic events experience positive psychological adaptation over time’’ (p. 5)
Luthar et al. (2000)	‘‘A dynamic process encompassing positive adaptation within the context of significant adversity’’ (p. 543)
Luthar & Cicchetti (2000)	‘‘A dynamic process wherein individuals display positive adaptation despite experiences of significant adversity or trauma’’ (p.858)
Masten & Coatsworth (1998)	‘‘Manifested competence in the context of significant challenges to adaptation or development’’ (p. 206)
Masten et al. (1999)	‘‘The class of phenomena involving successful and adaptation in the context of significant threats to development (Masten, 1994)’’ (p. 143)
Masten (2001)	‘‘A class of phenomena characterized by good outcomes in spite of serious threats to adaptation or development’’ (p. 228); ‘‘magic of ordinary’’ (p. 235)

Table 1. (continued)

Masten et al. (2021)	‘‘The capacity of a dynamic system to adapt successfully through multisystem processes to challenges that threaten system function, survival, or development’’ (p. 521)
Hunter & Chandler (1999)	‘‘A complex construct that involves interaction between adversity and an individual’s internal and external protective factors—as well-developed competencies—that allow one to overcome adversity (Luthar & Zigler, 1991; Rutter, 1987)’’ (p. 243)
Ungar (2018)	‘‘The capacity of a system to anticipate, adapt, and reorganize itself under conditions of adversity in ways that promote and sustain its successful functioning (in human terms, its wellbeing)’’ (Introduction section, para. 1)
Rutter (1985, 1987)	The positive aspect of an individual’s reactions to stress and adversity, shaped by personal differences; a relative concept that is not a fixed character trait but rather one that varies according to situations, conditions, and time, emerging from the interaction of risk and protective factors
Squires et al. (2022)	‘‘A positive response to adversity or failure’’ (p. 2); ‘‘the concept of a response to adversity that leads to a positive outcome (Perkins-Gough, 2013)’’ (p. 2)
Wagnild & Young (1993)	A personality trait that enables an individual to adapt, maintain balance, and mitigate and manage the negative effects of stressors when faced with difficulties

In light of these definitions and other studies in the field, psychological resilience can be defined as an individual’s capacity to successfully adapt and maintain or preserve their mental health and functional integrity in the face of adverse circumstances, despite being exposed to risks, various challenges, traumas, and difficult experiences that threaten their survival or development (Aburn et al., 2016; Chmitorz et al., 2018; Connor & Davidson, 2003; Denckla et al., 2020; Graber et al., 2015; Luthar & Cicchetti, 2000; Masten, 2021; Rutter, 1985). In this context, psychological resilience is viewed not merely as an individual trait or characteristic, but rather as a multidimensional and dynamic psychosocial adaptation process or developmental process shaped by the interaction of individual, environmental, and contextual factors or protective factors (Cicchetti, 2010; Connor & Davidson, 2003; Graber et al., 2015; Luthar & Cicchetti, 2000; Masten, 2021). Therefore, it is observed that definitions of the concept emerge in three distinct frameworks: trait-focused, outcome-focused, and process-focused (Işık et al., 2021). Definitions focusing on the trait dimension primarily characterize resilience as a personality trait that enables an individual to cope with and adapt to adversity. Outcome-focused definitions emphasize the outcomes that support an individual’s recovery and healing process

following such adversity. Finally, process-focused definitions highlight the entirety of the dynamic processes through which an individual adapts and recovers after difficulties (Işık et al., 2021). Overall, a review of the literature in the field reveals that five distinct components related to psychological resilience are prominent, as shown in Figure 7.

Figure 7. Components of Psychological Resilience

Note. Adapted from *Psychological Resilience: For Psychological Counselors/School Counselors* (p. 15), by Ş. Işık et al., 2021, In M. Ağar & E. Aydın (Eds.). Ministry of National Education Publications.

Pioneering studies on psychological resilience date back to the 1970s and even the 1950s (Graber et al., 2015; Masten, 2001; Wright et al., 2013). Research conducted during that period focused on the resilience of children in disadvantaged circumstances, or on the positive adaptation, vulnerability, and development of children facing serious risks and challenges associated with psychopathology (Graber et al., 2015; Masten, 2001; Rutter, 1987). In other words, these studies are based on understanding how children exposed to various adverse conditions during their developmental periods, such as poverty, neglect, abuse, war, violence, and racism, manage to recover from these experiences (Wright et al., 2013). Therefore, it can be said that psychological resilience actually emphasizes the individual's innate adaptive systems (Işık et al., 2021). If these adaptive systems or the factors facilitating adaptation in individuals are preserved or can be improved despite deficiencies, the effects of threats, adversities, and risks related to developmental issues may also be reduced (Masten, 2001).

Over time, the phenomenon of resilience has begun to attract the attention of researchers (Aburn et al., 2016). During the conceptual development of resilience, early resilience researchers argued that studies on children who showed good adaptation and development in the context of risks would shed light on interventions and policies (Masten, 2001). These efforts have been long-standing and have

contributed over the years to both an increase in resilience-related research and the development of new models and findings. In particular, preliminary research has characterized psychological resilience as an internal personality trait that enables positive outcomes in the face of serious adversities (Graber et al., 2015). The development and conceptualization of psychological resilience have also gained momentum through trauma studies focused on adults, as well as developmental psychology and psychopathology studies focused on children, adolescents, and young adults (Graber et al., 2015; Masten, 2001; Wright et al., 2013). Furthermore, researchers have focused on elements such as vulnerability, invulnerability, and protective factors during the developmental stage of the concept of resilience (Luthar & Cicchetti, 2000; Masten, 2001; Rutter, 1987).

The first major study on the concept of resilience is Emmy Werner's longitudinal research, which spanned over 30 years and followed a cohort of children born in 1955 on the island of Kauai, Hawaii, into adulthood, examining how resilient children at risk managed to succeed in the face of adversity (Werner, 1989). The study tracked the impact of biological and psychosocial risk factors, stressful life events, and protective factors on individual development (Werner, 1989). The results indicate that there are individuals who demonstrate resilience and develop despite adverse circumstances, such as poverty, physical disabilities, and difficult living conditions, and that protective factors enhance resilience (Werner, 1989). Thus, with Werner's longitudinal study, resilience, as a defining characteristic, was seen to have a decisive influence on individuals' success and development in the face of life's difficulties and challenging situations (Werner, 1989).

One of the pioneering studies that references the concept of resilience is Garmezy's (1971) research, which focused on psychopathology, specifically schizophrenia, primary prevention studies, and the need to investigate the invulnerability of children at risk. In this study, the concept of resilience is addressed as ''invulnerability'', and the aim of primary prevention is described as strengthening the individual's ability to cope with problems and modifying the environment accordingly (Garmezy, 1971). Rutter (1987), on the other hand, emphasizes four key processes by focusing on protective factors: reducing risk, mitigating the overall impact of adversity, fostering

self-esteem and self-efficacy, and finally, opening up new opportunities. Resilience is considered a buffer factor that protects the individual from psychological disorders, and resilient individuals are described as those who possess self-esteem, have a belief in self-efficacy, have well-developed problem-solving skills, and maintain solid interpersonal relations (Wagnild & Young, 1993).

Masten (2001) emphasizes the power of ordinariness in fostering resilience in her study. More specifically, the process of complexity and the extraordinary nature of situations that demand understanding has revealed the existence of adaptive systems within the individual. Psychological resilience is not a rare, hard-to-find, or special quality; rather, it is a phenomenon stemming from the magic of the ordinariness of completely normal resources found in individuals' minds, actions, themselves, their families, their social environments, and the communities to which they belong (Masten, 2001). Masten's use of the term ''magic'' stems from her desire to emphasize that the concept of resilience is not a structure that can be easily measured (Aburn et al., 2016). She underlines that personal strength accumulated through past experiences and the support obtained from social relationships established with family, friends, and similar structures play a significant role in achieving resilience during difficult and stressful periods in an individual's life (Masten, 2001). It is also stated that the positive achievements or experiences individuals acquire in their work and educational environments contribute to psychological resilience (Aburn et al., 2016).

Psychological resilience, as distinct from psychological well-being and social competence, encompasses an interactive process that reflects an individual's durability in the face of environmental risks, their ability to overcome adversities, and generate positive psychological outcomes despite all difficulties (Ruther, 2006). Similarly, Masten (2001) argues that psychological resilience refers to a set of phenomena characterized by positive outcomes achieved despite significant risks to the adaptation process and development. Furthermore, psychological resilience is not a fixed trait; rather, it should be considered as a quality that includes reactions to stress and adverse situations along with individual differences and can change over time (Rutter, 2007). Therefore, as shown in Figure 8, for psychological

resilience to be discussed, there must be a risk situation or threatening factor within a dynamic interaction process, and this must lead to positive outcomes (Masten & Coatsworth, 1998; Vella & Pai, 2019). In summary, risk factors, protective factors, and positive outcomes are viewed as elements that inform and determine psychological resilience.

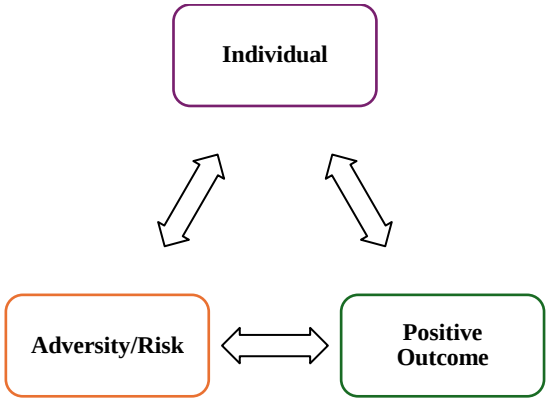

Figure 8. Diagrammatic Representation of the Conceptualization of Resilience

Note. Adapted from *A Theoretical Review of Psychological Resilience: Defining Resilience and Resilience Research over the Decades* (p. 234), by S.-L. C. Vella & N. B. Pai, 2019.

The prominent question emerges in the literature on psychological resilience: what are the risk and protective factors that affect an individual's resilience (Işık et al., 2021; Karaırmak, 2006). Işık and colleagues (2021) state that, according to Norman Garmezy's approach to psychological resilience, the absence of risk factors and the presence of protective factors are crucial. According to Garmezy's approach, the more risk factors an individual faces in their life, the greater the risk they are under (Garmezy, 1987). When characterizing risk and protective factors, it should be noted that a situation considered a risk factor may not necessarily act as a risk for every individual. Therefore, a factor assessed as a risk may not actually pose a risk to the individual during the adaptation process or may have a protective effect for other individuals during the adaptation process (Luthar et al., 2006). Moreover, an individual's resilience is structured by their social environment and interactions within it (Ungar, 2008). The social environment in which the individual lives may include peers, friends, teachers, family members, and other stakeholders in the community. For this reason, when discussing an individual's resilience and the risk

and protective factors affecting them, the environment's negative or positive impact should not be overlooked.

2.3.2. Risk Factors

For psychological resilience to be mentioned, there must be an element of risk, difficulty, or threat present (Cicchetti, 2010; Masten, 2001). In other words, psychological resilience can only be defined in conjunction with the risks and adversities the individual is exposed to or encounters (Açıkgöz, 2016; Gizir, 2004). Therefore, a prerequisite for psychological resilience is the existence of a demonstrable, serious threat faced by the individual (Fleming & Ledogar, 2008). For this reason, risk factors are viewed as a crucial element and an integral part of psychological resilience (Karaırmak, 2006). Risks are defined as potential negative outcomes in the future and the individual and environmental characteristics that influence the occurrence of such negative situations (Doğan & Yavuz, 2020). According to Wright and Masten (2005), risk refers to a high probability of an undesirable outcome occurring. An example of this is the higher likelihood of individuals in families where one biological parent suffers from schizophrenia developing the condition themselves (Wright & Masten, 2005). A risk factor is defined as *''a measurable characteristic in a group of individuals or their situation that predicts a negative outcome on a specific outcome criterion''* (Wright et al., 2013, p. 17). According to some other researchers, factors that lead to negative outcomes, endanger an individual's functionality and development, jeopardize systems, and make it difficult to overcome, as well as traumatic life events or experiences, are defined as risk factors (Işık et al., 2021; Masten, 2001; Masten et al., 2009).

A chronic problem, unexpected adversity, or traumatic experiences can constitute risk situations (Ağırkan, 2017). A risk factor or threat that emerges during childhood or adolescence can carry negative consequences into other developmental stages of an individual's life (Karaırmak, 2006). Traumas, disasters, and various negative experiences that an individual may encounter in daily life are considered risk factors that affect psychological resilience (Karaırmak, 2006). According to several

researchers, wars, migrations, natural disasters, lack of social support, premature birth, deaths, divorces, negative domestic experiences and violence, genetic disorders, adverse childhood experiences, social isolation, homelessness, economic deficiencies, poverty, chronic illnesses (individual, familial, or societal), terrorist attacks, racism, neglect, abuse, and harassment can be listed as prominent risk factors (Akar, 2018; Ayar, 2018; Doğan & Yavuz, 2020; Işık et al., 2021; Karaırmak, 2006; Werner, 1989; Wright et al., 2013). A review of the literature reveals that risk factors are generally categorized as individual, family, and environmental or societal (Gizir, 2007; Mete, 2017; Uysal, 2019). Meanwhile, as seen in Figure 9, Işık and colleagues (2021) divided the risk factors for psychological resilience into four categories. In addition to individual, familial, and environmental risk factors, they introduced a fourth category addressing school-related risk factors. Similarly, Akar (2018) presented a four-part classification comprising biological and personal, family, school-related, and social and environmental risk factors. Academic failure, peer bullying, unsafe school environment, low school commitment, and negative teacher experiences can be given as examples of school-related risk factors (Akar, 2018; Işık et al., 2021).

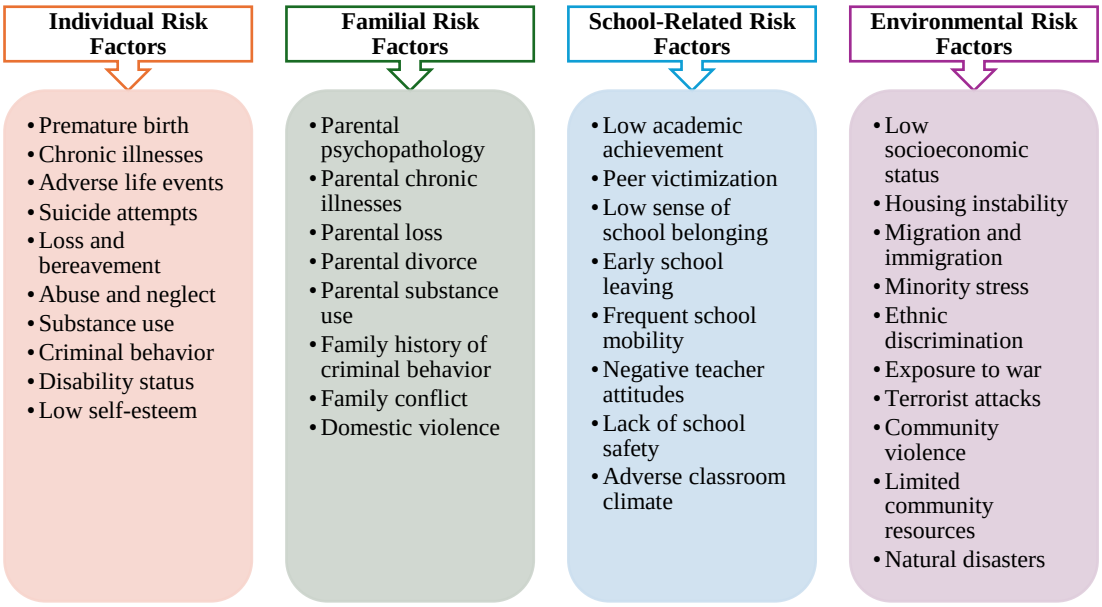

Figure 9. Prominent Risk Factors of Psychological Resilience in the Literature

Note. Adapted from *Psychological Resilience: For Psychological Counselors/School Counselors* (p. 17), by Ş. Işık et al., 2021, In M. Ağar & E. Aydın (Eds.). Ministry of National Education Publications.

2.3.3. Protective Factors

Factors that mitigate the impact of various adverse conditions (such as risks, threats, and challenges) or eliminate these situations, and that enhance an individual's capabilities, are referred to as protective factors (Masten, 2001). In more explicit terms, protective factors are defined as all elements that create a preventive effect against traumatic situations that harm systems; facilitate the return of these systems to normal operation, ensure their sustainability, and enable their recovery following adverse events; make it easier to cope with threatening situations and facilitate normalization; and increase the likelihood of positive outcomes (Masten, 2007).

Protective factors facilitate the individual's ability to respond constructively to negative experiences within their psychological resilience mechanism (Karaırmak, 2006). Therefore, protective factors, which have an impact on resilience, can be regarded as the opposite pole of risk factors (Karaırmak, 2006).

Throughout life, individuals may be exposed to many traumatic situations, threats, or adversities. While some individuals struggle to recover from these situations, others are able to easily overcome their negative effects. One of the most significant factors contributing to this difference is the presence and abundance of protective factors within the individual that contribute to resilience. These individuals draw on internal and external resources to overcome difficulties (Karaırmak, 2006). An example of this is an individual receiving social support as an external resource (Karaırmak, 2006).

Protective factors encompass situations arising from the interactions of these three distinct structures: individual, familial, and environmental (Gizir, 2007). The important point is not what these structures are, but rather to what extent they reduce risk factors or eliminate their effects (Greene & Conrad, 2002, as cited in Gizir, 2007). In short, to understand individuals' resilience responses to adversity, attention should be focused on protective factors. A review of the relevant literature reveals that there are several different classifications of protective factors. These are generally categorized as internal and external protective factors, or as individual,

familial, and environmental protective factors (Ağırkan, 2017; Gizir, 2007; Işık et al., 2021; Karaırmak, 2006).

Resources within the individual that mitigate or eliminate the effects of risk factors are referred to as internal protective factors; resources outside the individual or in the environment are referred to as external protective factors (Işık et al., 2021). Stress coping strategies, intrinsic motivation, humor, self-esteem, and social competence are examples of internal protective factors; family acceptance, peer support, and a safe environment are examples of external protective factors (Ağırkan, 2017; Işık et al., 2021). Işık and colleagues (2021) have categorized protective factors related to psychological resilience under four headings. As seen in Figure 10, these are individual, familial, environmental, and school-related protective factors (Işık et al., 2021).

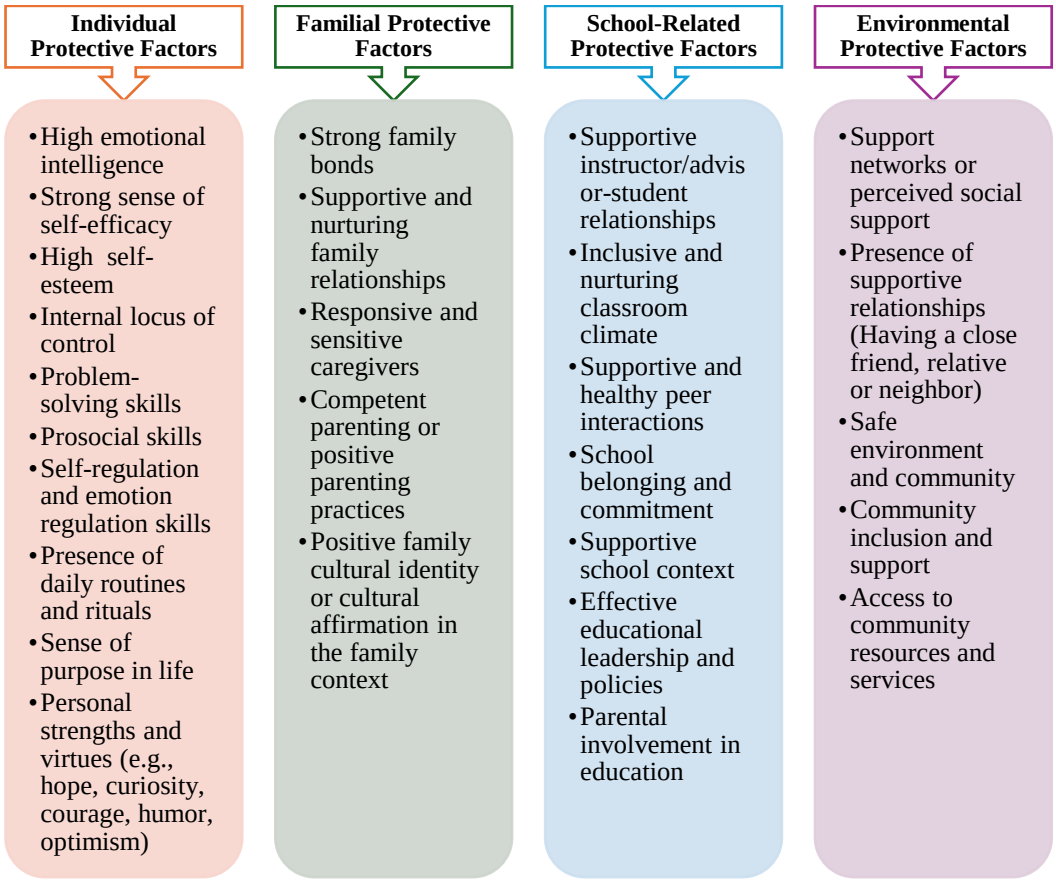

Figure 10. Prominent Protective Factors of Psychological Resilience in the Literature

Note. Adapted from *Psychological Resilience: For Psychological Counselors/School Counselors* (pp. 18-19), by Ş. Işık et al., 2021, In M. Ağar & E. Aydın (Eds.). Ministry of National Education Publications.

2.3.4. Positive Outcomes

To be able to mention the phenomenon of psychological resilience, it is necessary for the individual to demonstrate positive adaptation to the developmental process, maintain their functionality, and achieve a positive outcome despite adversity, risks, or threatening factors, in conjunction with risk and protective factors (Cicchetti, 2010; Masten, 2001; Vella & Pai, 2019). An individual's positive mental health development or indicators following trauma or adversity can be considered positive outcomes (Işık et al., 2021).

According to Vella and Pai (2019), the maintenance of mental health or the survival of illness after encountering adversity, threats, or risks is defined as a positive outcome or adaptation. At the same time, indicators that contribute to an individual's well-being can also be included in the scope of positive outcomes (Işık et al., 2021). Both risks and positive outcomes are in interaction with both the individual and the factors that constitute adversity or generate positive outcomes for the individual (as can be seen in Figure 8) (Vella & Pai, 2019).

Evaluation of the relevant literature indicates that two distinctions are made regarding positive outcomes. These are the absence of psychopathology in the individual and the occurrence of a situation considered positive, such as academic success (Akar, 2018). Studies indicate that what can be considered a positive outcome depends on the influence of risks and the underlying theoretical framework (Akar, 2018). Put more clearly, the characterization of positive outcomes may differ depending on the conditions and circumstances in which individuals are exposed to adversity. Moreover, considering the uniqueness of the individual, comparisons or generalizations between people should be avoided; each individual must be evaluated based on the positive outcomes and adaptation process they develop within their own specific circumstances (Akar, 2018). Lastly, it should be noted that the positive outcomes that emerge may be fluctuating due to the dynamic nature of resilience (Akar, 2018). The most commonly encountered indicators of positive outcomes in the relevant literature can be seen in Figure 11.

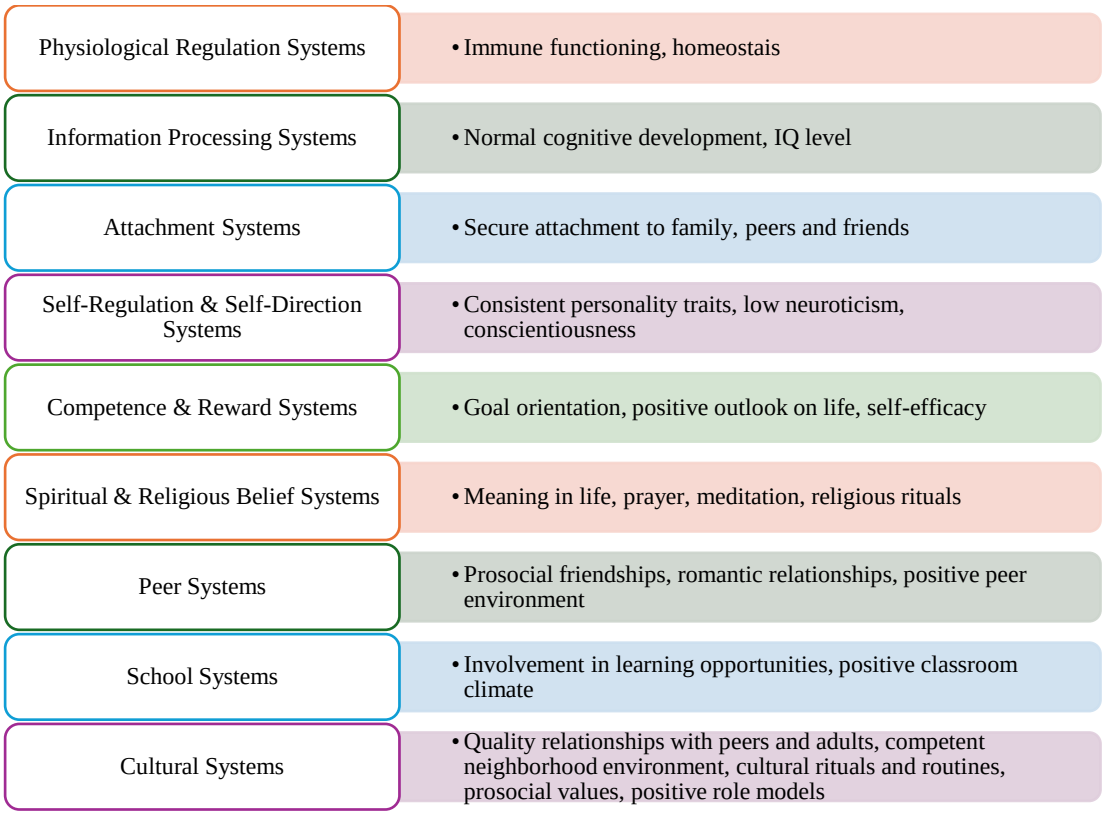

Figure 11. Prominent Positive Outcomes of Psychological Resilience in the Literature

Note. Adapted from *Psychological Resilience: For Psychological Counselors/School Counselors* (p. 20), by Ş. Işık et al., 2021, In M. Ağar & E. Aydın (Eds.). Ministry of National Education Publications.

2.3.5. Psychological Resilience in Teachers and Pre-Service Teachers

The term psychological resilience among teachers has begun to gain more prominence in the relevant literature (Le Cornu, 2009). In its broadest sense, psychological resilience is defined as a developmental process that requires adaptation, which can vary from person to person depending on time, form, and risk factors, and may differ based on reactions to situations. It is stated that this process, or resilience, is developed in early childhood (Ayar, 2018). It is argued that early experiences offered by the caregiver(s) have a significant impact on the development of psychological resilience, especially in young children (Ayar, 2018). In this regard, a great responsibility not only falls on parents or caregivers but also on early childhood educators and teacher candidates responsible for children's development. Several studies have highlighted that quality education provided during the early

childhood period is beneficial for children's current and future learning potential, serves as a supportive foundation for subsequent learning stages, and forms the basis for exhibiting strong well-being throughout life (Balaban Dagal & Demircan, 2024). In addition, the knowledge, skills, attitudes, and behaviors children gain during this period form a fundamental base for adulthood. For this reason, ensuring that children receive a high-quality education in every aspect is closely tied to the competence and resilience of teachers, and consequently, of pre-service early childhood teachers (Balaban Dagal & Demircan, 2024). Furthermore, for this process to be carried out actively and effectively, there is a need for ''resilient'' teachers, and thus, for ''resilient'' pre-service early childhood teachers. For a teacher candidate who has not developed their own resilience, or who possesses low psychological resilience or high vulnerability, their ability to support children in this regard and maintain effective teaching throughout their professional journey may raise significant concerns. Moreover, for a teacher to be beneficial to a child, they must first be beneficial to themselves and assess their own resilience; this necessitates developing the capacity to cope with situations and events that pose risks. In other words, for a teacher to have the power to change a situation and make a difference in a child's life, this power must begin with self-development.

Prospective teachers in teacher training programs face an increasing number of psychological and emotional demands (García-Pérez et al., 2025), as well as numerous environmental challenges such as academic difficulties, uncertainties about the future, and economic and developmental responsibilities (Çelikkaleli et al., 2025). Global and regional dynamics, the changing living conditions of today's world, negative life experiences, traumatic situations, or the rise in stress factors, along with risks and stressors in pre-professional and professional processes, necessitate that individuals be resilient. Furthermore, early childhood teacher candidates, who have an important role in shaping the future, must be aware of their own resilience levels, not only for themselves and their future students, as well as for the current academic or educational ecosystem. Due to its nature and the high demands it entails (such as managing children's disruptive behaviors in the classroom and guiding their adaptation processes to school and the classroom), along with various challenges, working in early childhood education is considered a

stressful profession; it is also stated that certain types of stress can negatively impact an individual's physical and mental health (Chou et al., 2016; Munezero et al., 2026). Especially considering that psychological resilience is closely related to negative conditions such as anxiety and depression, enhancing or maintaining the resilience levels of teachers and prospective teachers is of even greater importance (Bozkurt & Levent, 2021). Moreover, it should be emphasized that psychological resilience is a crucial characteristic that supports teachers in maintaining their commitment to teaching despite challenging educational practices, setbacks, and recurring adversities or obstacles (Brunetti, 2006; Munezero et al., 2026). Furthermore, it is stated that individuals with high psychological resilience are characterized as those who can develop meaningful relationships in their career choices, professional processes, and family lives, possess effective problem-solving skills, have internal locus of control, have self-esteem, enjoy life, and have a positive outlook on the future (Atarbay, 2017; Aydın et al., 2019).

Individuals' psychological orientations are critical for their ability to analyze situations, as this can influence many attitudes ranging from their health to their academic achievements (Tomaka & Blascovich, 1994). This becomes even more critical for professions like teaching, which play a significant role in shaping society. Ultimately, the final goal of teacher training programs is to produce qualified and well-equipped graduates who are satisfied with their profession, enthusiastic, highly motivated and committed to teaching, and capable of sustaining their passion for teaching in the long term (Mansfield et al., 2016). According to studies in the relevant literature, there is widespread interest in retaining teachers in the profession during the early stages of their careers (Le Cornu, 2009). The increased interest in this topic and the acceleration of studies on teacher resilience can be attributed to the high rates of teacher turnover within the first five years of service, frequently observed in various countries in recent years, and the resulting teacher burnout, insufficient support offered to newly graduated teachers, and working conditions (Gallant & Riley, 2014; Le Cornu, 2009; Mansfield et al., 2016). In addition, Gu and Day (2007) explained why resilience is important in the teaching profession based on three reasons. First, when teachers, who are supposed to set an example for students, demonstrate a lack of resilience, it does not provide a reasonable basis for expecting

such resilience from students. Second, teaching is a challenging profession in terms of the diversity and sustainable nature of education in contemporary age. Therefore, psychological resilience in teacher candidates is a nurturing and developmental framework that helps them develop a resilient perspective to cope with the stress and burnout inherent in the profession, improve emotional regulation, and foster career sustainability, professional commitment, and enthusiasm (Gu & Day, 2007; Salvo-Garrido et al., 2025). Finally, the third factor is psychological resilience, referred to as the ability to stand firm and adapt well in the face of difficulties; it is deeply connected to a strong sense of professional identity, self-efficacy, and a passion for teaching (Gu & Day, 2007).

2.4. Social Support

This section covers the concept of social support. Then, it addresses the definitions and conceptual development of social support. The section continues by presenting the types, sources, and models of social support. Next, it considers received and perceived social support. Finally, it touches upon the subject of social support among teachers and pre-service teachers.

Humans are inherently social beings. In this regard, it can be said that people need social relationships throughout their lives and remain in interaction with other people in their social network (Yıldırım & Arslan, 2024). The concept of a ‘‘social network’’ can be defined as a structure encompassing many people in an individual’s environment, such as family, friends, peers, neighbors, teachers, mentors, and advisors, and describing the bonds between these individuals. Various dynamics of life can expose individuals to numerous challenges, difficult situations, and negative experiences. Therefore, for an individual to overcome such situations, there arises a necessity to actively utilize the resources in their environment, that is, to receive or feel support from the people in their social network. Because humans, as social beings, can more easily overcome and cope with adversity, difficult situations, or moments of crisis through the support of those around them. Family members, friends, relatives, and other significant individuals are seen as support factors or providers in helping individuals overcome all these negative experiences (Akeren &

Ay, 2019; Eker et al., 2001). This perception and experience of receiving help from people in one's social network or from support providers highlights the concept of ''social support''.

2.4.1. Definitions and Conceptual Development of Social Support

While there has been significant interest in the concept of social support from the 1970s to the present, the primary challenge lies in its definition and conceptualization (Barrera, 1986; Cohen & Syme, 1985; Vangelisti, 2009; Zimet et al., 1988). Consequently, the relevant literature contains diverse perspectives and definitions of the concept of social support offered by various researchers, both international and national (Demaray & Malecki, 2002). Nevertheless, there is also a broad consensus that social support is a multidimensional phenomenon (Cutrona & Russell, 1990). According to Shumaker and Brownell (1984), social support is defined as *''an exchange of resources between at least two individuals perceived by the provider or the recipient to be intended to enhance the well-being of the recipient''* (p. 13). According to Cohen and Syme (1985), social support is described as resources provided to individuals by others. These resources may also have positive or negative effects on an individual's mental and physical health. However, the conceptualization of social support more frequently emphasizes its role as a positive factor in an individual's well-being, preservation of health, or recovery from an illness (Cohen & Syme, 1985).

From another perspective, social support is defined as interactions within social systems that are based on or believed to be based on the existence of bonds in the environment or in interpersonal relationships that provide individuals with subjective assistance or convey love, compassion, care, trust, and a sense of importance (Hobfoll, 1988, p. 121, as cited in Norris & Kaniasty, 1996; Sarason et al., 1983). Similarly, Arıcıoğlu (2008) defines social support as support provided in a wide variety of ways, from the individual's environment, such as interest, love, respect, appreciation, trust, information, and assistance. In other words, assistance offered by others and provided by these individuals when the person needs it is defined as ''social support'' (Alanoğlu, 2020). Based on these definitions, social support can be

described as a multidimensional system encompassing the structural and functional qualities of the relationships an individual establishes with people in their social network; it includes the individual's cognitive belief that they can obtain help from specific resources in their environment when needed (*perceived support*) and the actual acts of assistance provided during crisis situations (*received support*) (Barrera, 1986; Cohen & Wills, 1985; Cutrona & Russell, 1987; House, 1987; House et al., 1988). In the broadest sense, social support is the presence and accessibility of people who offer love and care, enabling the individual to feel safe, valued, and understood when in need (American Psychological Association, n.d.; Sarason et al., 1983).

The multidimensional interpersonal behaviors exhibited by individuals within a person's social network can contribute to that individual's successful coping with adverse life situations and conditions (Cutrona & Russell, 1990). In line with this view, it is stated that social support can indirectly support the immune system by contributing to the individual's self-esteem and the development of positive emotions, and that it is also beneficial in reducing the individual's vulnerability to illness and in recovering from illness (Zimet et al., 1988). Furthermore, most studies indicate that social support reduces the psychological effects caused by stressful situations, challenging conditions, negativity, and difficulties in life (Thoits, 1986). In this context, social support is described as a form of ''coping aid'' that acts as a buffer during crises in an individual's life (Thoits, 1986). This support can be provided in a wide variety of ways, including instrumental, socio-emotional, and informational, by family members, friends, coworkers, relatives, neighbors, and other individuals significant to the person (Thoits, 1986).

2.4.2. Types of Social Support

A review of the relevant literature reveals that while there is no clear framework for the types of social support, researchers' various classifications share common elements (Cohen & Wills, 1985; Cohen, 2004; House, 1981, 1987; Jacobson, 1986; Richman et al., 1998; Robertson, 1988; Rosenfeld et al., 2000; Schaefer et al., 1981). Furthermore, some studies show that the terms ''types'' and ''functions'' of social

support refer to the same concept (e.g., Schaefer et al., 1981). The classifications of social support types that are prominent and frequently mentioned in the literature are presented below and can also be seen in Figure 12.

According to Schaefer and colleagues (1981), there are three types of social support: emotional, tangible, and informational. *Emotional support* encompasses many aspects, such as closeness, attachment, sincerity, trust in others, and the ability to confide in someone; helping individuals feel valued, cared for, loved, belonging to a group, or part of a group. *Tangible support* involves direct assistance, such as lending, giving money or gifts, and caring for individuals in need by providing resources to help them solve their problems. Finally, *informational support* involves providing information, feedback, and advice to individuals who are unable to solve their problems on their own, helping them resolve those issues.

According to House (1981), there are four types of social support: emotional, instrumental, informational, and appraisal support. While each type of support is important in its own right, *emotional support* is considered the most important, encompassing the providing of attention, love, empathy, reassurance, and trust. *Instrumental support* refers to direct assistance provided to individuals in need. For example, this may include helping them with their work or paying their bills. *Informational support* involves providing information or advice to help individuals find solutions to personal and environmental problems. Rather than direct assistance, this type of support helps the individual discover ways to overcome the problem. For example, informing a job seeker about various open positions and job opportunities. Finally, *appraisal support*, unlike the other three types of support, involves only the transfer of information. More specifically, the information conveyed relates to self-assessment, involving the individual's evaluation of their own performance or their role in the work being done. An example of this would be supervisory staff who evaluate a task as good or bad, or who consider asking the individual to make that determination.

According to Cohen and Wills (1985), there are four types of support: esteem, informational, social companionship, and instrumental support. *Esteem support*

refers to information related to the respect and acceptance felt toward an individual. Here, self-esteem is conveyed to the individual through the recognition that their values and life experiences are valued despite their difficulties and mistakes, and it is enhanced through these means. This type of support is also sometimes referred to as emotional, close, or expressive support. *Informational support* refers to assistance provided in solving, understanding, and resolving problems. This type of support is also known as appraisal and cognitive support.

Social companionship support is defined as spending time with others in various activities during free time outside of daily tasks, for the purpose of having fun, relieving stress, and recharging. This type of support can have a stress-reducing effect by contributing to the individual's well-being. Finally, *instrumental support* encompasses the provision of necessary services through direct contributions, material assistance, and resources. Additionally, Robertson (1988) presented the same classification for these types of support.

Distinct from the types of social support previously discussed, Richman and colleagues (1998) identified eight types of social support: listening, emotional, emotional challenge, reality confirmation, task appreciation, task challenge, tangible assistance, and personal assistance. *Listening support* involves the individual's perception of being listened to without judgment, questioning, or commenting. *Emotional support* relates to the perception that the individual is always supported, fostering a sense of trust and comfort. *Emotional challenge* involves the supporter challenging the recipient to reflect on their own attitudes, actions, emotions, and values. *Reality confirmation support* involves the supporter aligning with the recipient's perspective and validating the recipient's views. *Task appreciation support* involves the perception that the recipient's work, efforts, and contributions are recognized and valued.

Task challenge support involves the perception that the support provider challenges the recipient's way of thinking to motivate and guide them, thereby fostering creativity, participation, and enthusiasm. *Tangible assistance support* encompasses the material or financial aid, items, and gifts provided by the support provider to the

person in need. Finally, *personal assistance support* involves direct actions provided to the recipient, such as driving someone to their destination; Therefore, this type of support is related to the performance of a task or job.

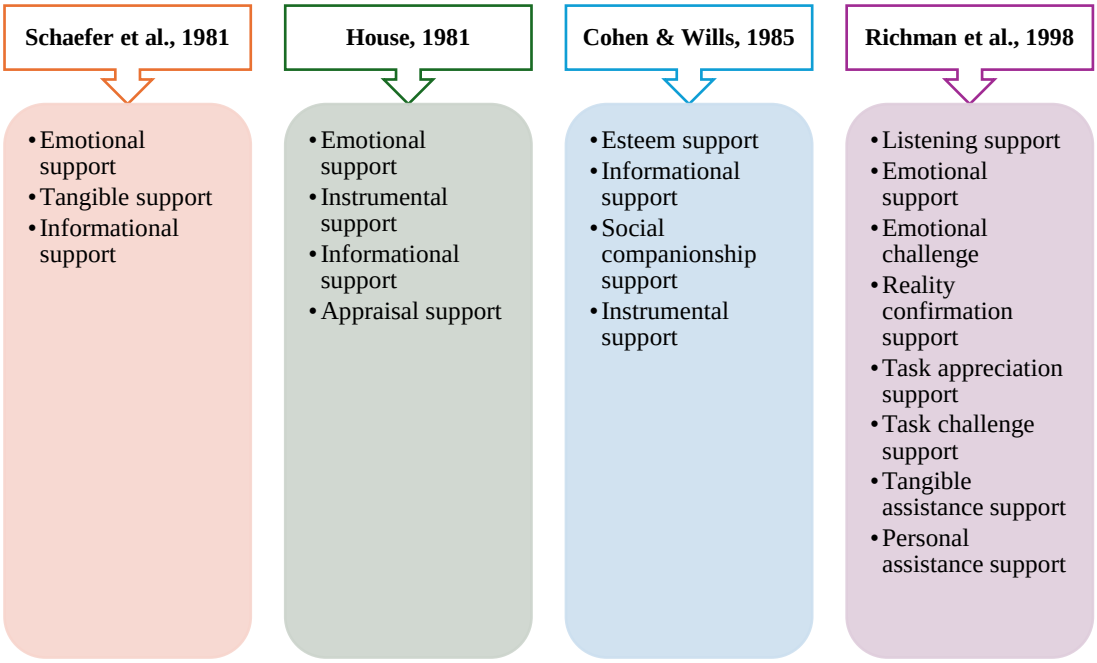

Figure 12. Prominent Types of Social Support in the Literature

Note. This figure was constructed by the author based on Schaefer, Coyne and Lazarus (1981), House (1981), Cohen and Wills (1985), and Richman, Rosenfeld and Bowen (1998).

2.4.3. Sources of Social Support

Individuals experience many important turning points throughout their lives. During these turning points, they may encounter different functions and forms of social support (Cohen & Syme, 1985). Starting college or graduating from university can be given as examples of such turning points. In other words, significant changes in an individual's routine life can constitute these turning points. Adjustment processes, major life changes, illnesses, emotional distress, the responsibilities and duties of academic life, and the process of entering the professional life may require significant support for individuals. Many studies in the relevant literature have emphasized the beneficial effects of social support; moreover, they have shown that in various crisis situations such as physical disabilities, serious illnesses, and bereavement, individuals are better able to manage the process or adapt when they

perceive others as supportive resources (Abbey et al., 1985). Individuals can obtain this support from their family, one of the closest sources in their environment. However, for an individual living away from home during university life, this situation may result in a lack or insufficiency of tangible family support. In such cases, support from friends, peers, a significant other, a counselor, or a teacher can be seen as much more effective and accessible sources of support. In conclusion, every person, group of people, or institution from which an individual receives or perceives support constitutes a source of social support.

According to Abbey and colleagues (1985), there are fundamentally three different sources of social support: support from people, support from anyone, and support from a close person. Furthermore, when considered in a broader context, sources of social support can include an individual's partner, child, therapist, teachers, neighbors, religious figures, and coworkers, as well as ethnic groups and the community in which they live (Abbey et al., 1985; Yamaç, 2009). Similarly, some studies describe social support as stemming from three distinct sources: support from family, friends, and other significant individuals such as romantic partners, relatives, and neighbors (Çeçen, 2008; Eker et al., 2001; Güzel, 2005). While some researchers argue that the family, as the source of social support where an individual's social relationships begin and which is the most critical due to cultural influences, plays a more effective role (Açıkel, 2023; Eker et al., 2001; Yamaç, 2009), it should also be considered that the role of different social support sources may vary from person to person when taking into the individual's developmental stage, culture, circumstances, and life experiences. In this context, for example, for a pre-service early childhood teacher, the presence and abundance of support resources related to the program and department prior to professional processes (such as classmates, advisors, instructors, teaching staff, etc.) may have a more decisive impact. Additionally, the level of social support can also differ depending on changes that may occur in the individual and their environment (Açıkel, 2023).

2.4.4. Models of Social Support

The relevant literature contains many studies addressing the well-being, psychological, and physical health of individuals in relation to social support. Indeed,

these studies demonstrate that the adequacy of social support acts as a buffer between stressful life events and symptoms or is directly related to the presence of reported physical and psychological symptoms (Zimet et al., 1988). As presented in Figure 13, this phenomenon is addressed through two distinct models: the main effect model and the buffering model (Cohen & Wills, 1985). According to Cohen and Wills' (1985) perspective, both models are presented below.

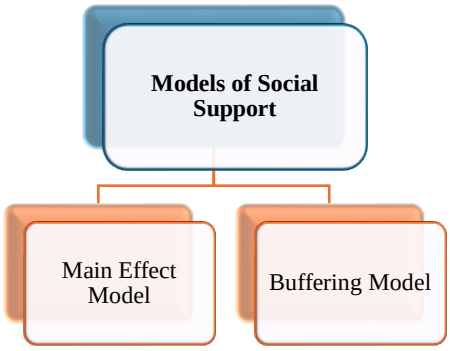

Figure 13. Models of Social Support

Note. Constructed by the author based on *''Stress, Social Support, and the Buffering Hypothesis''* (pp. 311-313), by S. Cohen and T. A. Wills, 1985. Copyright 1985 by the American Psychological Association, Inc.

The main effect model asserts that social support has a direct impact on an individual's well-being, regardless of the amount or level of stress they experience. More specifically, this model posits that there is a linear relationship between an individual's health and the social support they receive or perceive. Therefore, social support positively enhances an individual's mental and physical health. It is claimed that social support provides benefits under all circumstances, independent of the presence or absence of stress factors in an individual's life. Additionally, the broader benefits of social support include the positive influence and experiences provided by social support providers or individuals within the person's social network, as well as their role in fostering stability and predictability in daily life activities. Within their social network, individuals can survive negative economic and academic situations through the main effect of social support. Therefore, the main effect model assumes that, regardless of the current level of support, social support will lead to an increase in the individual's well-being in the face of the stressful effects of any negative events (Cohen & Wills, 1985).

The buffering model posits that the function of social support is to mitigate the negative effects of stressful situations or events on individuals' mental well-being. Also noteworthy in this model is the point that if there are no stressors or stressful situations in an individual's life, social support will not create any change in the individual's well-being or health and will have no specific effect. In conclusion, it is stated that social support acts as a buffer to reduce negative effects during adverse experiences, events, and crises, and that it emerges in situations of adversity. In such situations, resources within social networks, such as family, friends, teachers, advisors, and counselors, act as structures providing social support, creating a stress-reducing or stress-eliminating effect that facilitates coping (Cohen & Wills, 1985). In conclusion, receiving support and assistance from one's social environment serves as a buffer, reducing the stressful effects of adverse life situations; it acts as a protective factor and plays a decisive role in such circumstances.

2.4.5. Received and Perceived Social Support

The literature review indicates that social support is approached as a broad, multidimensional construct, and the field is characterized by diversity, with various perspectives on its conceptualization (Barrera, 1986; Cohen & Syme, 1985; Eker et al., 2001; Koğar & Yılmaz Koğar, 2024; Richman et al., 1998; Vangelisti, 2009). However, a common ground in the research is that social support is divided into two categories: ''received social support'' and ''perceived social support'' (Norris & Kaniasty, 1996; Vangelisti, 2009).

Received social support, in its most basic form, refers to actual assistance and support actions provided, while perceived social support refers to assistance and support actions that will be available or may occur when needed (Barrera, 1986). Specifically, received social support is defined as actual, real, and naturally occurring, current helping behaviors (Norris & Kaniasty, 1996; Vangelisti, 2009). According to Arıcıoğlu (2008), received social support is a behavioral assessment of support and is provided by support sources within a specific period. Furthermore, some researchers in the literature address received social support as enacted support (Barrera, 1986; Lakey et al., 2010). While both concepts express the same thing, a

slight nuance is that ‘‘enacted support’’ focuses more on the action aspect of support, in other words, the behaviors exhibited in interactions with individuals in the social network. A friend lending money to an individual in financial difficulty is an example of this. The term ‘‘received support’’, on the other hand, focuses more on the perspective of the person receiving the support, that is, the recipient. It can be thought of as the individual’s own concrete interpretation, report or account of the support they received.

Perceived social support is defined as an individual’s assessment and judgment of whether, and to what extent, interactions, networks of interaction, or relationships are helpful (Schaefer et al., 1981). In other words, perceived social support is described as an individual’s personal belief that helping behavior will be provided when needed (Norris & Kaniasty, 1996). According to Barrera (1986), perceived social support is expressed as an individual’s cognitive assessment of their reliable connection with people in their social networks. Arıcıoğlu (2008) defines social support as individuals’ beliefs or personal assessments that there will be people who value them and will be there for them when they need it. Similarly, Adamczyk (2016) characterizes perceived social support as an individual’s personal perception of the extent to which people in their social network can provide support, stating that perceived support can have a more significant impact than received support. In addition, many researchers claim that perceived social support is more important than social support provided or received and serves as a better indicator of an individual’s psychological state (Akdoğan, 2023; Brouwer et al., 2010; Gallo, 1990; Schaefer et al., 1981; Zimet et al., 1988).

Based on another perspective, perceived social support is described as the mental processes formed in relation to the perceived social support capabilities of individuals from their environment or as the satisfaction experienced by individuals as a result of their personal experiences (İskender, 2018). In its most comprehensive form, perceived social support is defined as a cognitive belief of the individual that the support they expect when needed will reliably be available from the people in their social network (family, friends, significant others), regarding the existence, adequacy, and overall satisfaction of that support (Barrera, 1986; Haber et al., 2007;

Sarason et al., 1983; Vaux & Harrison, 1985; Zimet et al., 1988). This cognitive belief is not a direct reflection of social support or the actual amount of support but rather contains the individual's subjective appraisal (Ayman & Antani, 2008; Uchino et al., 2016; Vaux et al., 1986; Vaux et al., 1987). Moreover, according to measurements in the field, perceived social support has two dimensions: the presence of supportive relationships and their adequacy (Barrera, 1986). Barrera (1986) argues that these measurements are significantly different from social integration measures because they cannot specify the number of support providers or the amount of social interaction. For this reason, measurement tools attempt to describe the individual's environment as supportive or compliant and to convey their confidence that adequate help will be provided if people need it (Barrera, 1986).

2.4.6. Social Support in Teachers and Pre-Service Teachers

Teacher trainings should not be considered as theoretical preparation processes aimed solely at acquiring knowledge and skills. These processes encompass a multidimensional, dynamic structure comprising many elements. In particular, it should not be overlooked that pre-service teachers, who are students themselves, face numerous challenges in terms of their personal and academic lives. Therefore, for individuals, and specifically for early childhood education teacher candidates within the context of teacher education, feeling affirmed and supported in their life journey is crucial (Türköz et al., 2017). Indeed, this process can be much more challenging for teacher candidates during their transition into the teaching profession, receiving support from their surroundings even more essential. At this point, receiving or feeling support from structures or individuals within the teacher candidates' social network, such as advisors, faculty members, instructors, peers, or psychologists, can help them navigate this process and potential difficulties during their early career years much more easily.

Studies show that university students may deal with a lot of stressful situations, such as moving away from home, planning their careers, trying to maintain academic success, managing their time, demonstrating solid skills, and coping with financial problems (Bakır et al., 2023). Social support can provide direct or indirect help for

pre-service teachers in overcoming such situations. Also, research on social support and related topics is especially valuable for the realm of education because these studies provide a fundamental basis for understanding interpersonal relationships, the relational dynamics between faculty members and teacher candidates during teacher training, and the dynamics between teacher candidates, their students, and families in future professional settings, as well as for designing intervention programs to address existing or potential issues within these dynamics (Vangelisti, 2009). Moreover, up to present, many researchers have demonstrated the positive effects as well as beneficial effects of social support (Abbey et al., 1985; Cohen & Syme, 1985; Thoits, 1986).

According to Aras and Yay (2025), based on social-cognitive career theory, an individual's professional choices, interests, and psychological responses during the process are determined by self-efficacy and environmental factors. ultimately, perceived social support, which can also be considered an environmental factor, can both reduce anxiety levels and act as a life satisfaction booster by nurturing individuals' beliefs in their professional self-efficacy (Aras & Yay, 2026). Indeed, in line with other studies in the field, it is stated that social support mitigates the effects of negative conditions such as depression, stress, shyness, and loneliness in individuals, and at the same time fosters self-esteem, quality of life, social competence, and academic success (Ateş, 2016). As a result, early childhood teacher candidates who receive and feel supported by their social network are likely to be more successful in their educational processes, cultivate their professional self-efficacy, perform well in practicum courses by feeling more confident, and cope more easily with any challenges they may face.

According to Toplu and Bayram (2025), social support has a significant role on individuals' career decision-making processes and acts as a buffer against negative factors such as stress and difficulties experienced during these processes. For early childhood teacher candidates who are experiencing confusion about their future professional path, social support can be said to have a facilitating effect on this process. Additionally, based on Cohen and Wills (1985), social support can have positive effects on preserving pre-service teachers' psychological and physical

health. At the same time, social support can strengthen pre-service teachers' social identities, thereby supporting their psychological well-being during both pre-service and in-service experiences (Thoits, 1982). The early years of the teaching profession can be particularly challenging. Individuals may have a greater need for positive support providers during this phase (Brannan & Bleistein, 2012). Newly graduated teachers may feel professionally inadequate during this period and may also face challenges such as stress, pressure, and difficulties in classroom settings (Brannan & Bleistein, 2012). Therefore, social support can play a significant role in facilitating the graduation process and the transition into the profession for novice teachers, helping them adapt to their new lives and supporting their mental and physical well-being.

In summary, the previous sections have covered the theoretical background of the present study, focusing on Social Cognitive Theory and Ecological Systems Theory within the theoretical framework. Subsequently, the main concepts of the study, which are self-efficacy, psychological resilience, and social support, have been elaborated upon under their respective headings. Within the section on self-efficacy, attention has been given to the dimensions of self-efficacy, its sources, mediating processes, and professional self-efficacy among teachers and teacher candidates. Within the section on psychological resilience, attention has been given to the concept's various definitions and development, risk factors, protective factors, positive outcomes, and psychological resilience among teachers and teacher candidates. Under the section on social support, the chapter covers various definitions and the development of the concept, its types, sources, social support models, received and perceived social support, and social support among teachers and teacher candidates. The following section then references various studies in the literature that address the concepts of this study.

2.5. Previous Studies in the Literature

This section presents various studies that address the variables of the present study, which are self-efficacy, resilience, and social support, using different designs, relational contexts, and samples, under the relevant headings. The first heading

includes studies addressing self-efficacy and resilience. The second heading presents studies addressing self-efficacy and social support. The third heading covers studies related to resilience and social support. Finally, other studies focusing on these specific variables are presented.

It is observed in the literature that there are limited studies specifically addressing the variables of this study among pre-service early childhood education teachers. Meanwhile, there is a rising interest in various fields that examine self-efficacy, psychological resilience, and social support across different teaching disciplines, academic fields, and educational levels such as higher education and upper secondary education. Particularly in the professional growth and related processes of pre-service teachers, attention to professional, psychological, and social variables has become increasingly prominent. This growing attention and tendency can be interpreted as a reflection of the significance of these concepts as key research areas in teacher education. Furthermore, it highlights the possibility of contributing to the literature through research specifically focused on early childhood education and pre-service early childhood teachers.

2.5.1. Studies Related to Self-Efficacy and Resilience

This heading includes various studies in the literature that address self-efficacy and resilience.

2.5.1.1. Studies in the Literature on Self-Efficacy and Resilience with Similar Samples to the Current Research

Yada and colleagues (2021) examined pre-service teachers' self-efficacy and resilience regarding inclusive education practices, as well as the influence of various demographic predictors such as gender, teaching experience, having a teacher in the family, having a teacher among close relatives outside the family, and the influence of relatives on career choices. According to the research findings, a three-factor structure was validated for self-efficacy regarding the implementation of inclusive education practices among teacher candidates. The study found that teacher

candidates' self-efficacy was positively correlated with their resilience and emerged as the strongest predictor. Additionally, it was determined that teacher candidates with prior teaching experience had higher self-efficacy beliefs regarding inclusive practices. A notable finding is that being altered by close relatives outside the family in career choices was identified as a variable significantly affecting teacher candidates' self-efficacy. This suggests that vicarious experiences and observations, alongside mastery experiences, may play a role. However, the researchers emphasized that this result should be interpreted with caution, noting the possibility of random variation. Additionally, female teacher candidates demonstrated significantly higher levels of resilience compared to male candidates. Based on the conclusions drawn from the study's findings, it was suggested that more practice and experience could enhance teachers' self-efficacy. Furthermore, it was proposed that modules designed to increase or develop resilience could be created to help overcome various negative aspects of inclusive education, such as emotional and systems-related challenges.

Shuakbayeva and colleagues (2025), drawing inspiration from the study by Yada and colleagues (2021), examined pre-service teachers' teacher self-efficacy, psychological resilience, and teaching experiences within the context of inclusive education, using a mixed-design approach that incorporated various demographic variables. In the qualitative component of the study, unstructured interviews were conducted with participants who had prior teaching experience to explore self-efficacy and resilience regarding inclusive education. According to the results of the interviews, it was determined that the theoretical component of teacher education offered at the university level remained insufficient in addressing challenges during the practical application phase in real classroom settings. At the same time, participants stated that authentic learning occurs during the implementation process. Overall, the findings of the study revealed that pre-service teachers' prior teaching experiences were identified as strong and significant predictors of inclusive self-efficacy and resilience, indicating that self-efficacy mediates the relationship between experience and resilience. Regarding demographic variables, there was no significant effect of gender on the levels of self-efficacy and resilience among pre-service teachers.

Doğan (2024) investigated the effect of teachers' self-efficacy perceptions on their professional beliefs and psychological resilience, considering demographic variables. The findings revealed that there was no statistically significant difference in teachers' psychological resilience, self-efficacy, and professional beliefs in terms of gender. Analyses also revealed statistically moderate significant relationships between self-efficacy and professional beliefs, however, there was no statistically significant relationship identified between self-efficacy and psychological resilience. Containing similar points, the study by Mieres-Chacaltana and colleagues (2025) investigated the relationship between the resilience of teachers and teacher self-efficacy, as well as the mediating role of prosocial behaviors in this relationship. The findings of the study indicate that resilience is a significant positive predictor of the three dimensions of self-efficacy: classroom management, student engagement, and instructional strategies. Additionally, it was determined that prosocial behaviors play a mediating role in the relationship between resilience and teacher self-efficacy. As a general conclusion, the study's key findings indicate that resilience is directly related to teacher self-efficacy. Furthermore, fostering resilience across these three subdimensions has positive effects on students, their academic achievement, socio-emotional well-being, motivation, interest, and learning environments, as well as on supporting their personal development.

Likewise, Paller and Quirap (2024) investigated the relationship between teachers' resilience and their levels of self-efficacy. According to the research findings, teachers' resilience levels were determined to be very high, with the dimension of ''spiritual influences'' receiving the highest score, whereas the dimension of ''family cohesion'' received the lowest score. In addition, teachers' self-efficacy levels were identified as very good. It was also found that the item receiving the highest score on the self-efficacy scale was the statement, *''I encourage parents to participate in every school activity''*. Furthermore, a moderate positive correlation was found between teacher resilience and self-efficacy. Spiritual influences and personal characteristics play a more decisive role in fostering or sustaining teacher resilience.

Keçili (2022) examined the psychological resilience, self-efficacy, and attitudes toward seeking psychological help among special education teachers, and whether

these variables differed according to various demographic factors. The study's findings revealed a significant difference in favor of women in the structural style subscale of the psychological resilience scale regarding the gender variable; however, no significant differences were found in the scale's other subscales or the scale overall. Similarly, no significant differences were observed in teachers' self-efficacy and attitudes toward seeking psychological help regarding the gender variable. The results also indicated a positive relationship between the social competence subdimension of psychological resilience and the general teaching competence dimension of self-efficacy. In addition, a negative relationship was identified between the self-perception subdimension of psychological resilience and the individual teaching competence subdimension of self-efficacy. However, based on the total scale scores, there was no relationship between teachers' psychological resilience and their levels of self-efficacy.

Li (2023) investigated the relationship between teacher self-efficacy, teacher resilience, emotion regulation, and teacher burnout among Chinese teachers who teach English as a foreign language (EFL teachers). Based on the findings of the study, teacher resilience has a significant positive relationship with emotion regulation and teacher self-efficacy. This result indicates that high teacher resilience is associated with higher levels of emotion regulation and self-efficacy. Additionally, the finding of a positive and significant relationship between emotion regulation and self-efficacy suggests that higher levels of emotion regulation are associated with higher levels of self-efficacy. Furthermore, it was found that teacher burnout has a significant negative relationship with teacher resilience, emotional regulation, and teacher self-efficacy. Consequently, it can be stated that teacher self-efficacy directly predicts teacher burnout, psychological resilience predicts it to a large extent, and teacher emotional regulation predicts it through the mediating effect of resilience.

Ateşoğlu (2025), examined the effect of psychological resilience on stress coping and the mediating role of self-efficacy beliefs in university students. The findings of the study indicated that psychological resilience has a positive and statistically significant effect on self-efficacy. Consequently, it was found that psychological resilience positively influences stress coping, and self-efficacy enhances this effect.

Additionally, there was a statistically significant difference in the total score of the psychological resilience scale and the subscale measuring tolerance of negative effects based on the demographic variable of gender. Male participants were found to have higher psychological resilience scores than female participants. In contrast, no significant differences were identified based on gender in the self-efficacy scale or its subscales. In a similar study, Koçak and colleagues (2017) examined self-efficacy and psychological resilience levels among university students. According to the findings of the study, there was no significant difference in self-efficacy levels between female and male students in terms of the gender variable. However, there was a significant difference in psychological resilience levels between male and female students, in favor of males. In other words, male students' psychological resilience scores were higher than those of female students. It was also determined that there is a positive and significant relationship between self-efficacy and psychological resilience.

2.5.1.2. Studies in the Literature on Self-Efficacy and Resilience with Distinct Samples to the Current Research

Dural (2018) examined the effect of psychological resilience on self-efficacy, in terms of demographic variables. The findings of the study indicate that, in terms of the gender variable, a statistically significant difference in favor of women was found in the social resources sub-scale of psychological resilience, while no statistically significant difference was found in terms of gender based on the total scale scores. The results also show that no statistically significant difference was found in adults' total self-efficacy scale scores in terms of the gender variable. Furthermore, the analyses revealed a strong relationship between the total score of the psychological resilience scale and all its sub-scales, and the general self-efficacy scale. The research findings indicate that as adults' levels of psychological resilience strengthen, their self-efficacy levels also tend to increase.

Karcı and Balcı-Çelik (2024) investigated the relationship between perceived stress, academic self-efficacy, and psychological resilience in their study. Based on the difference analyses conducted in the study, there was no statistically significant

difference in adolescents' psychological resilience across the variables of gender, grade level, and school type. Correlation analysis indicated a moderate, positive, and significant relationship between students' academic self-efficacy and psychological resilience. Multiple regression analysis results showed that perceived stress and academic self-efficacy are significant predictors of psychological resilience. These variables explained 33%of the total variance in psychological resilience. Thus, it can be stated that students with high levels of perceived stress have low levels of psychological resilience, while students with high levels of academic self-efficacy have high levels of psychological resilience.

Kılınç and Uz Baş (2023) examined the variables of psychological resilience, social relations, school belonging, and self-efficacy among seventh and eighth-grade middle school students. Findings of the study indicated a strong correlation between psychological resilience and social relations, and a moderate correlation between school belonging and self-efficacy. Additionally, a negative relationship was found between exclusion at school and psychological resilience, social relations, and self-efficacy. The results of the multiple linear regression analysis indicated that the variables of family support, acceptance at school, peer support, self-efficacy, and exclusion at school together explained 65.2% of the variance in psychological resilience scores. A notable finding is that the most important predictor of psychological resilience is family social support, which is a sub-dimension of social relations.

2.5.2. Studies Related to Self-Efficacy and Social Support

This heading includes various studies in the literature that address self-efficacy and social support.

2.5.2.1. Studies in the Literature on Self-Efficacy and Social Support with Similar Samples to the Current Research

Dikici and Yavuzer (2025) examined the mediating role of teacher self-efficacy in the relationship between social support and classroom stress in a study conducted

with pre-service teachers studying at five separate universities. Research findings showed that demographic variables such as age, gender, department, and university attended had insignificant or negligible effects on teacher self-efficacy, social support, and classroom stress. It was also determined that social support directly and negatively predicted pre-service teachers' classroom stress scores. Notably, the study's main finding was that teacher self-efficacy acted as a full mediator in the relationship between social support and classroom stress scores among pre-service teachers.

Chen and colleagues (2020) investigated the relationship between academic self-efficacy, social support, and professional identity perceptions among pre-service teachers. Findings revealed a significant positive relationship among academic self-efficacy, social support, and professional identity. When pre-service teachers perceived high levels of social support, their academic self-efficacy and professional identity scores were also high. Moreover, the study indicated that social support positively influenced candidates' academic self-efficacy through the mediating effect of professional identity. Lastly, it was shown that as the grade level increased, the academic self-efficacy of the pre-service teachers also gradually increased.

Alpaslan and colleagues (2018) examined pre-service teachers perceived support, sense of belonging to the classroom, and teacher self-efficacy beliefs. The findings of the study revealed that teacher candidates perceived themselves as competent at moderate to high levels across all sub-dimensions of teacher self-efficacy, including classroom management, instructional management, and student engagement. Additionally, while the perceived support scores of the teacher candidates were found to be statistically related to their sense of belonging to the classroom, no statistically significant relationship was identified between the support received from teaching staff and the feeling of rejection in the classroom. Furthermore, it was determined that teacher candidates perceived the most support from their families and the least support from teaching staff. In contrast, among the perceived support sub-scales, support received from teaching staff was found to be significantly associated with all subscale scores of the candidates' self-efficacy. The study revealed the highest positive and significant relationship between the support perceived from classmates and the candidates' sense of belonging to the classroom.

Brannan and Bleistein (2012) conducted a mixed-methods study in the United States with ‘‘novice English to speakers of other languages (ESOL)’’ teachers who had graduated within the past three years, examining the social support resources available to these teachers and the effects of the social support provided by these resources on their teaching self-efficacy. In the first phase of the three-phase study, teachers were asked whom they viewed as sources of support in teaching; the responses identified three categories: colleagues (such as other educators, administrators, and supervisors), mentors, and family. In the second phase, the relationships between the determined social support resources and teacher self-efficacy were examined using statistical analysis methods, and it was measured whether these support resources increased teachers’ self-efficacy regarding ‘‘classroom management’’, ‘‘student engagement’’, and ‘‘instructional strategies’’. In the third phase, teachers’ open-ended responses were assessed to reveal the context behind the statistical findings. The findings revealed that, although teachers reported receiving more support from their colleagues, the results of the statistical analysis indicated that only support from family had a significant impact on self-efficacy regarding instructional strategies and classroom management.

Yıldız and Dirik (2019) investigated the moderating effect of self-efficacy on the relationship between perceived social support and stress coping methods in a study conducted with university students. According to the study’s findings, positive relationships were identified between all sub-dimensions of perceived social support (family, friends, and significant others) and effective stress coping methods, with the strongest relationship observed between perceived social support from family and effective stress coping. The higher students’ self-efficacy, the more pronounced the positive effect of perceived social support on stress coping.

2.5.2.2. Studies in the Literature on Self-Efficacy and Social Support with Distinct Samples to the Current Research

Yusoff (2012) investigated the relationship between self-efficacy, perceived social support, and psychological adjustment scores among international students.

According to the study's findings, a positive and statistically significant relationship was determined between international students' self-efficacy scores and their perceived social support scores. Similarly, a positive and statistically significant relationship was found between students' perceived social support scores and their psychological adjustment scores. Also, the study found that self-efficacy and perceived social support are significant predictors of psychological adjustment. From a different perspective, Brouwer and colleagues (2010) conducted a study using a prospective cohort to examine whether the relationships between perceived work attitude, self-efficacy, and perceived social support and the time to return to work differed across various health conditions. The study participants consisted of 926 employees on sick leave. The findings revealed that perceived work attitude, self-efficacy, and perceived social support were predictors of return-to-work time across all health conditions, including musculoskeletal, other physical health, and mental health conditions. A notable finding was that self-efficacy was the strongest predictor of return to work across all illness groups.

Çavuş (2009) investigated the effect of perceived social support on self-efficacy beliefs in his study. The findings revealed that there was no significant difference in vocational school students' self-efficacy scores based on the gender variable; in contrast, a significant difference in favor of female students was observed in the family sub-dimension of perceived social support. Perceived social support was found to have a significant positive effect on students' self-efficacy beliefs. Furthermore, while the strongest relationship with self-efficacy in the correlation analysis was observed to be perceived support from friends, regression analysis results indicated that perceived social support from family was the most influential factor determining students' self-efficacy.

Adler-Constantinescu and colleagues (2013) investigated the relationship between adolescents' self-efficacy and their perceived levels of social support. The study also examined whether these variables differed at the beginning and end of adolescence. The findings revealed a statistically significant positive correlation between students' self-efficacy scores and their perceived social support scores across all three dimensions: significant others, family, and friends. The results also showed that at

the beginning of adolescence, self-efficacy was most strongly associated with support from significant others and family, whereas at the end of adolescence, it was most strongly associated with perceived support from friends and significant others. According to the difference analyses, first-year university students' self-efficacy scores were higher than those of first-year high school students. Regression analysis findings showed that school experience and social support received from significant others are significant predictors of self-efficacy among five different variables (school experience, gender, support from significant others, family support, and support from friends). Utkan (2019) examined the relationship between psychological violence in romantic relationships and perceived social support and self-efficacy, as well as whether these variables differ according to demographic factors, in a study conducted with female participants. According to the study's findings, psychological violence in romantic relationships was found to have a significant negative relationship with perceived social support and self-efficacy, and perceived social support was found to have a statistically significant positive relationship with self-efficacy. In another study, Liu and Aungsuroch (2019) examined the relationships between perceived social support, self-efficacy, job stress, and burnout. The study found that the biggest stress factor for the participants was workload. Job stress was positively correlated with burnout scores and negatively correlated with social support and self-efficacy scores. Furthermore, the study determined that perceived social support directly and positively influenced self-efficacy and negatively influenced burnout. Additionally, job stress was found to statistically significantly and directly negatively affect both social support and self-efficacy.

2.5.3. Studies Related to Resilience and Social Support

This heading includes various studies in the literature that address resilience and social support.

2.5.3.1. Studies in the Literature on Resilience and Social Support with Similar Samples to the Current Research

Akman Özdemir (2025) investigated the relationships between academic resilience, social support, and the satisfaction of psychological needs in a study conducted with

undergraduate students at a private university. According to the findings of the structural equation model, social support positively predicted the satisfaction of basic psychological needs, basic psychological needs satisfaction played a role in increasing academic resilience, and social support contributed to academic resilience when it ensured the satisfaction of basic psychological needs. However, no direct effect of social support on academic resilience was found. Meanwhile, Gün (2021) examined the relationships between the psychological resilience, life skills, and perceived social support among university students. According to the findings of the study, life skills and perceived social support explained 31.8% of the variance in self-perception, a subscale of psychological resilience, 16.4% of the variance in future perception, 11.4% of the variance in structural style, 14% of the variance in social competence, 32.1% of the variance in family cohesion, and 33.4% of the variance in social resources.

Eker and colleagues (2020) conducted a study with 436 students at private universities to examine whether social support, life meaning, and demographic variables serve as predictors of psychological resilience. The findings of the study revealed statistically significant positive relationships between psychological resilience and perceived social support from family, perceived social support from friends, and current meaning of life. The main finding of the study was that gender, perceived social support from family, perceived social support from friends, and current sense of life meaning were significant predictors of psychological resilience. In terms of the gender variable, being male was found to significantly predict psychological resilience.

From a different perspective, Wilks (2008) examined the relationship between academic stress and psychological resilience among social work students, as well as the role of social support in this relationship. According to the study's findings, participants had moderate scores for academic stress and social support, while their psychological resilience scores were higher. In addition, it was found that students' academic stress scores were negatively correlated with their social support and psychological resilience scores. In other words, as the academic stress levels of social work students increase, their perceived levels of social support and resilience decrease.

2.5.3.2. Studies in the Literature on Resilience and Social Support with Distinct Samples to the Current Research

Ceyhun (2018) investigated the relationship between perceived social support, psychopathology, and psychological resilience in her study. Results from the study revealed a positive correlation between adults' psychological resilience scores and their social support scores. It was also found that there was a negative and statistically significant correlation between participants' psychological resilience scores and their psychopathology scores. In terms of demographic variables, there was no significant difference in the informational and instrumental sub-dimensions of social support, whereas a statistically significant difference in favor of female participants was identified in the emotional support sub-scale. Additionally, the total social support scale scores showed a statistically significant difference in favor of female participants. Regarding the gender variable, while no statistically significant difference was found in participants' total psychological resilience scores or the personal efficacy subscale, a statistically significant difference in favor of male participants was found in the tolerance of negative emotions sub-scale. In contrast, female participants' scores were higher than those of male participants in the spirituality tendency subscale of psychological resilience.

In a study with a distinct structure, Li and Li (2024) examined the effect of social support on the resilience of disadvantaged students in China using data from the ''Programme for International Student Assessment (PISA)'', as well as the chain mediating roles of school belonging and emotional experiences in this relationship. According to the findings of the study, teacher support, parental support, school belonging, and positive emotional experiences were found to be positive predictors of secondary school students' psychological resilience. Additionally, the study determined that students' fear of failure had a negative impact on their psychological resilience.

Göbel (2021) investigated the relationship between multidimensional perceived social support and psychological resilience in a study conducted with refugee women. According to the findings, refugee women perceived social support from

family and friends as higher than perceived social support from significant others. The participants' psychological resilience was found to be at a moderate level. A positive and statistically significant relationship was identified between the participants' total psychological resilience scores and their perceived social support scores. Also, it was noted that as perceived social support levels increased across all sub-dimensions, psychological resilience levels also increased.

Liu and colleagues (2024) examined the relationships between psychological resilience, perceived social support, and mental health scores among male military personnel in a 12-week, two-phase longitudinal study. According to the findings of the study, it was demonstrated that participants' initial resilience statistically significantly predicted depression symptoms and life satisfaction in mental health 12 weeks later. Additionally, the study found that while initial perceived social support significantly predicted military personnel's later life satisfaction levels, it did not predict depression symptoms.

2.5.4. Other Studies Related to the Variables of the Current Study

This heading includes various studies from the literature on self-efficacy, resilience, and social support.

2.5.4.1. Studies in the Literature on Self-Efficacy, Resilience and Social Support with Similar Samples to the Current Research

Şenol (2012) examined the self-efficacy beliefs regarding the teaching profession among pre-service early childhood teachers and early childhood teachers. According to the findings, there was no statistically significant difference in the general self-efficacy beliefs of pre-service early childhood teachers based on the gender variable. Similarly, there was no statistically significant difference based on gender among early childhood teachers. Regarding the grade level variable, a statistically significant difference was found only in the ''family involvement'' sub-dimension of the Multidimensional Self-Efficacy Scale for pre-service early childhood teachers, favoring fourth-grade students. In other words, the self-efficacy scores regarding

family involvement of fourth-grade early childhood teacher candidates were found to be higher than those of third-grade early childhood teacher candidates. In addition, the study found a statistically significant difference in overall self-efficacy levels between early childhood teachers and early childhood teacher candidates, with the teachers scoring higher. This indicates that early childhood teachers' self-efficacy beliefs are higher than those of early childhood teacher candidates.

Kaya and Korucuk's (2023) study examined pre-service teachers' professional self-efficacy and professional anxiety and investigated how these variables varied according to demographic factors. According to the study's findings, pre-service teachers' levels of professional self-efficacy were very high, while their levels of professional anxiety were low. Furthermore, the results revealed a significant negative correlation between professional self-efficacy and professional anxiety. While the study's findings showed no significant difference in the overall scale scores based on the demographic factor of gender, significant differences were observed in the sub-dimensions of professional self-efficacy: males scored higher in subject knowledge, while females scored higher in communication and collaboration. In a similar study, Tatlıeşme and Gürgil Ulusoy (2025) also examined the self-efficacy and professional anxiety of social studies pre-service teachers. This study revealed that the teacher candidates' self-efficacy levels were generally above the moderate level. However, it was determined that candidates scored at a low level only in the teaching strategies sub-dimension. The differing results observed in both studies suggest that branch-based differences, as well as various dynamics and changes in education, the economy, and policy, have an impact on pre-service teachers.

Bouillet and colleagues (2014) examined early childhood teachers enrolled in graduate teacher education programs, focusing on participants' psychological resilience, their readiness to foster resilience in children. According to the findings of the study, early childhood teachers were found to have high levels of resilience and were determined to exhibit supportive attitudes toward programs aimed at developing children's resilience and to be willing to incorporate such programs into their teaching. Similarly, Eroğlu (2020) conducted a study with pre-service teachers

enrolled in the faculty of education at a public university to examine the participants' psychological resilience. According to the findings of the study, demographic variables such as childhood residence, the location where they pursued their university education, and parental marital status were found to have no statistically significant effect on pre-service teachers' psychological resilience. However, a statistically significant difference was found in favor of female pre-service teachers regarding the gender variable. Accordingly, it can be said that female participants exhibited higher levels of resilience than their male peers.

Çetinkaya and Honça (2019) examined perceived social support levels among university students based on various demographic variables. Descriptive statistics revealed that, based on the scale total and the scores for the ''friends'' and ''teachers'' sub-scales, the mean scores for male students were higher than those for female students; however, based on the ''family'' subscale, the mean scores for female students were higher than those for male students. However, statistical analyses revealed no significant differences based on the gender variable across the overall scale or its sub-scales. On the other hand, Ateş (2016) investigated the extent to which perceived social support and assertiveness predict the psychological well-being of participants enrolled at a public university. The research findings revealed that all subscales of assertiveness and perceived social support, including family, friends, and significant others, significantly predicted psychological well-being. These variables together explained approximately 35% of the total variance in psychological well-being. Additionally, perceived social support from family was found to be the strongest predictor of psychological well-being. This was followed by perceived social support from friends and perceived social support from a significant other. Consequently, a positive and significant relationship was found between perceived social support and assertiveness and individuals' psychological well-being.

A comprehensive review of all national and international studies reveals that self-efficacy, resilience, and social support are addressed in various sample groups, often through the mediating or moderating effects of different variables. In other words, the concepts of self-efficacy, psychological resilience, and perceived social support

have been examined in the literature using different methodological approaches across diverse groups, ranging from adolescents to adults, students at various educational levels, teacher candidates, teachers, military personnel, and refugee women, all sharing common characteristics within their respective contexts. Indeed, this situation suggests that the related variables play decisive roles in human life and are generally phenomena worthy of research. Furthermore, this diversity in the literature can be interpreted as a reflection of the importance of these concepts within each discipline.

In addition, the abundance of studies in the literature on self-efficacy, psychological resilience, and social support, most of which are recent (such as Akman Özdemir, 2025; Ateşoğlu, 2025; Chen et al., 2020; Dikici & Yavuzer, 2025; Doğan, 2024; Eker et al., 2020; Göbel, 2021; Karcı & Balcı-Çelik, 2024; Keçili, 2022; Kılınç & Uz Baş, 2023; Li, 2023; Li & Li, 2024; Mieres-Chacaltana et al., 2025; Paller & Quirap, 2024; Rancher & Moreland, 2023; Salvo-Garrido et al., 2025; Shuakbayeva et al., 2025; Siu & Chan, 2020; Tatlıeşme & Gürgil Ulusoy, 2025; Yada et al., 2021; Yıldız & Dirik, 2019; Zhang & Chayanuvat, 2024) point out that these concepts are potential topics requiring in-depth examination. However, studies generally examine a third variable in a binary context, distinct from the variables in the current study. Furthermore, although the literature addresses the separate effects of psychological resilience and perceived social support, the holistic relationship between these variables and the professional self-efficacy of pre-service early childhood teachers has not yet been explored.

Therefore, while the results obtained provide valuable insights and contributions for each population or group, directly generalizing them to pre-service teachers within education systems and teacher training, specifically in the realm of early childhood education, in the context of current educational policies and processes may not be an entirely appropriate approach. In this regard, the structural dynamics of different populations may yield varying results or similar trends, but a complete reflection of these dynamics may not be achievable. Even within similar sample contexts, differences can be observed due to the impact of changing standards, socio-cultural contexts and living conditions over time. Particularly within the educational setting,

the challenges of the modern era, the radical changes and adaptation processes associated with the teaching profession, and the prevailing uncertainties collectively necessitate comprehensive training and support for teacher candidates. For a profession like teaching, which demands great dedication and competence while also requiring the ability to deal with all possible challenges, it is crucial that these variables be given greater prominence in current research and serve as a reference in promoting teacher quality.

CHAPTER 3

METHOD

In this chapter, the research methodology is explained in detail. First, the study design is introduced. Subsequently, the study population and sample are described. Then, the instruments, the data collection procedure, and data analysis are elaborated. Furthermore, reliability and ethical considerations are addressed. Finally, the assumptions and limitations are covered.

3.1. Design of the Study

Quantitative studies utilize measurable purpose statements, questions, and objectives when designing the research (Creswell, 2012). Along with these questions, instruments containing the responses are used to examine the relationships between the variables the researcher seeks to understand, and data are collected from a high number of individuals for statistical analysis (Creswell, 2012). In accordance with the aim and research questions presented below, a correlational model, one of the quantitative research designs, was adopted for this study. Correlational research is a type of quantitative research method that aims to reveal the relationships between two or more variables; in other words, it is conducted without manipulating or controlling the variables of the research, but simply to measure, explain, and define the relationships between variables (Creswell, 2012; Fraenkel et al., 2012). Since the current study investigates the relationships between different variables, the correlational research method, which is convenient for the nature of the study, was used. In this scope, independent samples t-tests were used to examine whether there were statistically significant differences based on demographic variables, and a multiple linear regression model was used to investigate the relationships between professional self-efficacy, psychological resilience, and perceived social support. In the model,

professional self-efficacy is the dependent variable (outcome), while psychological resilience and perceived social support are the independent (predictor) variables.

3.2. Research Questions of the Study

The purpose of this study is to describe and examine the relationships among pre-service early childhood teachers' professional self-efficacy, psychological resilience, and perceived social support. Also, it aims to investigate whether these variables indicate a significant difference in terms of demographic factors, such as gender, grade level, and university type. In this regard, the research questions of the current study are as follows:

1. What is the professional self-efficacy level of pre-service early childhood teachers?
   1.1. Do the professional self-efficacy levels of pre-service early childhood teachers differ across gender, grade level, and university type?
2. What is the psychological resilience level of pre-service early childhood teachers?
   2.1. Do the psychological resilience levels of pre-service early childhood teachers differ across gender, grade level, and university type?
3. What is the perceived social support level of pre-service early childhood teachers?
   3.1. Do the perceived social support levels of pre-service early childhood teachers differ across gender, grade level, and university type?
4. What is the relationship between psychological resilience, perceived social support and professional self-efficacy levels of pre-service early childhood teachers, and how do psychological resilience and perceived social support contribute to explaining professional self-efficacy when considered together?

3.3. Population and Sample

In research, the group from which data are collected is referred to as the sample, whereas the larger group to which the results are intended to be generalized is called

the population. In other words, the larger group that the findings are intended to represent is called the actual population or target population, and it is often inaccessible to researchers (Fraenkel et al., 2012). Therefore, since it is usually difficult for researchers to include members of the target population in their studies, data are collected from a smaller subset of it (Golzar et al., 2022). The smaller group representing the target population that the researcher can realistically access is defined as the accessible population, and the smaller group selected from this accessible population from which the data are actually collected constitutes the sample (Fraenkel et al., 2012). In the present study, the accessible population represents third and fourth-grade pre-service early childhood teachers enrolled in universities located in Ankara. The sample of the study comprises 410 third and fourth-grade pre-service early childhood teachers enrolled in undergraduate programs in early childhood education at six different universities in Ankara.

Researchers utilize various sampling methods in their studies. The sampling method plays a crucial role in selecting representative subgroups from the target population, as these subgroups facilitate the generalization of research findings and contribute to the overall quality of the research (Faryadi, 2019; Golzar et al., 2022). In this study, convenience sampling was employed for data collection. This method enables the researcher to collect data conveniently, rapidly, and at low cost (Creswell, 2012; Stratton, 2021). The researcher preferred convenience sampling in order to obtain data in the shortest possible time and with maximum accessibility. In correlational studies, it is generally recommended that the minimum acceptable sample size should not be fewer than 30 participants (Fraenkel et al., 2012). Data obtained from samples smaller than 30 may lead to inaccurate estimation of the degree of relationships, whereas samples larger than 30 are more likely to yield meaningful results (Fraenkel et al., 2012). However, researchers should not be misled into thinking that larger sample sizes will yield better results. This may not always be accurate, as extensive sampling can introduce additional complexities and ambiguities into the process, thereby complicating the management of the study (Faryadi, 2019). As a result, it’s crucial to make sure the sample size is both statistically adequate and appropriate for the time and effort the researcher will invest in the study.

Within the scope of the present study, the researcher aimed to reach the maximum number of individuals from the accessible population within a limited time frame. In Ankara, six universities offer undergraduate programs in early childhood education, comprising four public and two private institutions. According to the statistics provided by the Council of Higher Education the enrollment quotas of early childhood education undergraduate programs at universities in Ankara for the last three academic years up to 2024-2025 are presented in the table below (YÖK Atlas, n.d.).

Table 2. Gender Distribution of Enrolled Students in Preschool Education Undergraduate Programs in Ankara (2022-2024)

Year	University	Female (f)	Female (%)	Male (f)	Male (%)
2022	A	59	81.9	13	18.1
	B	29	90.6	3	9.4
	C	77	82.8	16	17.2
	D	75	91.5	7	8.5
	E	39	75	13	25
	F	45	97.8	1	2.2
2023	A	61	84.7	11	15.3
	B	30	93.8	2	6.3
	C	83	89.3	10	10.8
	D	53	85.5	9	14.5
	E	23	63.9	13	36.1
	F	35	94.6	2	5.4
2024	A	47	90.4	5	9.6
	B	33	97.1	1	2.9
	C	50	96.2	2	3.8
	D	46	88.5	6	11.5
	E	28	77.8	8	22.2
	F	40	100	0	0

Note. University names are coded to preserve confidentiality (‘‘A’’ – ‘‘F’’). For private universities, the 50% discounted quotas reported in the Council of Higher Education (CoHE) were used; when multiple quotas were reported in a year (three separate quotas), the largest quota was adopted (YÖK Atlas, n.d.). This preference is reported to avoid misleading interpretation.

All universities listed in Table 2 were contacted through various channels, and information about the study was provided along with the link to the research form. A total of 413 participants completed the research form. Following data screening and verification procedures, the responses of three participants were excluded from the sample due to noncompliance with the study’s inclusion criteria. Consequently, the final sample of the present study consisted of 410 pre-service early childhood teachers. Demographic characteristics of the sample are presented in Table 3 and Table 4.

Table 3. Demographic Characteristics of the Participants

		f	*%*
Gender	Female	378	92.2
	Male	31	7.6
	Not Specified	1	0.2
Marital Status	Single	399	97.3
	Married	7	1.7
	Other	4	1
University	A	83	20.2
	B	43	10.5
	C	57	13.9
	D	153	37.3
	E	43	10.5
	F	31	7.6
University Type	Public	336	82
	Private	74	18
Grade Level	3rd year	194	47.3
	4th year	216	52.7

Note. All values represent frequancy (f) and percentage (%).

In the present study, 378 participants (92.2%) were female students, 31 (7.6%) were male students, and 1 participant (0.2%) preferred not to disclose their gender. Regarding marital status, 399 students (97.3%) reported being single, 7 (1.7%) were married, and 4 (1%) selected ‘‘other’’. The universities in which the participants were enrolled were coded as A, B, C, D, E, and F for this study. Among the pre-service teachers, 83 (20.2%) were from University A, 43 (10.5%) from University B, 57 (13.9%) from University C, 153 (37.3%) from University D, 43 (10.5%) from University E, and 31 (7.6%) from University F. Of the total participants, 336 (82%) were studying at public universities, while 74 (18%) were attending private universities. Additionally, 194 participants (47.3%) were third-year students, and 216 (52.7%) were fourth-year students.

Table 4. Age of Participants

N	***M***	***SD***	**Minimum**	**Maximum**
410	22.75	2.414	19	48

As presented in Table 4, when the ages of the pre-service early childhood teachers included in the study were examined, it was found that participants’ mean age was

22.75 years and the standard deviation was 2.41. The observed age in the sample ranged from 19 to 48 years.

When examining Table 3, it is observed that the structure of the current sample shows a parallel gender distribution to the enrollment quotas presented in Table 2. In Türkiye, undergraduate programs in early childhood education are predominantly preferred by female students, while male students remain in the minority. The same tendency applies to preschool teachers working in both public and private institutions. As shown in Table 5, the official statistics provided by the Republic of Türkiye Ministry of National Education (MoNE), Directorate General for Strategy Development support this finding (SGB, 2025).

Table 5. Number of Preschool Teachers by Type of School (Public and Private)

The Educational Year	Female	Male	Total
2024-2025	75 734	5 529	81 263
2023-2024	79 603	4 464	84 067
2022-2023	82 255	5 068	87 323

Note. For more detailed information, visit the Official Statistics page of the Strategy Development Directorate of the Ministry of National Education of the Republic of Türkiye (https://sgb.meb.gov.tr/www/resmi-istatistikler/icerik/64).

3.4. Instruments

The data for the study were collected using four different measurement instruments: the Demographic Information Form, Preschool Teacher Professional Self-Efficacy Scale (Toran et al., 2024), Connor-Davidson Resilience Scale Short Form (Kaya & Odacı, 2021), and Multidimensional Scale of Perceived Social Support (Eker et al., 2001). The first instrument was developed by the researcher to obtain information about the participants' demographic characteristics. The second instrument was used to measure pre-service early childhood teachers' professional self-efficacy, the third instrument to assess their psychological resilience, and the fourth instrument to measure their perceived social support. The subscales and number of items related to the scales can be seen in Table 6, which provides a general overview of their structures. Data collection instruments are listed and explained in detail in the following parts.

Table 6. Characteristics of Instruments

Scales	Subscales	Number of Items
Demographic Information Form	Gender Age Marital Status University University Type Grade Level	6
Preschool Teacher Professional Self-Efficacy Scale (Toran et al., 2024)	Classroom Management and Communication	7
	Planning and Implementation	9
	Monitoring and Evaluating	5
	Technology Literacy	3
Connor-Davidson Resilience Scale Short Form (Kaya & Odacı, 2021)	Single Factor	10
Multidimensional Scale of Perceived Social Support (Eker et al., 2001)	Significant Other Family Friends	4 4 4

Note. The instruments are presented in Appendices A, B, C, and D, respectively.

3.4.1. Demographic Information Form

The researcher developed this form to gather information about the participants' demographic characteristics. It consists of six questions examining participants' gender, age, marital status, university name, university type, and grade level (see Appendix A). The data obtained from this form are intended to provide a general overview of the sample's characteristics.

3.4.2. Preschool Teacher Professional Self-Efficacy Scale

The Preschool Teacher Professional Self-Efficacy Scale (PTPSES) was developed by Toran and colleagues (2024) to assess preschool teachers' professional self-efficacy (see Appendix B). During the scale development process, the researchers initially created a pool of 55 items (Toran et al., 2024). Subsequently, based on feedback from 22 preschool teachers working in the field before expert review, one item identified as unclear was removed, and the opinions of 15 experts were sought for the remaining 54 items (Toran et al., 2024). The scale is a 9-point Likert-type

instrument, with items rated from *1* (*inadequate*) to *9* (*very adequate*) (Toran et al., 2024). Using the Lawshe method, the content validity index (CVI) of the scale was calculated as .76 (Toran et al., 2024). The researchers collected data from three different samples of preschool teachers during the scale development process (Toran et al., 2024). Exploratory factor analysis (EFA) was conducted with 423 preschool teachers (399 women, 94.3%; 24 men, 5.7%) working in different provinces of Türkiye (Toran et al., 2024). Confirmatory factor analysis (CFA) was performed with 304 preschool teachers (291 women, 95.7%; 13 men, 4.3%), while the test-retest reliability was examined using data from 81 preschool teachers (79 women, 97.5%; 2 men, 2.5%) (Toran et al., 2024). The results of the exploratory factor analysis (EFA) revealed a four-factor structure consisting of 29 items (Toran et al., 2024). However, after confirmatory factor analysis (CFA), five items were removed, and the final version of the scale included 24 items distributed across 4 factors (Toran et al., 2024). These factors were identified as *''Classroom Management and Communication''* (7 items, McDonald's Omega value .903), *''Planning and Implementation''* (9 items, McDonald's Omega value .921), *''Monitoring and Evaluation''* (5 items, McDonald's Omega value .875), and *''Technology Literacy''* (3 items, McDonald's Omega value .872) (Toran et al., 2024). The results of the confirmatory factor analysis indicated that the model showed an acceptable level of fit to the data (χ^2 = 525.719; *df* = 241; $p < 0.001$; *RMSEA* = .055; *CFI* = .938) (Toran et al., 2024). The item-total correlations ranged between .512 and .791, the Cronbach's alpha coefficient was .949, the McDonald's Omega coefficient was .965, and the correlation coefficient was .777 (Toran et al., 2024). These findings demonstrate that the scale is a highly reliable instrument with strong internal consistency. A summary of the scale's structure is presented in Table 7. The researchers stated that the scale can be used to evaluate the professional self-efficacy of both pre-service and in-service preschool teachers (Toran et al., 2024).

Table 7. Structure of PTPSES: Subscales, Items, and Reliability Coefficients

Subscales	**Items**	**Cronbach's Alpha (Toran et al., 2024)**	**Cronbach's Alpha (Current Study)**
Classroom Management and Communication	1, 5, 17, 19, 20, 22, 24	.857	.978

Table 7. (continued)

Planning and Implementation	2, 6, 9, 12, 14, 16, 18, 21, 23	.891	.983
Monitoring and Evaluating	3, 7, 10, 13, 15	.842	.971
Technology Literacy	4, 8, 11	.833	.967

3.4.3. Connor-Davidson Resilience Scale Short Form

The original Connor-Davidson Resilience Scale (CD-RISC) was developed by Connor and Davidson (2003) to assess psychological resilience, which is defined as the ability to cope effectively with adversity and encompasses personal qualities such as adaptability, recovery, and effective management of challenging situations. The scale consists of 25 items rated on a 5-point Likert-type, ranging from 0 (not true at all), 1 (rarely true), 2 (sometimes true), 3 (often true), to 4 (true nearly all the time) (Connor & Davidson, 2003). The total score ranges from 0 to 100, with higher scores indicating greater levels of resilience (Connor & Davidson, 2003). The CD-RISC was administered to diverse samples, including general population (community sample), primary care outpatients, psychiatric outpatients, individuals with generalized anxiety disorder (GAD), and two clinical trial groups with posttraumatic stress disorder (PTSD) (Connor & Davidson, 2003). Exploratory factor analysis (EFA) revealed a five-factor structure, comprising the following dimensions: (1) Personal Competence, High Standards, and Tenacity, (2) Trust in One's Instincts, Tolerance *of Negative Affect, and Strengthening Effects of Stress, (3) Positive Acceptance of Change and Secure Relationships, (4) Control*, and *(5) Spiritual Influences* (Connor & Davidson, 2003). In the general population sample (Group 1; N = 577), the CD-RISC demonstrated a high level of internal consistency with a Cronbach's alpha coefficient of .89 (Connor & Davidson, 2003). The Cronbach's alpha coefficients for the subscales ranged between .64 and .83, and the corrected item-total correlations varied from .30 to .70 (Connor & Davidson, 2003).

The detailed analysis of the psychometric characteristics and refinement of the Connor-Davidson Resilience Scale (CD-RISC) were conducted by Campbell-Sills and Stein (2007) on a sample of 1743 undergraduate students. The majority of the participants consisted of females (74.4%; mean age = 18.8, SD = 2.2) (Campbell-

Sills & Stein, 2007). Data were collected over three semesters, then combined for factor analysis and randomly assigned to three subsamples (Campbell-Sills & Stein, 2007). Exploratory factor analysis (EFA) was performed on the original 25-item scale structure in the first subsample, and independent exploratory factor analysis (EFA) was applied in the second subsample to test the stability of the factor structure of the first subsample (Campbell-Sills & Stein, 2007). Based on these findings, several revisions were made to the scale, and both the first and second subsamples were reanalyzed (Campbell-Sills & Stein, 2007). In the third subsample, the validity of the revised model based on the exploratory factor analysis (EFA) results was tested using confirmatory factor analysis (CFA) (Campbell-Sills & Stein, 2007). The analyses revealed an unstable factor structure across two demographically equivalent samples (Campbell-Sills & Stein, 2007). Guided by empirical and conceptual considerations, the researchers refined the instrument and developed a 10-item, unidimensional version of the CD-RISC that demonstrated strong psychometric properties (Campbell-Sills & Stein, 2007). The final model showed excellent fit indices both in the third sub-sample ($\chi^2(35) = 93.77$, $p < .001$; *RMSEA* = .056, 90% *CI* [.042–.069]; *SRMR* = .034; *CFI* = .96) and in the combined total sample (N = 1,622; $\chi^2(35) = 176.10$, $p < .001$; *RMSEA* = .050, 90% *CI* [.043–.057]; *SRMR* = .028; *CFI* = .97; determinacy = .93) (Campbell-Sills & Stein, 2007). All items demonstrated significant factor loadings ranging from .44 to .74, and the internal consistency reliability coefficient was reported as .85 (M = 27.21, SD = 5.84) (Campbell-Sills & Stein, 2007).

Kaya and Odacı (2021) adapted the 10-item, single-factor, 5-point Likert-type (0-4) Connor-Davidson Resilience Scale (CD-RISC), developed by Campbell-Sills and Stein (2007), into Turkish and examined its psychometric properties. Data were collected from 1211 university students (Kaya & Odacı, 2021). Of the participants, 74 (53 females, 21 males) were included in the linguistic equivalence analysis, 307 (167 females, 140 males) in the exploratory factor analysis (EFA), 379 (196 females, 140 males) in the confirmatory factor analysis (CFA), and 451 (229 females, 222 males) in criterion-dependent validity, item analyses, and reliability analyses (Kaya & Odacı, 2021). Results of the exploratory factor analysis revealed a unidimensional structure, with item loadings ranging from .48 to .69, explaining 38.07% of total

variance (Kaya & Odacı, 2021). Confirmatory factor analysis (CFA) results ($\chi 2$ = 73.21; *df* = 34; *NFI* = .96; *CFI* = 0.98; *RMSEA* = 0.055; *SRMR* = 0.041) indicated a good model fit, confirming the construct validity of the Turkish version (Kaya & Odacı, 2021). The scale demonstrated an internal consistency coefficient of .81, and the split-half reliability coefficient of .78 (Kaya & Odacı, 2021). Overall, findings supported that the 10-item, single-factor, 5-point Likert type (*0 = not true – 4 = always true*) Turkish form of the CD-RISC-SF is a valid and reliable instrument for assessing psychological resilience among university students (Kaya & Odacı, 2021).

In the current study, the 10-item short form of the Connor-Davidson Resilience Scale (CD-RISC), which was adapted into Turkish by Kaya and Odacı (2021), was used to assess the psychological resilience of pre-service early childhood teachers (see Appendix C). A summary of the structural characteristics of the CD-RISC in the three key studies (Connor & Davidson, 2003; Campbell-Sills & Stein, 2007; Kaya & Odacı, 2021) mentioned above is presented in Table 8.

Table 8. Structure of CD-RISC

Scales	**Subscales**	**Number of Items**	**Internal Consistency of the Scale**
Connor-Davidson Resilience (Connor & Davidson, 2003)	Personal Competence, High Standards, and Tenacity	8	.89
	Trust in One's Instincts, Tolerance of Negative Affect, and Strengthening Effects of Stress	7	
	Positive Acceptance of Change and Secure Relationships	5	
	Control	3	
	Spiritual Influences	2	
Connor-Davidson Resilience Scale Short Form (Campbell-Sills & Stein, 2007)	Single Factor	10	.85

Table 8. (continued)

Connor-Davidson Resilience Scale Short Form (Kaya & Odacı, 2021)	Single Factor	10	.81
Connor-Davidson Resilience Scale Short Form (Current Study)	Single Factor	10	.886

3.4.4. Multidimensional Scale of Perceived Social Support

The Multidimensional Scale of Perceived Social Support (MSPSS) was developed by Zimet and colleagues (1988) to create a brief and easily administered self-report instrument that allows individuals to assess the adequacy of their perceived social support subjectively. The scale development study included a total of 275 undergraduate students (136 female, 139 male) enrolled in an introductory psychology course at a university, representing four academic levels (freshman, sophomore, junior, and senior) (Zimet et al., 1988). Participants ranged in age from 17 to 22 years (Mean = 18.6, *SD* = .88) (Zimet et al., 1988). The scale initially consisted of 24 items, 3 sub-dimensions, and a 5-point Likert-type structure (*1 = ''strongly disagree'' – 5 = ''strongly agree''*) (Zimet et al., 1988). Following several pilot studies, the instrument was refined into its final form, a 12-item, 3-factor, employing a 7-point Likert scale ranging from *1 (very strongly disagree)* to *7 (very strongly agree)* (Zimet et al., 1988). The subscales were identified as *''Significant Other''* (Cronbach's alpha = .91), *''Family''* (Cronbach's alpha = .87), and *''Friends''* (Cronbach's alpha = .85), each consisting of four items (Zimet et al., 1988). Overall, Cronbach's alpha for the total scale was .88 (Zimet et al., 1988). Additionally, in a test-retest reliability analysis conducted several months later, the Cronbach's alpha values for the subscales were found to be .72, .85, and .75, respectively, while the total scale demonstrated a reliability coefficient of .85 (Zimet et al., 1988).

Zimet and colleagues (1990) extended the examination of the Multidimensional Scale of Perceived Social Support Scale (MSPSS) beyond the initial university students' sample by evaluating its psychometric properties of the scale, such as

internal consistency, factorial validity, and subscale validity, across diverse population groups. The study included three distinct samples: 265 pregnant women aged 16 to 42 years; 74 adolescents (49 females, 25 males) aged 15 to 19 years living with their families in Europe; and 55 pediatric residents (33 females, 22 males) aged 24 to 38 years. (Zimet et al., 1990). For the first group (pregnant women), Cronbach's alpha coefficients were .90 for the *''Family''* subscale, .94 for the *''Friends''* subscale, .90 for the *''Significant Other''* subscale, and .92 for the total scale (Zimet et al., 1990). For the second group (adolescents), the alpha coefficients were reported as .81 for the *''Family''* subscale, .92 for the *''Friends''* subscale, .83 for the *''Significant Other''* subscale, and .84 for the total scale (Zimet et al., 1990). For the third group (pediatric residents), the corresponding values were .83 for *''Family''* subscale, .90 for the *''Friends''* subscale, .98 for *''Significant Other''* subscale, .90 for the total scale (Zimet et al., 1990). These findings demonstrated that the MSPSS maintained strong internal consistency and a stable factorial structure across distinct demographic groups.

Eker and Arkar (1995) examined the reliability, construct validity, and factor structure of the Multidimensional Scale of Perceived Social Support (MSPSS), originally developed by Zimet et al. (1988). The study employed both university and hospital samples. The hospital sample consisted of four subgroups: a normal group comprising of visitors to the hospital, psychiatric patients, patients with kidney disease, and students attending a university health center (Eker & Arkar, 1995). In the first phase of the study, data were obtained from 146 university students to assess the psychometric properties of the Turkish translation of the scale (Eker & Arkar, 1995). In the second phase, additional data were collected from a hospital sample consisting of 200 participants across four subgroups (Eker & Arkar, 1995). The factor analyses of the scale were conducted separately for university and hospital samples using the principal component method with oblimin rotation (Eker & Arkar, 1995). Consistent with the original form, the Turkish version retained a 12-item, three-factor structure rated on a 7-point Likert scale and showed high internal consistency (Eker & Arkar, 1995). For university sample, Cronbach's alpha coefficients were .91 for *''Significant Other''* subscale, .87 for *''Family''* subscale, .87 for *''Friends''* subscale, and .85 for the total scale (Eker & Arkar, 1995). For

students attending the university health center, the coefficients were .79, .82, .86, and .77, respectively (Eker & Arkar, 1995). Among patients with kidney disease, the coefficients were .83, .92, .78, and .86 (Eker & Arkar, 1995). For the normal group, they were .89, .83, .90, and .87, while for psychiatric patients, they were .89, .83, .86, and .88, respectively (Eker & Arkar, 1995). These findings indicate that the Turkish adaptation of the scale demonstrated strong reliability and validity across diverse sample groups.

Eker, Arkar, and Yaldız (2001) examined the psychometric properties of the revised form of the Multidimensional Scale of Perceived Social Support (MSPSS) (see Appendix D). The study was conducted on three distinct groups, each comprising 50 participants: psychiatric patients, surgical patients, and a normal group consisting of patient visitors. To examine the factor structure of the scale, principal component analysis with oblique rotation was conducted (Eker et al., 2001). For the analysis, data from three groups were combined (N = 150). The results demonstrated a three-factor structure (*''Significant Other''*, *''Family''*, and *''Friends''*) for the 12-item, 7-point Likert-type scale which explained 75% of the total variance (Eker et al., 2001). The results indicated high internal consistency across all subscales and the total score. Cronbach's alpha coefficients for the entire sample were .92 for *''Significant Other''* subscale, .85 for *''Family''*, .88 for *''Friends''*, and .89 for the total scale (Eker et al., 2001). These findings demonstrate that the revised Turkish version of the scale is a reliable measure applicable to both clinical and non-clinical populations. Therefore, in the present study, the revised form of the scale was used to assess pre-service early childhood teachers' perceived social support scores. The Cronbach's alpha coefficients obtained in the current study, along with an overview of previous versions of the scale, are presented in Table 9.

Table 9. Structure of MSPSS

Scales	Subscales	Number of Items	Cronbach's Alpha
The Multidimensional Scale of Perceived Social Support (Zimet et al., 1988)	Significant Other	4 (Items 1, 2, 5, 10)	.91
	Family	4 (Items 3, 4, 8, 11)	.87
	Friends	4 (Items 6, 7, 9, 12)	.85

Table 9. (continued)

The Multidimensional Scale of Perceived Social Support (Zimet et al., 1990)	Significant Other	4 (Items 1, 2, 5, 10)	.90, .83, .98
	Family	4 (Items 3, 4, 8, 11)	.90, .81, .83
	Friends	4 (Items 6, 7, 9, 12)	.94, .92, .90
The Multidimensional Scale of Perceived Social Support (Eker & Arkar, 1995)	Significant Other	4 (Items 1, 2, 5, 10)	.91, .79, .83, .89, .89
	Family	4 (Items 3, 4, 8, 11)	.87, .82, .92, .83, .83
	Friends	4 (Items 6, 7, 9, 12)	.87, .86, .78, .90, .86
The Multidimensional Scale of Perceived Social Support (Eker et al., 2001)	Significant Other	4 (Items 1, 2, 5, 10)	.88, .95, .92, .92
	Family	4 (Items 3, 4, 8, 11)	.83, .83, .80, .85
	Friends	4 (Items 6, 7, 9, 12)	. 84, .89, .85, .88
The Multidimensional Scale of Perceived Social Support (Current Study)	Significant Other	4 (Items 1, 2, 5, 10)	.965
	Family	4 (Items 3, 4, 8, 11)	.932
	Friends	4 (Items 6, 7, 9, 12)	.961

Note. Cronbach's alpha values reported by Zimet et al. (1988) represent the reliability coefficients obtained from the total sample. For Zimet et al. (1990), the Cronbach's alpha coefficients correspond respectively to the pregnant women, adolescents, and pediatric residents' samples. For Eker and Arkar (1995), the coefficients correspond respectively to the samples of university students, students attending to a university health center, patients with kidney disease, hospital visitors (normal group), and psychiatric patients. For Eker and colleagues (2001), the values correspond respectively to psychiatric patients, surgical patients, hospital visitors (normal group), and the total sample. The Cronbach's alpha values presented for the current study were calculated based on the total sample.

3.5. Validity and Reliability

The validity and reliability of the instruments used in research directly affect the scientific quality and interpretability of the findings. These two terms are the fundamental criteria that researchers consider when selecting appropriate data collection instruments for their study (Fraenkel et al., 2012). According to Fraenkel and colleagues (2012), validity refers to the degree to which an instrument accurately measures the characteristic it intends to measure. In other words, it demonstrates whether the scale used actually assesses the target construct (for the present study, psychological resilience, professional self-efficacy, and perceived social support). A valid instrument ensures that researchers interpret the results obtained from the data are meaningful and accurate (Fraenkel et al., 2012).

On the other hand, reliability refers to the consistency and stability of a measuring instrument (Fraenkel et al., 2012). According to Fraenkel et al. (2012), a reliable test should yield similar results when administered at different times or to different samples. A high internal consistency of scales indicates that each item represents the same construct coherently. The scales used in this study have high reliability and validity values in previous original and adaptation studies, supporting the reliability of the present findings.

In the current study, the internal consistency reliabilities of the Likert-type scales were recalculated. As noted by Pallant (2016), Cronbach's alpha coefficient is the most frequently used statistical indicator for assessing the internal consistency of scales. A Cronbach's alpha value of .70 or higher indicates a good internal consistency of the scale (Pallant, 2016). In this regard, the Cronbach's alpha coefficients obtained in the present study indicate that the data collection instruments used have high internal consistency within scientifically acceptable reliability limits. The Cronbach's alpha coefficients related to the reliability of the scales are presented in Table 10.

Table 10. Reliability Statistics of the Instruments Used in the Current Study

Instruments	Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
Preschool Teacher Professional Self-Efficacy Scale	.993	.993	24
Connor-Davidson Resilience Scale Short Form	.886	.889	10
Multidimensional Scale of Perceived Social Support	.937	.940	12

3.6. Ethical Considerations

There are essential points to consider regarding ethical principles for researchers. The most fundamental of these is to protect participants from any potential harm or deception and to ensure the confidentiality of the collected data (Fraenkel et al.,

2012). Accordingly, researchers are advised to inform participants clearly about the purpose of the study, structure, potential risks, and the voluntary nature of participation (Fraenkel et al., 2012).

In line with these principles, participants were provided with detailed information regarding the purpose, scope, expectations, data usage, and participation conditions of the study through the Consent Form (see Appendix E). The form clearly stated that participants could withdraw from the study at any time without giving any reason if they felt uncomfortable with any question or situation. Additionally, the researcher's contact information was shared to address possible questions or concerns, ensuring transparent communication with potential participants.

During the data collection process, no personally identifiable information or sensitive personal data were requested from participants. The names of the universities where the participants were enrolled were coded and anonymized to ensure confidentiality. The scales used in the current research were employed with the permission of their respective authors (see Appendix F). Throughout data collection, analysis, reporting, and interpretation, the principles of scientific integrity, objectivity, and confidentiality were followed.

The present research was conducted in accordance with the principles of scientific research and publication ethics. Specifically, this study adhered to the Council of Higher Education (CoHE) ''Directive on Scientific Research and Publication Ethics'' and the ethical principles of the American Psychological Association (APA). Prior to data collection, ethical approval was obtained from the Middle East Technical University (METU) Applied Ethics Research Center, Human Research Ethics Committee (HREC) (Protocol No: 0218-ODTÜİAEK-2025, Date: May 12, 2025).

3.7. Data Collection Procedure

Prior to data collection, the researcher applied to the Middle East Technical University Human Research Ethics Committee and obtained the necessary ethical

approval for the study (see Appendix G). To minimize time loss, ensure fast access to the accessible population, promote sustainability by avoiding paper waste, and reduce the possibility of missing data, the data were collected online via Google Forms from pre-service early childhood teachers studying at six universities in Ankara during the Spring Semester of the 2024-2025 academic year.

Before initiating the data collection process, the researcher carried out a series of preparatory steps. First, all universities across Türkiye offering an undergraduate program in Early Childhood Education were identified. Then, considering the structure, feasibility, and accessibility of the research, the universities located in Ankara were selected as a representative sub-sample of the target population.

To reach third and fourth-grade pre-service early childhood teachers, several communication channels were utilized. Initially, official emails were sent from the researcher's institutional account to faculty members and research assistants. These emails introduced the current study's purpose, scope, and procedures and requested their assistance in sharing the research link with eligible students. Reminder emails were sent at regular intervals throughout the data collection period.

Additionally, the researcher conducted face-to-face meetings with faculty members and research assistants to introduce herself and the study, ensuring open and transparent communication. Upon approval, the study link and an accompanying QR code were shared third and fourth-grade students enrolled in Early Childhood Education programs. Furthermore, to enhance visibility and reach a broader participant pool, the study was also announced through student communities and social media platforms such as WhatsApp and Instagram. Aa a result of this process, a total of 413 pre-service teachers from six universities voluntarily participated in the research. After data screening, 410 valid responses were retained for analysis.

3.8. Data Analysis

Data collected from pre-service early childhood teachers were analyzed using the IBM SPSS Statistics 31.0 software package. Prior to the main analyses, preliminary

data screening procedures were conducted to ensure the suitability of the data. According to Pallant (2016), the data set should be thoroughly checked and cleaned before analysis. Accordingly, the dataset was first examined for missing values and outliers. The questionnaires were completed online, and participants could not proceed without answering all questions; therefore, there were no missing data. Consequently, there was no data loss or input error. However, three participants who did not meet the inclusion criteria for the study were excluded from the dataset. The outlier control in the data set was performed according to the ±3.29 standard z-score threshold (Tabachnick & Fidell, 2013).

Multiple approaches were adopted to assess the normality assumption. The first included statistical tests, namely the Kolmogorov-Smirnov and Shapiro-Wilk tests. The Shapiro-Wilk test is recommended for sample sizes smaller than 50, while the Kolmogorov-Smirnov test is considered more appropriate for larger samples. However, when the sample size exceeds 100, both tests become overly sensitive, often identifying trivial deviations from normality as significant. Therefore, a multiple-method approach was adopted to assess normality more accurately.

The second approach involved examining descriptive statistics, particularly skewness and kurtosis values. Values within the range of ±1 (George & Mallery, 2016), ±1.5 (Tabachnick & Fidell, 2013), ±2 (George & Mallery, 2016), and even ±3 (Kline, 2016) are generally considered as acceptable indicators of normality. The third approach involved visual inspections, such as histograms and Q-Q plots.

Normality was assessed using both descriptive and graphical methods. For each variable (Professional Self-Efficacy, Psychological Resilience, and Perceived Social Support), skewness and kurtosis values were found to be within the acceptable ranges of ±1.5 and ±2, indicating a normal distribution. The overall pattern of histograms and Q-Q plots supported this finding.

Given the large sample size (N = 410, n > 30), minor deviations from normality were not considered problematic, and the data were deemed suitable for parametric analyses. Descriptive statistics, including the mean (*M*), standard deviation (*SD*),

minimum, and maximum values, were calculated for all scales (PTPSES, CD-RISC-SF, MSPSS). Frequencies and percentages were reported for demographic variables (gender, marital status, university, university type, and grade level).

The reliability of the scales used in this study was examined using Cronbach's alpha coefficients. According to Pallant (2016), a coefficient of .70 or higher indicates acceptable reliability, while a coefficient of .80 or higher reflects high internal consistency. In the current study, Cronbach's alpha coefficients were .993 for the Preschool Teacher Professional Self-Efficacy Scale (PTPSES), .886 for the Connor-Davidson Resilience Scale Short Form (CD-RISC-SF), and .937 for the Multidimensional Scale of Perceived Social Support (MSPSS), indicating high internal consistency for all instruments.

To address the research questions, inferential statistical analyses were conducted to examine group differences and relationships among variables. Independent samples t-tests were used to determine whether there were significant differences between the two groups, and multiple linear regression analyses were used to explore the predictive relationships between independent and dependent variables.

In the study, assumptions were tested to verify the applicability of the independent samples t-test and multiple linear regression analyses. For the independent samples t-test, the normality assumption was first evaluated. For this purpose, a multifaceted approach was adopted, including statistical tests, descriptive statistics, and graphical inspections. The evaluations revealed a normal distribution. The homogeneity of variance between groups was examined using Levene's test, and the results showed that the assumption of equal variances assumed was met. Prior to conducting the multiple linear regression analysis, several assumptions were checked, including sample size adequacy, multicollinearity, singularity, influential observations (outliers), normality, linearity, homoscedasticity, and independence of residuals (Pallant, 2016).

Different considerations were taken regarding the adequacy of the sample size. According to Tabachnick and Fidell (2013), the required sample size should satisfy

the formula $N \geq 50 + 8m$, where m represents the number of predictor variables. For current study, the minimum sample size was calculated as 66. Stevens (1996, as cited in Pallant, 2016) also recommends that, particularly for social sciences research, there should be at least 15 participants per predictor variable. As another sample size calculation method, a priori power analysis was conducted using the G*Power 3.1 program for multiple linear regression analysis (Faul et al., 2007). The analysis assumed a medium effect size ($f^2 = .15$), a significance level ($\alpha = .05$), and statistical power ($1 - \beta$) = .80, which are frequently preferred in the social sciences. The minimum sample size required for a model with two predictor variables was calculated as 68. Based on these criteria, the current sample size (N = 410) was concluded to be quite adequate.

The possibility of multicollinearity between the independent variables was checked using the variance inflation factor (VIF) and tolerance values. A VIF value above 10 is considered an indicator of multicollinearity (Pallant, 2016). In the social sciences, however, it is generally expected that the tolerance value should exceed .20, while the VIF value should remain below 5. According to Büyüköztürk (2024), for the assumption of multicollinearity to be met, the variance inflation factor (VIF) must be below 10, the tolerance value must be above .20, and the condition index (CI) must be below 30. In the current study, VIF = 1.064, Tolerance = .940, and condition index dimension 2 = 7.274 and dimension 3 = 9.672 were found; these values indicate that there was no evidence of multicollinearity.

The normality of the residuals was assessed through histograms and P-P plots, which revealed that the residuals closely followed the normal curve. Outliers and influential observations were examined using standardized residuals, Cook's distance, and Mahalanobis distance values. Tabachnick and Fidell (2013) state that standardized residual values should be within ±3.3. In the current study, the standardized residuals ranged from -3.002 to 1.928. Cook's distance values were below .069, while Mahalanobis distance values ranged between 0.003 and 17.050. The critical Mahalanobis value for two independent variables was 13.82 (Pallant, 2016). Although some cases slightly exceeded this critical threshold, Cook's distance values were well below 1, and no data entry errors were detected. Therefore, these

observations were not considered to have a substantial impact on the regression model.

Consequently, no significant outliers were identified that might distort the model. The independence of residuals was checked using the Durbin-Watson value, which yielded a value of 1.965. The Durbin-Watson value is required to be between 1 and 3 (Field, 2009; Mayers, 2013). This result indicates that there is no autocorrelation among the residuals. All these findings demonstrate that the multiple linear regression analysis was met. The significance level in the analyses was set at $\alpha = .05$, and all findings were presented in accordance with APA 7th edition reporting principles.

3.9. Assumptions and Limitations

3.9.1. Assumptions

The current research was based on the following assumptions:

It was assumed that all participants read and understood each scale item accurately and in a suitable environment, and that their responses reflected their true feelings and thoughts, given transparent, unbiased, honest, and sincere participation in line with ethical principles of scientific research.

It is assumed that participants took part in research voluntarily, based on their own free will, without any external pressure or direction, and that their responses were free from social desirability bias.

The Preschool Teacher Professional Self-Efficacy Scale, the Connor-Davidson Psychological Resilience Scale Short Form, and the Revised Form of the Multidimensional Scale of Perceived Social Support used in the research were assumed to be valid and reliable instruments for measuring the intended constructs.

It was assumed that the online data collection form containing the measuring instruments was completed accurately and completely by the participants and that no technical or system related errors occurred during the process.

It was assumed that the participants' responses regarding demographic information such as gender, age, grade level, and university type were accurate and up to date.

The statistical analysis methods employed in the current study (e.g., independent samples t-test and multiple linear regression) were assumed to be appropriate for the distribution characteristics of the data and the research purpose.

3.9.2. Limitations

The current research was conducted within the following limitations:

The research sample was limited to third and fourth-grade pre-service early childhood teachers enrolled at six universities in Ankara during the Spring Semester of the 2024-2025 academic year.

The data in this study was limited to responses reflecting the personal perceptions and opinions of pre-service early childhood teachers regarding the data collection instruments.

Standard scales were used as data collection instruments in the research. Therefore, the findings obtained are limited to the items included in these scales, and in-depth qualitative data regarding the participants' feelings, thoughts, and experiences were not obtained.

The sub-dimensions of the Preschool Teacher Professional Self-Efficacy Scale and the Revised Form of the Multidimensional Scale of Perceived Social Support, utilized as data collection instruments, were not included in the scope of current study. The single-factor short form of the Connor-Davidson Psychological Resilience Scale was employed.

The aim of the study was to reveal general characteristics of the current sample based on the total scores of these instruments. Although there are various studies in the literature that address these sub-dimensions, the focus of the current study was

defined as presenting overall view of pre-service early childhood teachers' levels of professional self-efficacy, psychological resilience, and perceived social support and revealing the relationships among them. This approach may have led to the neglect of the subtle details that the sub-scales could have provided.

A convenience sampling method was used in the current research; thus, the sample consisted of third and fourth-grade pre-service teachers studying in Ankara. Although this may seem advantageous in representing the actual population, a more cautious approach should be adopted regarding the generalizability of the findings when regional and cultural differences are considered. In this context, the results of the current study may be limited.

The data collection period was limited to the Spring Semester of 2024-2025. Accordingly, the results may have been influenced by contextual factors relevant to that period, such as the structure of educational programs, environmental and societal conditions, participants' mental well-being, or other significant developments occurring during the semester.

An online form (Google Forms) was used as the data collection instrument. This means that external factors, such as internet access, technological competence, or participant motivation, may have had a minor influence on the response rate and data quality.

The current study adopted a correlational model, a quantitative research method. The purpose of this model was to determine whether significant relationships exist between variables. Therefore, the results obtained are related to the existence and direction of relationships between variables. Consequently, correlational studies do not aim to establish cause-and-effect relationships.

CHAPTER 4

RESULTS

In this chapter, the findings of the study are presented. Preliminary analyses, including data preparation procedures and evaluation of statistical assumptions necessary for inferential tests are addressed in the first section. Descriptive statistics for all variables in the study are displayed in the second section. Frequency and percentage distributions of demographic variables, as well as central tendency values (mean and standard deviation) for professional self-efficacy, psychological resilience, and perceived social support are provided in this section. The results of the inferential statistics are reported in third section. The results of independent samples t-tests used to examine whether professional self-efficacy, psychological resilience, and perceived social support differ based on gender, grade level, and university type are presented primarily in this section. Then, the results of multiple regression analyses used to determine the extent to which psychological resilience and perceived social support predict professional self-efficacy are presented.

4.1. Preliminary Analyses

Data collected online via Google Forms were initially transferred to an Excel file. Subsequently, the Excel file was screened and the necessary adjustments were made to prepare the data for SPSS analysis. IBM SPSS Statistics software package 31.0 was used for data analysis.

4.1.1. Selection of Statistical Analysis

A number of factors were taken into consideration to determine which statistical analysis would be used in the study. This evaluation involved a systematic process

based on the structure of the data, the research questions or hypotheses, the types of variables, and their assumptions. First, attention was paid to the focus of the research questions. It was determined whether the focus was on group differences, relationships, effects, or prediction. The types of variables were identified, and whether these variables were continuous, categorical, or ordinal was examined. The most important determinant was the data distribution and assumptions.

4.1.2. Examination of Missing Data and Outliers

Before proceeding with the analysis, the data set was examined for missing data and outliers. Because the study's data were collected via an online survey, which required responses to all items and did not transfer to subsequent items until they were completed, there was no missing data. However, during the dataset screening, three participants were excluded from the study because they were deemed incompatible with the scope and purpose of the study. Thus, the initial number of participants, consisting of 413 pre-service early childhood teachers, was reduced to 410 after preliminary screening.

The literature includes several different methods for identifying outliers, such as examining box plots, checking scatterplots, and calculating z-scores (Pallant, 2016). In the current sample (N = 410), graphs were examined and z-scores were calculated for the control of extreme values; the range -3.29 to +3.29 was used as the criterion for z-scores (Tabachnick & Fidell, 2013). The calculated z-scores were evaluated in detail, and some observations that initially appeared to be outliers were carefully examined to determine whether they exhibited a similar pattern on other scales, were specific to a particular group, and represented their significance.

Furthermore, sample size is known to be one of the factors that mitigates the effect of outliers. More clearly, while extreme values may be more problematic in small samples, they might not be influential in larger samples (Cousineau & Chartier, 2010). In addition, there is no consensus on a theoretical framework regarding outliers in the literature (Cousineau & Chartier, 2010). This demonstrates that the approach researchers adopt in identifying outliers in the process influences outlier

control. It is also known that directly removing observations that are statistically outliers is not always the correct approach, and the researcher's contextual assessment is also critical to the structure of the study. One of the general consensuses on this matter is that the final decision should be made by the researcher.

4.1.3. Assumptions Testing in Inferential Statistics

For statistical analyses to be applied, certain assumptions of the relevant methods must be met (Pallant, 2016). Therefore, it is important to evaluate these assumptions before proceeding with the analyses (Tabachnick & Fidell, 2013). If the assumptions are met in the study, parametric tests are applied; if not, non-parametric tests are applied. In the current study, parametric tests were employed because the necessary assumptions were satisfied.

Parametric and non-parametric tests, along with regression and correlation analyses, are generally classified under the heading of inferential statistics. In the current study, independent samples t-tests and multiple linear regression analysis were used to answer the research questions. The assumptions for both analyses are summarized in Table 11.

Table 11. Assumptions of Inferential Statistics Used in the Current Study

Assumptions of Independent Samples t-Test	Assumptions of Multiple Regression
Normal Distribution/Normality	Normality
Independence of Observations	Adequacy of Sample Size
Homogeneity of Variances	Multicollinearity and Singularity
	Influential Observations/Outliers
	Linearity and Homoscedasticity
	Independence of Residuals/Errors

Note. The categorization of assumptions was adopted from Pallant (2016).

4.1.4. Examination of Normal Distribution

Assuming normal distribution is a crucial step in statistical analyses. However, this assumption cannot always be met. Therefore, literature offers a range of assessment

methods for checking normal distribution. These methods can be grouped under two main headings: statistical and graphical assessment methods. It is recommended that graphical methods be evaluated alongside statistical methods when examining normal distribution (Mayers, 2013; Pallant, 2016).

Statistical methods include skewness and kurtosis values, the Kolmogorov-Smirnov and Shapiro-Wilk tests, while graphical methods include histograms, stem-and-leaf plots, boxplots, normal Q-Q plots, and detrended normal Q-Q plots (Büyüköztürk, 2024; Kline, 2016; Pallant, 2016; Tabachnick & Fidell, 2013). These methods are frequently used in assessing normal distribution.

In this study, multiple methods were employed to assess normality. In other words, the suitability of the data for normal distribution was addressed multidimensionally using both statistical and graphical methods. The means of the scale total scores were used in the calculations.

Among statistical methods, the values of skewness and kurtosis are considered important metrics for assessing normal distribution, especially in large samples. Therefore, these values were examined first in the study. Skewness indicates the symmetry of the data distribution, showing whether it is symmetrical, while kurtosis measures the peakedness of the distribution, reflecting the height of the peak (Pallant, 2016; Tabachnick & Fidell, 2013).

Skewness and kurtosis values between -1 and +1 indicate an excellent normal distribution (George & Mallery, 2016; Pallant, 2016). Furthermore, values between -1.5 and +1.5 (Tabachnick & Fidell, 2013) and -2 and +2 (George & Mallery, 2016) also indicate a normal distribution. Additionally, skewness and kurtosis values between -3 and +3 are also considered to satisfy normality (Doğan & Güney, 2024; Kline, 2016). The skewness and kurtosis values for each variable (Professional Self-Efficacy, Psychological Resilience, and Perceived Social Support) were found to range from -2 to +2, or even from -3 to +3, which is a more flexible measure; therefore, it was concluded that the normal distribution assumption was met. As seen in Table 12, the skewness and kurtosis values ranged from -1.485 to +1.379.

Table 12. Skewness and Kurtosis Statistics of Variables

Variable	Skewness		Kurtosis	
	Statistic	Standard Error	Statistic	Standard Error
Professional Self-Efficacy	-1.485	.121	1.379	.240
Psychological Resilience	-.463	.121	.674	.240
Perceived Social Support	-.756	.121	-.376	.240

Another statistical method used to assess normal distribution involves the Shapiro-Wilk and Kolmogorov-Smirnov tests. It is known that the Shapiro-Wilk test is more appropriate when the sample size is less than 50, and the Kolmogorov-Smirnov test is more appropriate when the sample size is greater than 50 (Büyüköztürk, 2024). The values for the Shapiro-Wilk and Kolmogorov-Smirnov tests are presented in Table 13. As seen in the table, the significance values for variables were found to be $p < .001$. Since the significance values are less than .05, this seemingly suggests a violation of the normality assumption. However, it is well-known that these tests become overly sensitive in studies with large sample sizes and can display even minor deviations as statistically significant (Pallant, 2016). Consequently, in social science research, favoring these tests as the sole criterion for evaluating normality in large samples will not yield a particularly meaningful assessment due to their sensitivity. Adopting the results from other methods is considered a more appropriate approach. As a result, since other methods provided normal distribution and the sample was large ($N = 410$), the Kolmogorov-Smirnov test values were not taken into consideration in this study.

Table 13. Shapiro-Wilk and Kolmogorov-Smirnov Statistics of Variables

Variables	Kolmogorov-Smirnov		Shapiro-Wilk	
	Statistic	Sig.	Statistic	Sig.
Professional Self-Efficacy	.201	<.001	.805	<.001
Psychological Resilience	.083	<.001	.981	<.001
Perceived Social Support	.133	<.001	.908	<.001

The assessment then proceeded with graphical methods to evaluate normal distribution. In this context, histograms were examined first. In histograms, the shape

of each variable is clearly visible, and a bell-shaped curve is an indication of normality (Pallant, 2016). The evaluations revealed that the histograms resembled a bell curve and demonstrated normality. In a normal Q-Q plot, the data points falling on or close to the 45-degree straight line signify normality (Büyüköztürk, 2024). Examination of the Q-Q plots in the study revealed that the points were clustered on and near the line, which demonstrated the presence of a normal distribution.

4.1.5. Assumptions of Independent Samples t-Test

The independent samples t-test, one of the inferential statistics used in the study, was conducted to test whether there was a significant difference between the two groups, and its assumptions are presented in Table 11. These assumptions are normal distribution, independence of observations, and homogeneity of variances.

4.1.5.1. Normality and Independence of Observations

The normality distribution was examined first, and statistical and graphical analyses confirmed that the assumptions were met. The assumption of independence of observations was then addressed. This assumption is more closely related to the research design and data collection method than to the statistical tests themselves. The assumption of independent observations requires that the scores obtained from any participant in one group do not impact the scores obtained from the other group or from any other participant in the same group, and that they are completely independent of each other.

Data in the study were collected individually via an online survey during the same time period. Each preschool teacher candidate formed a separate observation unit, ensuring no interaction between them. In addition, the groups were composed of separate and non-overlapping observations (e.g., a participant could not be in both the male and female groups, or in both private and public university groups). Considering all these factors, the score of each participant was deemed independent of the scores of other participants, and thus, the assumption of independence of observations was satisfied.

4.1.5.2. Homogeneity of Variances

The assumption of equality of variances between groups was examined using Levene's test. If the Levene's test result $p > .05$, the variances are considered homogeneous, and the results from ''equal variances assumed'' row of the t-test are reported. Conversely, Levene's test result of $p < .05$ indicates that the variances are not equal, and in this case, the values in the ''equal variances not assumed'' row are taken into account. In this study, Levene's tests performed on professional self-efficacy, psychological resilience, and perceived social support scores revealed homogeneity of variances. Therefore, the t-test results corresponding to the situation where equal variances were assumed were used for the analyses. The values for the Levene's test are presented in Table 14.

Table 14. Results of Levene's Test for Variables

	Gender (Female and Male)		**Grade Level (3rd and 4th year)**		**University Type (Public and Private)**	
	F	**Sig.**	**F**	**Sig.**	**F**	**Sig.**
PTPSES	1.349	.246	.000	.985	.627	.429
CD-RISC-SF	1.729	.189	1.234	.267	.286	.593
MSPSS	.902	.343	.716	.398	3.750	.054

Note. PTPSES: Preschool Teacher Professional Self-Efficacy Scale; CD-RISC-SF: Connor-Davidson Resilience Scale Short Form; MSPSS: Multidimensional Scale of Perceived Social Support.

All assumptions required for the independent samples t-test were examined, and no violations of these assumptions were found. Based on these evaluations and results, the decision was made to perform the analysis.

4.1.6. Assumptions of Multiple Regression

Multiple linear regression (MLR) analysis, one of the inferential statistics used in the study, was conducted to reveal the relationship between the dependent variable, professional self-efficacy, and the independent variables, psychological resilience and perceived social support. Its assumptions are presented in Table 9. These assumptions are normality, sample size, multicollinearity and singularity, influential observations (outliers), linearity and homoscedasticity, and independence of error terms.

4.1.6.1. Normality

The normality of the distribution was first examined, and skewness and kurtosis values were checked. Then, graphs such as histograms, normal P-P plots, and scatterplots were examined. Statistical and graphical evaluations revealed that the assumptions were met.

4.1.6.2. Adequacy of Sample Size

Different viewpoints regarding the adequacy of the sample size were considered. According to Tabachnick and Fidell (2013), the sample size should be determined by the formula $N \geq 50 + 8m$ (m being the number of predictor variables). Based on this formula, the required sample size was calculated to be 66. Stevens (1996, as cited in Pallant, 2016) suggests that in social science research, there should be at least 15 observations for each predictor variable. As another method for calculating sample size, an ‘‘a priori’’ power analysis was conducted using the G*Power 3.1 program for multiple linear regression analysis (Faul et al., 2007). The analysis assumed a medium effect size ($f^2 = .15$), a significance level ($\alpha = .05$), and statistical power ($1 - \beta$) = .80, which are frequently preferred in the social sciences. The result of the analysis showed that the minimum required sample size for a model with two predictor variables was 68. In light of these considerations, the necessary calculations concluded that the current sample size ($N = 410$) is highly sufficient.

4.1.6.3. Multicollinearity and Singularity

Multicollinearity and singularity are conditions related to independent variables (Pallant, 2016). Multicollinearity occurs when independent variables are highly correlated with each other, indicating a strong correlation (e.g., $r = .9$ and above) (Field, 2009; Pallant, 2016; Tabachnick & Fidell, 2019). Singularity, conversely, refers to a perfect relationship among variables, where one variable completely explains the other, essentially being a linear combination (Pallant, 2016; Tabachnick & Fidell, 2019). Since no situation was observed in this study where the independent variables (psychological resilience and perceived social support) combined to form a

single independent variable, the assumption of singularity was met. The likelihood of multicollinearity among independent variables was tested using the variance inflation factor (VIF) and tolerance values. A VIF value above 10 is generally accepted as an indicator of multicollinearity (Pallant, 2016). In social sciences, it is generally expected that the tolerance value is greater than .20 and the VIF value is less than 5. According to Büyüköztürk (2024), a tolerance value below .20, a VIF value above 10, and a condition index (CI) above 30 indicate the presence of multicollinearity. In the current study, the VIF value was 1.064, the tolerance value was .940, and the condition index values were less than 30 (*CI* Dimension 2 = 7.274 and *CI* Dimension 3 = 9.672), these values demonstrated no problem of multicollinearity. Consequently, the assumption regarding multicollinearity and singularity was met.

4.1.6.4. Influential Observations/Outliers

Outliers are an assumption that must be checked for multiple regression analysis and are an important part of the initial data screening process. In the study, outliers were examined using standardized residuals, Cook's distance, and Mahalanobis distance. Tabachnick and Fidell (2013) stated that standardized residual values should be between -3.3 and +3.3. In the current study, these values were observed to range between a minimum of -3.002 and a maximum of 1.928. Cook's distance values were observed to be less than .069, and Mahalanobis distance values ranged from .003 to 17.050. The critical Mahalanobis value for the two independent variables is 13.82 (Pallant, 2016). Although the Mahalanobis value exceeded this limit in some cases, it was observed that these observations did not have a significant impact on the model because the Cook's distance value was below 1 and there were no data entry errors. Consequently, it was concluded that there were no outliers in the data set that would distort the model, and the assumption was met.

4.1.6.5. Linearity and Homoscedasticity

Linearity refers to the relationship between the dependent and independent variables being linear (Field, 2009). Homoscedasticity refers to the variance of the residual terms being constant and the showing equal scatter across all levels of the predictor

variables (Field, 2009). Examination of the scatterplot in the study revealed that linearity and homoscedasticity assumptions were met.

4.1.6.6. Independence of Residuals/Errors

The final assumption of the multiple linear regression analysis, independence of the error terms, was tested using the Durbin-Watson coefficient. The obtained Durbin-Watson value should be between 1 and 3 (Field, 2009; Tabachnick & Fidell, 2019). In this study, the Durbin-Watson value was found to be 1.965, which was within the desired range. Consequently, it can be stated that there is no autocorrelation between the error terms.

All these findings demonstrate that the assumptions of multiple linear regression analysis are met.

4.2. Descriptive Statistics

Descriptive statistics were calculated first, with the primary aim of revealing the fundamental characteristics of the variables included in the study and providing a general overview of the dataset. Within this scope, measures of central tendency (arithmetic mean), measures of dispersion (standard deviation), and observed minimum and maximum values for the variables of professional self-efficacy, psychological resilience, and perceived social support examined in the study were determined. In addition to providing preliminary information about the sample structure, the calculated descriptive statistics also provide the basis for interpreting the inferential analyses. All descriptive results for the relevant variables are presented in detail in Table 15.

Table 15. Descriptive Statistics for Research Scales

Scale	*N*	*M*	*SD*	Min	Max
PTPSES	410	7.3622	1.79137	1	9
CD-RISC-SF	410	2.5002	.70084	0	4
MSPSS	410	5.3341	1.50031	1	7

Note. *M*: Mean; *SD*: Standard Deviation; PTPSES: Preschool Teacher Professional Self-Efficacy Scale; CD-RISC-SF: Connor-Davidson Resilience Scale Short Form; MSPSS: Multidimensional Scale of Perceived Social Support.

In the current study, the professional self-efficacy of pre-service early childhood teachers was measured with the Preschool Teacher Professional Self-Efficacy Scale, a 9-point Likert-type scale developed by Toran et al. (2024). The scale score range is therefore between 1 and 9, where higher scores indicate greater professional self-efficacy. In the study, the mean professional self-efficacy score for pre-service early childhood teachers was found to be 7.36, with a standard deviation of 1.79. The psychological resilience of pre-service early childhood teachers was measured with the Connor-Davidson Resilience Scale Short Form, a 5-point Likert-type scale adapted into Turkish by Kaya and Odacı (2021). The scale score ranges from 0 to 4, with higher scores indicating higher psychological resilience. In the study, the mean psychological resilience scores of pre-service early childhood teachers were found to be 2.50, with a standard deviation of .70. Finally, in the study pre-service early childhood teachers' perceived social support scores were measured using the Multidimensional Scale of Perceived Social Support, a 7-point Likert-type scale adapted and revised for Turkish by Eker et al. (2001). Therefore, the scale score ranges from 1 to 7, with higher scores indicating higher perceived social support. The mean of the perceived social scores of pre-service early childhood teachers was found to be 5.33, with a standard deviation of 1.50.

4.3. Inferential Statistics

A series of inferential analyses were conducted on the dataset to answer the research questions of the study. The research model was designed to examine the relationships among variables, differences between different groups, and the predictive effects of variables. The assumptions of the statistical methods used were met. The research questions related to the types of analyses applied are systematically presented in Table 16.

Table 16. Research Questions and Related Analyses in the Current Study

Research Question	Analysis
1. What is the professional self-efficacy level of pre-service early childhood teachers?	Descriptive Statistics
1.1. Do the professional self-efficacy levels of pre-service early childhood teachers differ across gender, grade level, and university type?	Independent Samples t-Test

Table 16. (continued)

2. What is the psychological resilience level of pre-service early childhood teachers?	Descriptive Statistics
2.1. Do the psychological resilience levels of pre-service early childhood teachers differ across gender, grade level, and university type?	Independent Samples t-Test
3. What is the perceived social support level of pre-service early childhood teachers?	Descriptive Statistics
3.1. Do the perceived social support levels of pre-service early childhood teachers differ across gender, grade level, and university type?	Independent Samples t-Test
4. What is the relationship between psychological resilience, perceived social support and professional self-efficacy levels of pre-service early childhood teachers, and how do psychological resilience and perceived social support contribute to explaining professional self-efficacy when considered together?	Multiple Linear Regression

Note. Gender: Female and Male; Grade Level: 3rd Year and 4th Year; University Type: Public and Private.

4.3.1. Professional Self-Efficacy Across Demographic Variables

4.3.1.1. Gender

An independent samples t-test was conducted to examine whether professional self-efficacy scores differed significantly based on gender. First, the assumption of homogeneity of variance between the groups was evaluated using Levene's test, which indicated that the variances were homogeneous (F = 1.349, p = .246).

Table 17. Independent Samples t-Test Results for Professional Self-Efficacy by Gender

Female		**Male**		***t(407)***	***p***	**Cohen's *d***
M	***SD***	***M***	***SD***			
7.3613	1.80313	7.3562	1.69790	.015	.988	.003

Note. N = 409. M = mean; SD = standard deviation. Female (n = 378); male (n = 31). p-values are two-tailed.

In Table 17, the results of independent samples t-test showed that there was no statistically significant difference between the professional self-efficacy scores of female (M = 7.36, SD = 1.80) and male participants (M = 7.35, SD = 1.69), t(407) = .015, p = .988. The effect size was calculated using Cohen's d, and the difference

was found to be negligible (d = .003). These findings indicate that professional self-efficacy scores do not differ significantly based on gender.

4.3.1.2. Grade Level

An independent samples t-test was conducted to examine whether professional self-efficacy scores differed significantly based on grade level. First, the assumption of homogeneity of variance between groups was evaluated using Levene's test, which indicated that the variances were homogeneous (F = .000, p = .985).

Table 18. Independent Samples t-Test Results for Professional Self-Efficacy by Grade Level

3rd Year		4th Year		*t(408)*	*p*	Cohen's *d*
M	***SD***	***M***	***SD***			
7.1997	1.69259	7.5081	1.86752	-1.745	.082	-.173

Note. N = 410. M = mean; SD = standard deviation. 3rd year (n = 194); 4th year (n = 216). p-values are two-tailed.

In Table 18, the results of independent samples t-test revealed that there was no statistically significant difference between the professional self-efficacy scores of third-year (M = 7.19, SD = 1.69) and fourth-year students (M = 7.50, SD = 1.86), t(408) = -1.745, p = .082. The effect size was calculated with Cohen's d, and the difference was found to be negligible (d = -.173). These findings indicate that professional self-efficacy scores do not differ significantly based on grade level.

4.3.1.3. University Type

An independent samples t-test was conducted to examine whether professional self-efficacy scores differed significantly based on university type. First, the assumption of homogeneity of variances between the groups was evaluated using Levene's test, which indicated that the variances were homogeneous (F = .627, p = .429).

In Table 19, the results of independent samples t-test indicated that there was no statistically significant difference between the professional self-efficacy scores of

pre-service early childhood teachers studying at public universities (M = 7.33, SD = 1.76) and those studying at private universities (M = 7.48, SD = 1.93), $t(408)$ = -.626, p = .532.

Table 19. Independent Samples t-Test Results for Professional Self-Efficacy by University Type

Public		**Private**		***t(408)***	***p***	**Cohen's *d***
M	***SD***	***M***	***SD***			
7.3362	1.76038	7.4803	1.93410	-.626	.532	-.080

Note. N = 410. M = mean; SD = standard deviation. Public (n = 336); private (n = 74). p-values are two-tailed.

The effect size was calculated with Cohen's d, and the difference was found to be negligible (d = -.080). These findings indicate that professional self-efficacy scores do not differ significantly based on university type.

4.3.2. Psychological Resilience Across Demographic Variables

4.3.2.1. Gender

An independent samples t-test was conducted to examine whether psychological resilience scores differed significantly based on gender. First, the assumption of homogeneity of variances between the groups was evaluated using Levene's test, which indicated that the variances were homogeneous (F = 1.729, p = .189). The analysis results showed that there was a statistically significant difference between the psychological resilience scores of female and male pre-service teachers.

Table 20. Independent Samples t-Test Results for Psychological Resilience by Gender

Female		**Male**		***t(407)***	***p***	**Cohen's *d***
M	***SD***	***M***	***SD***			
2.4733	.68089	2.8097	.86616	-2.586	.010	-.483

Note. N = 409. M = mean; SD = standard deviation. Female (n = 378); male (n = 31). p-values are two-tailed.

As seen in Table 20, the psychological resilience scores of female pre-service teachers (M = 2.47, SD = .68) were significantly lower than those of male pre-service

teachers (*M* = 2.80, *SD* = .86), *t*(407) = -2.586, *p* = .010. The effect size was calculated with Cohen's *d*, and a moderate difference was found (*d* = -.483). These findings indicate that male pre-service early childhood teachers have statistically higher psychological resilience scores compared to female pre-service early childhood teachers.

4.3.2.2. Grade Level

An independent samples t-test was conducted to examine whether psychological resilience scores differed significantly based on grade level. First, the assumption of homogeneity of variance between the groups was evaluated using Levene's test, which indicated that the variances were homogeneous (*F* = 1.234, *p* = .267).

Table 21. Independent Samples t-Test Results for Psychological Resilience by Grade Level

3rd Year		4th Year		*t(408)*	*p*	Cohen's *d*
M	***SD***	***M***	***SD***			
2.4644	.65493	2.5324	.73968	-.980	.327	-.097

Note. *N* = 410. *M* = mean; *SD* = standard deviation. 3rd year (n = 194); 4th year (n = 216). *p*-values are two-tailed.

In Table 21, the results of the independent samples t-test indicated that there was no statistically significant difference between the psychological resilience scores of third-year (*M* = 2.46, *SD* = .65) and fourth-year students (*M* = 2.53, *SD* = .73), *t*(408) = -.980, *p* = .327. The effect size was calculated using Cohen's *d* and found to be negligible (*d* = -.097). These findings indicate that psychological resilience scores do not differ significantly based on grade level.

4.3.2.3. University Type

An independent samples t-test was conducted to examine whether psychological resilience scores differed significantly based on university type. First, the assumption of homogeneity of variance between the groups was evaluated using Levene's test, and the variances were homogenous (*F* = .286, *p* = .593).

Table 22. Independent Samples t-Test Results for Psychological Resilience by University Type

Public		Private		*t(408)*	*p*	Cohen's *d*
M	***SD***	***M***	***SD***			
2.4869	.71098	2.5608	.65393	-.821	.412	-.105

Note. *N* = 410. *M* = mean; *SD* = standard deviation. Public (n = 336); private (n = 74). *p*-values are two-tailed.

In Table 22, the results of the independent samples t-test showed that there was no statistically significant difference between the psychological resilience scores of pre-service early childhood teachers studying at public universities (*M* = 2.48, *SD* = .71) and those studying at private universities (*M* = 2.56, *SD* = .65). *t*(408) = -.821, *p* = .412. The effect size was calculated using Cohen's *d* and found to be negligible (*d* = -.105). These findings indicate that psychological resilience scores do not differ significantly based on university type.

4.3.3. Perceived Social Support Across Demographic Variables

4.3.3.1. Gender

An independent samples t-test was conducted to examine whether perceived social support scores differed significantly based on gender. First, the assumption of homogeneity of variance between the groups was evaluated using Levene's test, and the variances were homogeneous (*F* = 902, *p* = .343).

Table 23. Independent Samples t-Test Results for Perceived Social Support by Gender

Female		Male		*t(407)*	*p*	Cohen's *d*
M	***SD***	***M***	***SD***			
5.3397	1.50641	5.2124	1.43595	.454	.650	.085

Note. *N* = 409. *M* = mean; *SD* = standard deviation. Female (n = 378); male (n = 31). *p*-values are two-tailed.

The independent samples t-test results presented in Table 23 revealed no statistically significant difference between the perceived social support scores of female (*M* = 5.33, *SD* = 1.50) and male participants (*M* = 5.21, *SD* = 1.43), *t*(407) = .454, *p* =

.650. The effect size was calculated using Cohen's *d* and found to be negligible (*d* = .085). These findings indicate that perceived social support scores do not differ significantly based on gender.

4.3.3.2. Grade Level

An independent samples t-test was conducted to examine whether perceived social support scores differed significantly based on grade level. First, the assumption of homogeneity of variance between the groups was evaluated using Levene's test, and the variances were homogeneous (*F* = .716, *p* = .398).

Table 24. Independent Samples t-Test Results for Perceived Social Support by Grade Level

3rd Year		4th Year		*t(408)*	*p*	Cohen's *d*
M	***SD***	***M***	***SD***			
5.2431	1.51709	5.4159	1.48383	-1.165	.245	-.115

Note. *N* = 410. *M* = mean; *SD* = standard deviation. 3rd year (n = 194); 4th year (n = 216). *p*-values are two-tailed.

In Table 24, the results of the independent samples t-test showed that there was no statistically significant difference between the perceived social support scores of third-year (*M* = 5.24, *SD* = 1.51) and fourth-year students (*M* = 5.41, *SD* = 1.48), *t*(408) = -1.165, *p* = .245. The effect size was calculated using Cohen's *d* and found to be negligible (*d* = -.115). These findings indicate that perceived social support scores do not differ significantly based on grade level.

4.3.3.3. University Type

An independent samples t-test was conducted to examine whether perceived social support scores differed significantly based on university type. First, the assumption of homogeneity of variance between the groups was evaluated using Levene's test, and the variances were homogeneous (*F* = 3.750, *p* = .054).

The independent samples t-test results presented in Table 25 revealed that there was no statistically significant difference between the perceived social support scores of

pre-service early childhood teachers studying at public universities (M = 5.35, SD = 1.46) and those studying at private universities (M = 5.23, SD = 1.65), $t(408) = .654$, $p = .514$.

Table 25. Independent Samples t-Test Results for Perceived Social Support by University Type

Public		**Private**		***t(408)***	***p***	**Cohen's *d***
M	***SD***	***M***	***SD***			
5.3569	1.46521	5.2309	1.65714	.654	.514	.084

Note. N = 410. M = mean; SD = standard deviation. Public (n = 336); private (n = 74). p-values are two-tailed.

The effect size was calculated using Cohen's d and found to be negligible (d = .084). These findings indicate that perceived social support scores do not differ significantly based on university type.

4.3.4. Correlations Analysis Among Variables

Pearson correlation (r) analysis was conducted to examine the relationships among the variables in the model. As seen in Table 26, there were moderate, positive, and statistically significant correlations between professional self-efficacy (PTPSES) and psychological resilience (CD-RISC-SF) (r = .304, p < .001), and between professional self-efficacy and perceived social support (MSPSS) (r = .360, p < .001). These findings support the possibility that the independent variables could predict the dependent variable.

Upon examining the correlations among the independent variables, low-level, positive, and significant relationship was found between psychological resilience and perceived social support (r = .245, p < .001). This finding indicates that there is no high level of correlation that could cause problems regarding multicollinearity, which is the assumption of multiple regression analysis. Overall, it is seen that there are positive and significant relationships among all variables in the present study, and the correlation coefficients between the independent variables are within acceptable limits.

Table 26. Pearson Coefficients of Variables

	1	2	3
1.PTPSES	—		
2.CD-RISC-SF	.304**	—	
3. MSPSS	.360**	.245**	—

Note. N = 410; PTPSES: Preschool Teacher Professional Self-Efficacy Scale; CD-RISC-SF: Connor-Davidson Resilience Scale Short Form; MSPSS: Multidimensional Scale of Perceived Social Support. **p < .001, all correlations were two-tailed.

4.3.5. Multiple Regression Predicting Professional Self-Efficacy from Psychological Resilience and Perceived Social Support

The predictive power of psychological resilience and perceived social support on professional self-efficacy was investigated using multiple linear regression analysis. According to the analysis results presented in Table 27, the overall model was found to be statistically significant, $F(2, 407) = 44.47$, $p < .001$.

Table 27. Multiple Regression Model Summary Predicting Professional Self-Efficacy

R	R^2	*Adj.* R^2	*SE*	*F*	*df1*	*df2*	*p*	*Durbin-Watson*
.423	.179	.175	1.62679	44.470	2	407	< .001	1.965

Note. Dependent Variable: PTPSES (Professional Self-Efficacy). *SE*: Std. Error of the Estimate

Examining the explanatory power of the model, psychological resilience and perceived social support together account for 17.9% of the total variance in professional self-efficacy scores (R^2 = .179).

When examining the standardized coefficients presented in Table 28, it is evident that both psychological resilience (β = .229, $p < .001$) and perceived social support (β = .304, $p < .001$) variables statistically and positively predict professional self-efficacy.

Furthermore, perceived social support is the strongest predictor in the model. In addition, the VIF value (1.064) once again confirms that there is no multicollinearity problem in the model, as seen in the table.

Table 28. Regression Coefficients for Predictors of Professional Self-Efficacy

Independent Variable	*B*	*SE*	*β*	*t*	*p*	*VIF*
(Constant)	3.959	.372	—	10.644	<.001	—
CD-RISC-SF	.586	.118	.229	4.949	<.001	1.064
MSPSS	.363	.055	.304	6.573	<.001	1.064

Note. $N = 410$. β: Standardized Coefficient. VIF: Variance Inflation Factor. CD-RISC-SF: Connor-Davidson Resilience Scale Short Form; MSPSS: Multidimensional Scale of Perceived Social Support.

4.4. Summary of the Results

The current research focused on professional self-efficacy, psychological resilience, and perceived social support scores of pre-service early childhood teachers. The study evaluated whether these variables differed based on demographic variables such as gender, grade level, and university type, and assessed the predictive status of psychological resilience and perceived social support on professional self-efficacy. The research sample consisted of 410 pre-service early childhood teachers, and the data were analyzed using parametric tests.

Based on the results of independent sample t-tests conducted on demographic variables, there was no statistically significant difference between gender and professional self-efficacy and perceived social support. However, male pre-service early childhood teachers scored significantly higher than female pre-service early childhood teachers on psychological resilience scores. No statistically significant difference was found among all three variables based on grade level and university type. Consequently, it can be concluded that only gender among the demographic variables significantly differs in psychological resilience scores.

According to the multiple regression analysis, the established model was found to be statistically significant. Results indicated that psychological resilience and perceived social support were significant predictors of professional self-efficacy. Collectively, these variables accounted for approximately 18% of the variance in professional self-efficacy scores. Based on standardized coefficients, perceived social support was determined to be a stronger predictor of professional self-efficacy.

CHAPTER 5

DISCUSSION

In this chapter, a comprehensive interpretation of research findings is presented in line with the literature. Based on the results obtained, the section is structured under four main headings. A discussion of all the research findings within various subheadings related to levels, demographic differences, and relationships are covered in the first heading. In this context, a discussion of descriptive statistics regarding scale scores are presented in the section initially. Subsequently, it is discussed whether pre-service early childhood teachers' scores on professional self-efficacy, psychological resilience, and perceived social support differ according to demographic variables such as gender, grade level, and university type. Following this, the relational and predictive dimensions are focused on of the study in the section. The theoretical, practical, and policy implications of the findings are addressed in the second heading. The recommendations for the implementation, policymakers, and future research considering the findings are offered in the third heading. Finally, the conclusions of the study are presented in the last heading.

5.1. Discussion of the Findings

The purpose of this study was to examine whether pre-service early childhood teachers' levels of professional self-efficacy, psychological resilience, and perceived social support differ significantly according to demographic factors such as gender, grade level, and university type, and whether psychological resilience and perceived social support significantly predict professional self-efficacy. In line with this objective, independent samples t-tests and multiple linear regression analysis were conducted using descriptive statistics to answer the research questions. The results indicated that pre-service early childhood teachers' professional self-efficacy scores

were high, their psychological resilience scores were moderate, and their perceived social support scores were high. The findings revealed a statistically significant difference only in psychological resilience scores in favor of male early childhood teacher candidates based on demographic variables. No significant differences were found regarding professional self-efficacy and perceived social support according to demographic variables. Moderate, positive, and statistically significant relationships were found between professional self-efficacy and both psychological resilience and perceived social support. According to the multiple regression analysis conducted, the model was found to be statistically significant, indicating that psychological resilience and perceived social support are significant predictors of professional self-efficacy. It was observed that perceived social support is a stronger predictor of professional self-efficacy than psychological resilience. Each finding presented considering the literature is discussed under its respective heading and presented below.

5.1.1. Discussion of the Findings Regarding Descriptive Statistics

In the present study, descriptive statistics were used to determine the levels of professional self-efficacy, psychological resilience, and perceived social support among pre-service early childhood teachers. To interpret the scale scores obtained and draw conclusions about general tendencies, the class width formula was used to identify three categories: low, moderate, and high. The findings are discussed under the following headings.

5.1.1.1. Levels of Professional Self-Efficacy Among Pre-Service Early Childhood Teachers

For the Preschool Teacher Professional Self-Efficacy Scale (PTPSES), scores in the range of ‘‘1.00-3.66’’ indicate a low level, ‘‘3.67-6.33’’ a moderate level, and ‘‘6.34-9.00’’ a high level. The mean score for the pre-service early childhood teachers’ professional self-efficacy was found to be M = 7.36 (SD = 1.79). Considering the minimum and maximum scores (1-9) that can be obtained on the scale, the results indicate that early childhood teacher candidates have a high level of

professional self-efficacy. Similarly to the current study, Aksoy and colleagues (2022) found that pre-service early childhood teachers' self-efficacy levels were high. Also, Elaldı and Yerliyurt (2016) revealed that pre-service early childhood teachers' self-efficacy beliefs were quite high. Like this, Kaya and Korucuk (2023) determined that teacher candidates' professional self-efficacy scores were at a very high level. In contrast, Güngör and Gül's (2021) study indicated that teacher candidates' self-efficacy scores were at a moderate level. In the current study, the high professional self-efficacy scores suggest that pre-service early childhood teachers perceive the training they received in the field as sufficient or consider themselves well-equipped for the field, and that this positively reflects on their perception of efficacy. Also, compared to the study by Güngör and Gül (2021), the reason for the high mean scores on professional self-efficacy among pre-service early childhood teachers in the current study can be explained by including teacher candidates from various disciplines in their sample, rather than focusing on a particular discipline. However, considering the location of the current study, Güngör and Gül's (2021) study was conducted in a different location, within a distinct socio-cultural context, across various disciplines with diverse dynamics, and in a distinct university climate, which may have been a determining factor in the differing results regarding the teacher candidates' self-efficacy levels. In other words, the focus on the professional self-efficacy levels of early childhood teacher candidates, rather than on various disciplines, may have contributed to the identification of a more specific finding in the present study. Furthermore, given that the early childhood teacher candidates participating in the study were in their third and fourth years of training, it also suggests that field-specific courses, practical training, and practicum experiences contributed to their professional self-efficacy beliefs. Supporting this view, Bandura (1986, 1997) states that mastery experiences are the most effective resource for a person to successfully perform a task because this resource is based on the individual's direct personal experiences.

5.1.1.2. Levels of Psychological Resilience Among Pre-Service Early Childhood Teachers

For the Connor-Davidson Resilience Scale Short Form (CD-RISC-SF), scores in the range of ''0.00-1.33'' indicate a low level, ''1.34-2.67'' a moderate level, and

‘‘2.68-4.00’’ a high level. The mean score for the pre-service early childhood teachers’ psychological resilience was found to be *M* = 2.50 (*SD* = 0.70). Considering the minimum and maximum scores (0-4) that can be obtained on the scale, the results indicate that pre-service early childhood teachers have a moderate level of psychological resilience. Consistent with the findings of Gülay Ogelman and colleagues (2023), it can be stated that pre-service early childhood teachers exhibit moderate levels of psychological resilience. Similarly, Aydın and colleagues’ (2019) study also found that teacher candidates’ psychological resilience scores were at a moderate level. In the study conducted by Mathews and Servaty-Seib (2007) with university students, it can be said that the mean resilience scores corresponded to a moderate level. It can be stated that the findings are consistent with other studies in the literature (Ekşi et al., 2020; Erkoç & Danış, 2020; Hoşoğlu et al., 2018; Koçak et al., 2017; Singh et al., 2019). In contrast, Bouillet and colleagues (2014) found that resilience levels were high across all sub-dimensions in their study of early childhood teachers attending graduate programs at teacher education faculty. Similarly, Chan’s (2003) study indicates that teacher candidates have high levels of resilience based on their mean scores. Siu and Chan (2020) noted that early childhood teachers demonstrated high resilience levels. In the current study, the determination that early childhood teacher candidates’ psychological resilience scores are at a moderate level suggests that while they can remain resilient in the face of challenges, this resilience does not reach the highest level, and certain factors may negatively impact the candidates. Indeed, it is supported that teacher resilience is transformed by personal and contextual factors (Mansfield et al., 2016). Teacher candidates’ motivation and emotional states, negative life experiences, economic difficulties, social relationship dynamics, lack of social support, and certain factors arising from academic life can be decisive in the development of this situation. Mansfield and colleagues (2016) emphasize the importance of resilience in teacher education and in prospective teachers, stating that resilience should be included within the framework of teacher competence as an important part of teacher education. Furthermore, it is stated that identifying the factors affecting teacher resilience is critical in addressing the limited resilience of prospective teachers (Mansfield et al., 2016). A review of the national literature reveals that studies on the resilience of teachers or teacher candidates have predominantly focused on

quantitative approaches (e.g., Aydın et al., 2019; Bozgeyikli & Şat, 2014; Bozkurt & Levent, 2021; Çelikkaleli et al., 2025; Eroğlu, 2020; Gülay Ogelman et al., 2023; Özbey et al., 2014). While this provides a general overview of teacher resilience, it does not offer a deep understanding of the factors influencing resilience. Therefore, there is a need for studies that conduct in-depth investigations, particularly at the national level. Within this context, it is important to mention that the current study specifically focused on pre-service early childhood teachers and revealed that their psychological resilience levels were moderate in the current sample. This finding highlights the importance of evaluating the nature of early childhood teacher education programs. On the other hand, the methodology of the current study may restrict the acquisition of detailed and in-depth information. Indeed, there are studies in the international literature that address teacher resilience within qualitative and mixed-methods designs (e.g., Huisman et al., 2010; Salvo-Garrido et al., 2025; Zhang & Chayanuvat, 2024). In addition to quantitative studies, qualitative ones may offer the opportunity to examine in detail why early childhood teacher candidates' psychological resilience scores were moderate.

5.1.1.3. Levels of Perceived Social Support Among Pre-Service Early Childhood Teachers

For the Multidimensional Scale of Perceived Social Support (MSPSS), scores in the range of ''1.00-3.00'' indicate a low level, ''3.01-5.00'' a moderate level, and ''5.01-7.00'' a high level. The mean score for the pre-service early childhood teachers' perceived social support was found to be M = 5.33 (SD = 1.50). Considering the minimum and maximum scores (1-7) that can be obtained on the scale, the results indicate that pre-service early childhood teachers have a high level of perceived social support. However, it should also be considered that the result obtained is at the beginning of the level, and according to the different range widths adopted in the literature, it can be evaluated at the end of the moderate level. Meanwhile, Ammar and colleagues' (2013) study indicates that university students' levels of perceived social support can be considered high based on their mean scores. Also, the finding that perceived social support scores were high not among university students in general, but specifically among early childhood teacher candidates in a

particular discipline, suggests that university students may exhibit varying levels of perceived social support depending on the program they are enrolled in. Therefore, in line with the objectives of the current study, the significance of investigating participants' perceived social support scores by program or discipline is once again highlighted by this study. On the other hand, many studies in the literature, participants' social support scores are found to be at the moderate level (Açıkel, 2023; Alanoğlu, 2020; Alorani & Alradaydeh, 2018; Demir et al., 2024). In Açıkel's (2023) study, pre-service teachers' perceived social support scores were found to be at the moderate level. The study by Demir et al. (2024) indicates that university students' perceived social support scores correspond to the moderate level. In Alanoğlu's (2020) study, pre-service teachers perceived social support scores were found to be at the ''agree'' level, and it can be stated that the result corresponds to a moderate level. In their study, Alorani and Alradaydeh (2018) found that university students perceived social support scores were at a moderate level. Furthermore, Alorani and Alradaydeh's (2018) inclusion of students from all departments in their study may be attributed to the decisive role of discipline-specific dynamics on the results. In the current study, early childhood teacher candidates being surrounded by similar settings may also have been a determining factor in the high levels of perceived social support. Similarly, there are studies in the literature that report perceived social support scores among education faculty students ranging from moderate to high levels (Arıcıoğlu, 2008; Çivitci, 2015). The high scores for perceived social support in the current study suggest that this may be related to the abundance of various social support sources available to the candidates, such as family, friends, significant others, mentors, advisors, counselors, faculty members, and community organizations, or to the positive impact of interactions within their social networks on the candidates. To put it more clearly, the high level of perceived social support among pre-service early childhood teachers in the current study may be related not only to the people or resources in their individual and social circles, but also to the intensive nature of the early childhood education program, which involves practice-based, collaborative, and interactive learning processes as a reflection of the nature of early childhood education itself or the early childhood teacher training curriculum. In other words, within the program, early childhood teacher candidates' participation in group work, projects, material development

activities, drama practices, movement education, various subject-specific courses, teaching practicums, or internship experiences, along with their close interactions with peers and collaborative processes with faculty members during these activities, may have enabled them to maintain regular communication and interaction, thereby increasing their perception of social support. Another way to put it is that various interactive elements within the early childhood teacher candidates' microsystems, such as the institution, advisors, teachers, research assistants, internship coordinators, and mentor teachers at practicum schools, may have contributed to an increase in their perception of social support throughout the process.

5.1.2. Discussion of Differences Across Demographic Variables

The present study examined whether pre-service early childhood teachers' professional self-efficacy, psychological resilience, and perceived social support scores differed significantly based on demographic factors such as gender, grade level, and university type. The findings revealed that no statistically significant differences were found for most of these factors. A detailed discussion of the relevant findings is presented below.

5.1.2.1. Professional Self-Efficacy and Demographic Variables

5.1.2.1.1. Gender

It was seen that the professional self-efficacy mean scores of female and male early childhood teacher candidates were very close. Analysis results indicated that the difference between them was not statistically significant based on gender. In related literature, there are studies consistent with the present research showing that gender does not create differences in participants' self-efficacy scores (Akbaş & Çelikkaleli, 2006; Alaçayır, 2011; Altunçekiç et al., 2005; Ateşoğlu, 2025; Bayrakdar et al., 2016; Doğan, 2024; Dural, 2018; Elaldı & Yerliyurt, 2016; Gençtürk & Memiş, 2010; Güngör & Gül, 2021; İkiz & Yörük, 2013; Kahyaoğlu & Yangın, 2007; Karahan & Uyanık Balat, 2011; Kavrayıcı & Bayrak, 2016; Kaya, 2019; Kaya & Korucuk, 2023; Keçili, 2022; Koçak et al., 2017; Shuakbayeva et al., 2015; Şahin

Taşkın & Hacıömeroğlu, 2010; Şenol, 2012; Şubaş, 2018; Tschannen-Moran & Woolfolk Hoy, 2002; Yaman et al., 2004; Yenice, 2012; Yıldırım, 2011; Yılmaz et al., 2006). Elaldı and Yerliyurt (2016) reached a similar finding to the present study, concluding that pre-service early childhood teachers' self-efficacy beliefs did not differ according to gender. Similarly, the studies by Alaçayır (2011), Bayrakdar et al. (2016), İkiz and Yörük (2013), and Kavrayıcı and Bayrak (2016) concluded that teacher candidates' self-efficacy scores did not differ based on gender. Indeed, the literature includes studies showing that gender leads to significant differences. In some studies, female teacher candidates' self-efficacy scores were found to be significantly higher than those of male candidate teachers (Akkuş, 2013; Şahin & Şahin, 2017). Akkuş (2013) found that female teacher candidates' self-efficacy scores were higher than those of male candidates. In Yavuz's (2020) study, female teachers' professional self-efficacy scores were found to be statistically higher than those of male teachers. In some studies, male teacher candidates' self-efficacy belief scores were found to be significantly higher than those of female teacher candidates (Demirtaş et al., 2011; Elkatmış et al., 2013; Sak, 2015). The variation in these findings may be attributed to the decisive role of various characteristics of the samples, such as age, lifestyle, educational level or grade, and socio-cultural structure. In the present study, the findings show that the professional self-efficacy beliefs of teacher candidates exhibit similar tendencies and that gender does not make a difference. This result can be explained by educational programs being implemented in a way that is inclusive of all genders, in accordance with specific standards, and by candidates being educated in similar educational settings.

5.1.2.1.2. Grade Level

It was determined that fourth-grade pre-service early childhood education teachers had higher mean scores on the professional self-efficacy than third-grade students. The analysis revealed that the difference was not statistically significant in terms of grade level. In line with the present study, the relevant literature includes research indicating that grade level does not differentiate participants' self-efficacy scores (Akkuş, 2013; Güngör, 2019; Kahyaoğlu & Yangın, 2007; Şenol, 2012; Şubaş, 2018; Yenice, 2012; Yılmaz et al., 2006). Indeed, there are also studies in the literature

indicating that pre-service teachers' self-efficacy belief scores differ according to grade level (Altunçekiç et al., 2005; Ekinci Vural & Hamurcu, 2008; Şahin & Şahin, 2017; Şahin Taşkın & Hacıömeroğlu, 2010; Yaman et al., 2004; Yıldırım, 2011). In Şenol's (2012) study, while pre-service early childhood education teachers' self-efficacy scores regarding the teaching profession generally did not show a statistically significant difference based on grade level, a significant difference in favor of fourth-grade students was observed only in the ''family involvement'' sub-dimension. In parallel with the current study, Şubaş's (2018) study found that pre-service early childhood teachers' professional self-efficacy beliefs did not differ across grade levels. In contrast, studies by Altunçekiç et al. (2005) and Yaman et al. (2004) revealed that teacher candidates' self-efficacy scores increased as the grade level increased. According to Ekinci Vural and Hamurcu's (2008) study, third-grade early childhood teacher candidates' self-efficacy belief scores were significantly higher than those of first-grade candidates across all sub-dimensions. In Şahin Taşkın and Hacıömeroğlu's (2010) study, fourth-year teacher candidates' teacher self-efficacy belief scores were found to be significantly higher than those of third-year candidates. In the study by Şahin and Şahin (2017), fourth-year teacher candidates' teaching self-efficacy scores were found to be significantly higher than those of first-year teacher candidates. Based on the research by Şahin and Şahin (2017), studies focusing on first- and fourth-year prospective teachers show that as the grade level increases, the candidates' academic knowledge grows, their professional skills begin to develop, the transition from theoretical to practical courses occurs, or practical courses gain greater emphasis; and the reflection of individual development factors such as the candidates' maturation process are considered within a broad timeframe, a significant difference is likely to emerge. However, the current study's focus on third and fourth-year teacher candidates indicates that it addresses grade levels closer to one another compared to first- and fourth-year candidates. Additionally, the shorter academic duration between these grade levels, along with these levels being years where professional education diverges from theoretical education and experience and practice take precedence, may have contributed to the insignificance of the difference between third and fourth-year pre-service early childhood teachers in the current study. Moreover, it is considered that different dynamics and factors have role the emergence of varying findings in similar studies. Therefore,

determining the source of these findings is seen as quite challenging, and in this context, there is a need for more comprehensive research that integrates different approaches (Akkuş, 2013).

5.1.2.1.3. University Type

It was revealed that early childhood teacher candidates enrolled in private universities had higher mean scores on the professional self-efficacy scale compared to candidates enrolled in public universities. The analysis revealed that the difference was not statistically significant in terms of the university type. It appears that there are very few studies in literature that are parallel to or contradict this research, particularly those focusing on public versus private universities. Generally, studies have been evaluated based on specific institutions rather than university types such as ‘‘public’’ and ‘‘private’’. In Yıldırım’s (2011) study, it was found that teacher candidates’ professional self-efficacy scores did not show a significant difference based on the university factor. In the study by Dikici and Yavuzer (2025), the effect of the university factor on the teacher self-efficacy scores of teacher candidates was found to be insignificant. In contrast, in the study by Akbaş and Çelikkaleli (2006), the self-efficacy belief scores of teacher candidates studying at different universities showed significant differences. These differences may be attributed to various factors such as the university’s history or academic achievements, resources, social and educational opportunities, and physical infrastructure, all of which can play a decisive role in candidates’ self-efficacy (Akbaş & Çelikkaleli, 2006). Indeed, the universities included in Akbaş and Çelikkaleli’s (2006) study are in various regions of Türkiye, such as the Aegean, Marmara, Central Anatolia, Mediterranean, and Eastern Anatolia. This situation may have created significant differences in the related study when considering the levels of economic development in the regions or the cities where the universities are located, as well as the impact of rural and urban areas. However, the data in the current study were collected from well-established institutions or those with prominent facilities located in the capital city as Ankara. Differences are likely to arise when considering the resources available in the cities where the institutions in the related and current studies are located. In current study, it can be explained that the professional self-efficacy scores of pre-service early

childhood teachers did not differ across university types because these universities share similar resources, backgrounds, and academic cultures.

5.1.2.2. Psychological Resilience and Demographic Variables

5.1.2.2.1. Gender

It was seen that male pre-service early childhood teachers had higher mean psychological resilience scores than female pre-service teachers. The analysis revealed that the difference was significant in terms of gender. Based on this finding, it can be stated that male pre-service early childhood teachers have higher levels of psychological resilience compared to female pre-service teachers. Consistent with the present study, the literature includes research showing that male participants' psychological resilience scores are higher than those of female participants (Açıkgöz, 2016; Aslan, 2020; Atarbay, 2017; Ateşoğlu, 2025; Aydın et al., 2019; Bahadır, 2009; Balaban Dagal & Demircan, 2024; Başaran et al., 2020; Buğdaycı, 2025; Canlı & Yılmaz, 2024; Doğan & Yavuz, 2020; Erkoç & Danış, 2020; Keskin, 2025; Sarwar et al., 2010; Singh et al., 2019). Converging with the present study, Balaban Dagal and Demircan's (2024) study found that male early childhood teacher candidates had higher mean psychological resilience scores compared to female candidates. Similarly, Aydın and colleagues (2019) found that male teacher candidates exhibited higher psychological resilience than female candidates. In Keskin's (2025) study, male students' levels of psychological resilience were found to be higher than those of female students. Atarbay (2017) and Erkoç and Danış (2020) also demonstrated that male participants' psychological resilience was higher than that of female participants. However, the literature also includes findings that contradict the results of the current study, indicating that female participants' psychological resilience scores were higher than those of male participants (Bozgeyikli & Şat, 2014; Dündar, 2016; Gülay Ogelman et al., 2023; Sarıgöl, 2023; Turgut, 2015). The study conducted by Gülay Ogelman and colleagues (2023) with early childhood teacher candidates found that female candidates had higher psychological resilience than male candidates. In Sarıgöl's (2023) study, it was observed that female participants' psychological resilience scores were significantly

higher than those of male participants. In fact, the literature also includes studies where psychological resilience scores did not show significant differences based on the participants' gender (Ağırkan, 2017; Arslan & Ayas, 2019; Aydın & Egemberdiyeva, 2018; Aydoğdu, 2013; Başar & Öz, 2016; Benishek & Lopez, 1997; Bozkurt & Levent, 2021; Ceyhun, 2018; Chan, 2003; Doğan & Güney, 2024; Duman et al., 2020; Dural, 2018; Işık & Çelik, 2020; Karcı & Balcı-Çelik, 2024; Maddi et al., 2006; Mathews & Servaty-Seib, 2007; Özer, 2013; Sezgin, 2012; Şengün, 2025). In Şengün's (2025) study with early childhood teachers, no significant difference in participants' psychological resilience levels was found based on gender. Furthermore, while Özbey and colleagues' (2014) study found no significant gender differences in the resilience of early childhood teacher candidates in a general context, a difference in favor of male teacher candidates was observed in the ''being powerful'' sub-dimension. Overall, findings regarding the relationship between psychological resilience and gender in the literature vary and are inconsistent. This suggests that the nature of psychological resilience involves a multifaceted and dynamic process that may not be explained solely by gender. It is also possible that, because of the gender roles attributed by society, male participants in the present study may have exhibited higher levels of psychological resilience. Therefore, it is thought that the observed difference in resilience between female and male early childhood teacher candidates may be shaped by the differences in gender roles, socio-cultural experiences, and economic conditions. Along with this, in Turkish society specifically, early childhood education is generally considered a ''female-friendly'' or ''female'' profession, or a profession that women tend to choose in high numbers, as evidenced by statistical data. In fact, this situation is supported by the number of students admitted to early childhood education programs (see Table 2, for example) and the number of female teachers working in the field (see Table 5, for example) (SGB, 2025; YÖK Atlas, n.d.). These circumstances may require male individuals in the profession to cope with more difficulties, challenges, prejudices, and adverse situations compared to women. This may, in turn, have contributed to male early childhood teacher candidates' coping skills evolving over time into an essential source of psychological resilience and to their higher levels of psychological resilience. Additionally, it is considered possible that a difference may have emerged from the candidates' perceptions of psychological resilience and their

subjective appraisals. Furthermore, it is thought that the differences in studies in the literature, which vary according to gender, may be due to the individual and sociocultural characteristics of the sample group examined, as well as the impact on individuals of national and global events during the periods in which the studies were conducted, such as epidemics, economic fluctuations, earthquakes, etc.

5.1.2.2.2. Grade Level

It was determined that fourth-grade early childhood education teacher candidates had higher mean psychological resilience scores than third-grade students. According to the analysis, the difference was not statistically significant in terms of grade level. Consistent with the current study, the literature includes research showing that grade level does not result in significant differences in participants' psychological resilience scores (Aydın et al., 2019; Düzyol Türk & Yıldırım, 2025; Erkoç & Danış, 2020; Karcı & Balcı-Çelik, 2024; Özbey et al., 2014; Özer, 2013). In line with the findings of the current study, Düzyol Türk and Yıldırım (2025) found that the psychological resilience scores of pre-service early childhood teachers did not differ according to grade level. Similarly, Özer (2013) demonstrated that the psychological resilience scores of university students did not differ significantly across grade levels. Indeed, the literature includes studies showing that participants' psychological resilience scores differ according to grade level (Açıkgöz, 2016; Gülay Ogelman et al., 2023; Işık & Çelik, 2020; Turgut, 2015). In a study conducted by Gülay Ogelman and colleagues (2023) on prospective early childhood teachers, significant differences were found based on grade level. First-year students were found to have the highest psychological resilience, while second-year students had the lowest mean scores. The researchers point out that this situation may be due to the increased excitement, motivation, and positive emotional states experienced during the first years of university, which could contribute to higher psychological resilience among early childhood teacher candidates. On the other hand, the study emphasizes that the increase in required core courses and elective courses in the second-year curriculum within the department may lead to academic challenges, and this situation could be explained by the candidates' lower levels of psychological resilience (Gülay Ogelman et al., 2023). Overall, in the current study, the fact that pre-service early

childhood teachers' psychological resilience does not differ across grade levels suggests that this may stem from the candidates having similar experiences, practices, perceptions, and judgments within their respective grade levels.

5.1.2.2.3. University Type

It was revealed that the mean psychological resilience scores of pre-service early childhood teachers enrolled in private universities were higher than those of candidates enrolled in public universities. According to the analysis, the difference was not statistically significant in terms of university type. It is observed that there are quite limited studies in the literature that are parallel to or contradict the current research, particularly those focusing on public and private universities (Arslan & Ayas, 2019; Choudhury & Sharma, 2019; Singh et al., 2019). Among these limited studies, like the present study, Balaban Dagal and Demircan (2024) found that the resilience scores of early childhood teacher candidates did not show significant differences based on whether they attended public or private universities. In the study by Arslan and Ayas (2019), similar to the current study, the mean psychological resilience scores of participants attending private universities were found to be higher than those of participants attending public universities. Analysis of that study revealed that the difference did not indicate a significant difference based on university type. At this point, the findings of Arslan and Ayas's (2019) study align with those of the current study. Generally, in the current study, psychological resilience among early childhood teacher candidates does not differ based on university type, which can be explained by their exposure to similar educational settings, activities, and the receipt of education of comparable quality. Additionally, this suggests that the universities where participants are enrolled, regardless of whether they are public or private, are structured within similar educational ecosystems.

5.1.2.3. Perceived Social Support and Demographic Variables

5.1.2.3.1. Gender

It was seen that female early childhood teacher candidates had higher mean scores for perceived social support than male candidates. According to the analysis, the

difference was not statistically significant in terms of gender. In line with the current study, the literature includes research showing that gender does not create differences in participants perceived social support scores (Ammar et al., 2013; Chou, 2000; Düzce, 2024; Eker et al., 2001; İraz et al., 2021; Taştan, 2019; Türköz et al., 2017; Yılmaz et al., 2008). In studies by Düzce (2024), İraz et al. (2021), Ammar et al. (2013), Yılmaz et al. (2008), and Chou (2000) whose results align with the current study, no significant differences were found in participants' perceived levels of social support based on gender. Similarly, studies by Taştan (2019) and Türköz et al. (2017) also demonstrated that students' perceived levels of social support did not show significant differences based on gender. In the study by Eker and colleagues (2001), gender did not create a significant difference in participants' total scores; it can be stated that females and males perceived social support at similar levels. In contrast, in the normal group of the relevant study, it was observed that females perceived higher levels of social support in the ''friends'' sub-scale, while males perceived higher levels in the ''special person'' sub-scale. In the study by Bakır and colleagues (2023), while no significant differences were found in students' perceived social support scores by gender in the ''family'' and ''special person'' sub-dimensions, a significant difference in favor of females was found in the ''friends'' sub-dimension. In Dülger's (2009) study, no significant differences were found in students' perceived social support scores by gender in the family and teacher subdimensions, while a significant difference in favor of female students was found in the friends sub-dimension. Likewise, in Mahanta and Aggarwal's (2013) study, a significant difference in favor of female students was also found in the friends sub-dimension of perceived social support. In Şengün's (2025) study, the perceived social support of female early childhood teachers was found to be significantly higher than that of male early childhood teachers. In the studies by Alanoğlu (2020), Zorlu Yam (2019), and Arıcıoğlu (2008), female teacher candidates' levels of perceived social support were also found to be significantly higher than those of male teacher candidates. In the studies by Alorani and Alradaydeh (2018), Keskin (2025), Kozaklı (2006), and Zimet et al. (1988), female students' perceived levels of social support were found to be higher than those of male students. Similarly, in Adamczyk's (2016) study, female university students' perceived social support scores were found to be higher than those of male students across all sub-dimensions,

including significant other, family support, and friends support. Eker and Arkar's (1995) study revealed that, within a sample of university students, females perceived more social support compared to males. In the studies by Ceyhun (2018), Sarıgöl (2023), and Yılmaz and Aydoğan (2024), females' social support scores were also found to be significantly higher than those of male participants. In contrast, Aliyev and Tunç's (2017) study revealed that male participants perceived significantly higher levels of social support compared to female students. Prezza and Giuseppina Pacilli (2002) also found in their studies that males perceived higher levels of social support from their families than females. In general, findings regarding the relationship between perceived social support and gender in the literature vary and are inconsistent. This suggests that social support encompasses numerous factors that cannot be explained by gender alone. However, although female social support mean scores were high in the present study, the roles, perceptions, and forms of support attributed to genders by societies and communities, along with temporal differences and the impact of the changing era, may have prevented the emergence of significant differences. Indeed, in the Turkish context, the teaching profession, particularly in the early childhood education realm, is considered a female-dominated profession due to the decisive role and existence of societal norms. This situation may imply that women who are currently practicing or planning to pursue this profession receive greater support from society. This may have resulted in women perceiving or actually receiving more support compared to men. On the other hand, there are various government policies and projects targeting women and girls in Türkiye, as well as projects carried out by various associations and non-governmental organizations. For example, the *''Dad, Send Me to School''* project, carried out in collaboration between a foundation and an association in Türkiye, or the ministries' *''Family Support Center (ADEM projects)''* and *''Social Solidarity Center (SODAM projects)''* can be cited (Republic of Türkiye Ministry of Family and Social Services, n.d.). As a reflection of these policies and projects, individuals, especially women may feel supported. Additionally, considering the distribution of the sample in the current study, the high proportion of female early childhood teacher candidates (92.2%) is noteworthy. While this may not create a significant difference between groups, it is also considered a possibility that it could lead to higher mean scores among females.

5.1.2.3.2. Grade Level

It was determined that fourth-grade pre-service early childhood teachers had higher mean scores for perceived social support compared to third-grade pre-service teachers. Based on the analysis, the difference was found to be statistically insignificant in terms of grade level. In line with the current study, the literature includes research showing that grade level does not create a difference in participants perceived social support scores (Alorani & Alradaydeh, 2018; Arıcıoğlu, 2008; Kozaklı, 2006). In Arıcıoğlu's (2008) study with teacher candidates, which parallels the findings of the current study, perceived social support did not show a significant difference based on the grade level in which participants were enrolled. Similarly, in Alorani and Alradaydeh's (2018) study, perceived social support scores did not show significant differences based on the participants' grade level. In Kozaklı's (2006) study as well, the levels of perceived social support among university students did not differ significantly based on their grade level. In Saygın's (2008) study, while the social support scores participants perceived from their families did not differ significantly by grade level, the social support scores they perceived from friends and teachers did differ significantly by grade level. In the relevant study, third-year students were found to perceive higher levels of social support from friends than fourth-year students; meanwhile, first-year students were found to perceive higher levels of social support from teachers than second-year students. On the other hand, the literature also contains findings indicating that perceived social support differs significantly by grade level (Aliyev & Tunç, 2017; Türköz et al., 2017; Yılmaz et al., 2008). In the study by Aliyev and Tunç (2017), participants' perceived social support scores showed a significant difference in favor of students in upper grades based on their grade level. Similarly, the findings of Türköz and colleagues (2017) revealed that students' perceived social support scores differed significantly by grade level, favoring fourth-grade students. Similarly, in the study by Yılmaz and colleagues (2008), students' perceived social support scores also showed a significant difference in favor of fourth-grade students. In other words, it can be said that fourth-grade students perceive higher levels of social support. Overall, there was no difference in pre-service early childhood teachers' perceived social support scores based on their grade level in the current study; since the teacher candidates were in their third and

fourth academic years, which are the years leading up to entering the profession, and therefore, the narrowing of level differences in the final years, when teaching and fieldwork are more intensive compared to the early years, as candidates approach becoming teachers and are better able to manage the process, may have contributed to the absence of a difference in perceived social support based on grade level.

5.1.2.3.3. University Type

It was found that the mean scores for perceived social support among pre-service early childhood teachers enrolled in public universities were higher than those of their counterparts at private universities. According to the analysis, the difference was not statistically significant in terms of university type. Similarly, in Aliyev and Tunç's (2017) study, while perceived social support scores did not show statistically significant differences across the scale based on the type of school attended, a statistically significant difference in favor of students attending private schools was observed in the subscale of perceived social support from family. In other words, compared to students attending public schools, those attending private schools perceive more social support from their families. In the current study, although the mean scores for perceived social support among early childhood teacher candidates attending public universities were higher than those attending private universities, the fact that the difference was not found to be significant can be addressed from several perspectives. First, it suggests that pre-service teachers' perceptions of social support are formed by the differences of their individual, social, and academic settings, rather than by the university type or the institutional structure. Second, the dynamics of the pre-service teachers' social relationships and the support resources they possess may have been decisive in shaping this outcome. An individual's experience of positive support from family, friends, and advisors, their involvement in beneficial relationships, and their ability to draw strength from these connections may have shaped their perception of social support. Third, since perceived social support is a multidimensional system, it may not be determined solely by the type of institution or its management practices. Finally, the socio-economic structure of the province where the research was carried out, with its high standards and similar opportunities, may have molded teacher candidates to share similar perceptions of

social support. Indeed, considering the distribution of the sample in the study, the high proportion of candidates studying at public universities (82%) is noteworthy. It may consider also a possibility that this situation might have prevented the emergence of significant differences between the groups.

5.1.3. The Relationship Between Professional Self-Efficacy, Psychological Resilience, and Perceived Social Support Scores of Pre-Service Early Childhood Teachers

In the current study, the relationships among professional self-efficacy, psychological resilience, and perceived social support among pre-service early childhood teachers were investigated. The findings revealed a moderate, positive, and significant relationship between professional self-efficacy and psychological resilience. Similarly, Doğan's (2024) study examined the relationships among teachers' self-efficacy perceptions, psychological resilience, and professional beliefs. The findings of that study revealed moderate, significant relationships between self-efficacy perceptions and teachers' professional beliefs (Doğan, 2024). Furthermore, the same study found no significant relationship between teachers' self-efficacy perceptions and psychological resilience. Keçili's (2022) study also found no relationship between special education teachers' self-efficacy and psychological resilience scores. These findings do not align with the results of the current study. The differences or contradictions observed in this study compared to previous studies may be due to several factors, including the different sample sizes, socio-cultural influences, the fact that prospective teachers face different dynamics, experiences, challenges, and difficulties in their learning processes compared to teachers, and the perception of resilience as a necessity and protective mechanism in their concerns about professional processes. Like the results of the current study, there are also studies in the literature supporting positive and significant relationships between self-efficacy and psychological resilience (Ateş & Sağar, 2022; Can & Cantez, 2018; Durak, 2021; Karcı & Balcı-Çelik, 2024; Özkapu, 2019; Toraman et al., 2023). Consistent with the results of the current study, Paller and Quirap's (2024) study found a moderate, positive relationship between teachers' resilience and self-efficacy. In the study by Karcı and Balcı-Çelik (2024), a moderate, positive, and

significant relationship was found between students' academic self-efficacy and psychological resilience. Also, Ateş and Sağar's (2022) study revealed a positive and significant relationship between participants' psychological resilience and self-efficacy scores. Considering these results, it can be stated that high resilience in teacher candidates is a fundamental element for effective teaching, as it enables them to demonstrate high self-efficacy (Paller & Quirap, 2024).

According to the findings of the present study, a moderate, positive, and significant relationship was found between professional self-efficacy and perceived social support. Similarly, in the study by Adler-Constantinescu and colleagues (2013), a positive and statistically significant relationship was identified between participants' levels of perceived self-efficacy and their levels of perceived social support. Furthermore, in the study by Alpaslan and colleagues (2018), a significant relationship was found between the support perceived by teacher candidates from faculty members and their self-efficacy. Chen and colleagues (2020) addressed the relationship among social support, professional identity, and academic self-efficacy among special education teacher candidates in their study. The findings of the study revealed a positive and significant relationship between teacher candidates' social support scores and their academic self-efficacy scores (Chen et al., 2020). Similarly, Utkan (2019) found a positive and significant relationship between participants' self-efficacy and their perceived social support scores. These results support the findings of the current study. The positive contributions, verbal praise, and expressions of interest and importance that teacher candidates perceived from their social support resources, such as family, friends, teachers, counselors, and mentors, may have positively bolstered the development of their professional self-efficacy. Candidates who received positive reactions or feedback from their environment may have perceived themselves as more confident in their professional beliefs, or these contributions may have facilitated the development of their self-efficacy beliefs. This view is similar to Bandura's (1986, 1997) assertion that verbal persuasion is a source of self-efficacy.

According to the findings of the current study, a low-level, positive, and significant relationship was determined between psychological resilience and perceived social

support. There are also studies in the literature that support the existence of positive and significant relationships between psychological resilience and perceived social support, similar to the results of the current study (Buğdaycı, 2025; Ceyhun, 2018; Çakır, 2023; Düzce, 2024; Göbel, 2021; Güneş, 2025; Karakuş, 2017; Keskin, 2025; Kuş, 2023; Savaş, 2023; Şengün, 2025; Terzi, 2008b; Wilks, 2008). Consistent with the findings of the current study, Şengün's (2025) study conducted with early childhood education teachers also revealed a positive and low-level significant relationship between psychological resilience and perceived social support. Düzce's (2024) findings also align with the current study, showing a positive and low-level significant relationship between psychological resilience and perceived social support. Buğdaycı's (2025) study revealed a positive and significant relationship between psychological resilience and perceived social support. Karakuş's (2017) study with special education teachers demonstrated a positive and low-level significant relationship between psychological resilience and professional social support scores. In studies by Terzi (2008b) and Keskin (2025) with university students, a relationship between psychological resilience and perceived social support was also found, consistent with the current study. Various studies and samples, such as adults, mothers of children undergoing cancer treatment, and divorced women, have also demonstrated positive and significant relationships between psychological resilience and social support (Ceyhun, 2018; Kuş, 2023; Savaş, 2023). In the study by Eker and colleagues (2020), a positive and significant relationship was found between university students' psychological resilience scores and their perceived social support scores from family and friends. In contrast, Kurt (2020) conducted a study with professionals employed by the Ministry of Family and Social Services; the findings contradict those of the current study, revealing that there is no significant relationship between psychological resilience and perceived social support. However, when the sub-dimensions of the study were considered, significant relationships were identified between psychological resilience and social support in the family and significant others sub-dimensions (Kurt, 2020). The fact that Kurt's (2020) study sample group was drawn from a different professional field, the diversity of their demographic characteristics, and the context in which the current study was conducted, as well as the professional field and demographic characteristics of the sample, may lead to differences in the findings. In Ganellen and

Braley's (1984) study, a negative and significant relationship was found between resilience and the other dimensions of social support, excluding the ''powerlessness'' and ''internal locus of control'' sub-dimensions. Additionally, in the same study, it was demonstrated that the ''commitment'' and ''challenge'' dimensions of resilience exhibited a strong relationship with social support.

The findings of the current study largely align with those reported in the literature. A significant relationship was determined between psychological resilience and perceived social support. This result may emerge from the fact that the various social support sources available to candidates, such as family, friends, peers, teachers, counselors, a special person, and a mentor, facilitate coping with the challenges encountered in their personal and professional lives, positively influence the teacher candidate, and may have been effective in enhancing adaptation and perseverance and strengthening resilience. For individuals, who are social beings, positive contributions from their environment can facilitate their personal and professional lives. At the same time, a sense of belonging to a group and the community, as well as the perceived love, compassion, interest, and empathy from social resources, may have contributed to the candidates' resilience. This, in turn, may facilitate teacher candidates' successful adaptation to negative situations and events. Indeed, it is acknowledged that social support plays a primary role in an individual's response to stressful life events and acts as a protective buffer (Cohen & Wills, 1985). This may have contributed to the positive trajectory of resilience. Consequently, teacher candidates with increased resilience may recover more quickly from negative and challenging situations (Terzi, 2008b).

5.1.4. The Role of Psychological Resilience and Perceived Social Support on Professional Self-Efficacy

In the current study, the role of psychological resilience and perceived social support in explaining the professional self-efficacy scores of pre-service early childhood teachers was examined within a comprehensive model. The results indicated that the model was significant; psychological resilience and perceived social support were found to predict professional self-efficacy in a statistically significant and positive

direction. Furthermore, the findings indicate that perceived social support is the strongest predictor in the model. In terms of the model's explanatory power, psychological resilience and perceived social support together account for 17.9% of the total variance in pre-service early childhood teachers' professional self-efficacy scores. Consistent with the results of the present study, Ateşoğlu's (2025) study demonstrated that psychological resilience has a positive and significant effect on self-efficacy among university students. Similar patterns observed in university students and pre-service early childhood teachers in related and current studies, the similarity of the samples' demographic characteristics, the socio-economic structure of the locations where data were collected, and the proximity of the time periods in which both studies were conducted may have contributed to the similar findings. Similarly, Mieres-Chacaltana and colleagues' (2025) study found that psychological resilience significantly predicted teacher self-efficacy. Dural's (2018) study examined the effect of psychological resilience on participants' self-efficacy. In that study, it was found like the present study that as participants' levels of psychological resilience increased, their self-efficacy also increased. Karcı and Balcı-Çelik's (2024) study examined how perceived stress and academic self-efficacy jointly predict psychological resilience. Their results revealed that perceived stress and academic self-efficacy accounted for 33% of the variance in students' psychological resilience scores (Karcı & Balcı-Çelik, 2024).

The current study revealed that perceived social support significantly and positively predicts professional self-efficacy. Consistent with this finding that of Chen and colleagues (2020), whose study with special education teacher candidates demonstrated that social support makes a significant contribution to academic self-efficacy. Consequently, the higher the level of social support candidates possess, the more positively this will contribute to their academic self-efficacy. Similar findings were obtained in Çavuş's (2009) study, showing that perceived social support contributes to self-efficacy beliefs. In the study conducted by Dikici and Yavuzer (2025) with teacher candidates, the mediating role of self-efficacy in the relationship between social support and classroom stress was investigated. Based on the results of the relevant study, it was established that teacher self-efficacy mediates the relationship between social support and classroom stress (Dikici & Yavuzer, 2025).

In other words, it can be stated that pre-service teachers' levels of perceived social support positively predict teacher self-efficacy (Dikici & Yavuzer, 2025). Liu and Aungsuroch (2019) also obtained results consistent with the present study. It was observed that participants' perceived social support scores positively influenced self-efficacy (Liu & Aungsuroch, 2019). Sun and colleagues' (2025) study revealed that perceived teacher support predicts students' academic engagement and that academic self-efficacy mediates this relationship. As a result of these findings, the belief of pre-service early childhood teachers that they can successfully fulfill their professional duties and responsibilities (Abele & Spurk, 2009); their ability to demonstrate positive adaptation in the face of serious adversity (Cicchetti, 2010), and the support they perceive from various sources such as partners, family, friends, or colleagues (Abbey et al., 1985). In other words, pre-service teachers' professional self-efficacy can be supported and enhanced by the impact of internal and environmental factors. This finding aligns theoretically with Bandura's Social Cognitive Theory and the Triadic Reciprocal Causation Model, which posits that behaviors, the environment, and cognitive and affective states or factors interact (Bandura, 1997).

In this framework, the relationship among pre-service early childhood teachers' professional self-efficacy, psychological resilience, and perceived social support can be explained by Bandura's ''Triadic Reciprocal Causality Model'' (see Figure 1). According to Bandura's model or principle, the individual, behavior, and environment interact with each other in a bidirectional manner (Bandura, 1977b, 1997). Just as in the context of the current study's variables, there are positive relationships among pre-service early childhood teachers' professional self-efficacy, psychological resilience, and perceived social support, and these factors contribute to each other. At this point, the professional self-efficacy beliefs of teacher candidates and their psychological resilience in the face of challenges and difficulties represent the individual or person (P), that is, personal factors, within the triadic causality principle. Teacher candidates' family members, friends, advisors, mentors, university, educational environments, classroom climate and resources at their practicum schools, surrounding social models, and various social support sources can be considered within the model as part of the environment (E), that is, environmental

factors. The behaviors exhibited by pre-service early childhood teachers within this dynamic of interaction (B) can be positioned within the behavior component of the model. These behaviors can be exemplified by pre-service early childhood teachers' activities writing processes, teaching performance in practicum courses, their reactions to classroom management, or their responses to children's disruptive behaviors. In short, the support (E) that early childhood teacher candidates receive and perceive from various social support sources, such as academic staff, peers, mentor teachers, and family members, enhances their belief that they can successfully perform the relevant task. A pre-service early childhood teacher whose professional self-efficacy is strengthened may demonstrate more successful behaviors (B) in practicum classrooms and future teaching processes, implement well-planned activities, and provide better classroom management. The professional self-efficacy of a pre-service early childhood teacher who perceives that they have successfully performed this task or responsibility may increase further. Indeed, according to Bandura, if an individual has performed well and achieved success in a similar task, their self-efficacy is likely to increase in their next task (Bandura, 1977b). Additionally, pre-service early childhood teachers with increased professional self-efficacy may remain more resilient in the face of difficulties, challenges, or adverse situations. In other words, this entire process is fostered by active and bidirectional interaction.

At the same time, these findings are theoretically consistent with Bronfenbrenner's Ecological Systems or Bioecological Systems Theory, which addresses individual development across various levels and explains it as an active process through mutual interaction of these environmental layers or systems (Bronfenbrenner, 1979; Morrison, 2015). Individuals, specifically pre-service early childhood teachers in this study, are at the center of these systems. Within the microsystem that surrounds the individual and requires direct interaction (Morrison, 2015), pre-service teachers' communication and supportive relationships with family members, peer groups, classmates, teachers, advisors, or, more broadly, all faculty members and relatives can be considered the basis of perceived social support. Furthermore, the results obtained from the current study suggest that the support teacher candidates perceive from each structure or source within the microsystem contributes to supporting their

professional and academic adjustment processes, fostering psychological resilience, reducing stress factors, and enhancing professional self-efficacy. In other words, perceived social support being the strongest predictor of professional self-efficacy in this study can be explained by the fact that early childhood teacher candidates engage in dynamic interactions during their teacher training and professional development processes. Within these processes, teacher candidates' consistent and active communication with department internship coordinators, advisors, mentor teachers at practicum schools, and classmates may have contributed to their perception of support within their own microsystems. Moreover, in professional training processes, the social support that early childhood teacher candidates perceive from their own microsystems may also serve as a learning community for the construction and reinforcement of their professional self-efficacy.

The higher the levels of psychological resilience and perceived social support that predict pre-service teachers' professional self-efficacy, the more positively other stakeholders and structures within the system, such as students, teachers, colleagues, and future students' parents, may be affected by this condition. Consequently, it can be stated that teacher candidates' professional self-efficacy directly and indirectly affects not only themselves but also the broader groups within the system. Teacher candidates with high professional self-efficacy may act with greater confidence in supporting their students during future teaching processes and in conveying and demonstrating their competencies in the most appropriate manner within the learning setting. Indeed, considering the potential impact of various factors or dynamics in future teaching practices, such as a challenging school climate, workplace discrimination, inadequate resources, and adverse parental attitudes, the possibility that pre-service early childhood teachers' professional self-efficacy may decline is also taken into account; however, the findings from the current study indicate that these early childhood teacher candidates will join the profession and the education system with a high level of professional self-efficacy. Additionally, the literature emphasizes that teacher self-efficacy is closely related to the efforts made in teaching processes, the determination and resilience shown in coping with set goals, and the challenges and difficulties encountered within the process (Tschannen-Moran & Woolfolk Hoy, 2007). Indeed, the dynamics between family and school or the

interactions between peer groups and the academic environment within the mesosystem may have contributed to the emergence of significant positive correlations among the variables identified in the study. At the same time, activities within the exosystem, such as those at the university, faculty, and department levels, or at internship schools, as well as educational curricula, may have contributed to the formation of significant relationships between professional self-efficacy, psychological resilience, and perceived social support, and to the meaningful explanation of professional self-efficacy through internal and environmental factors. Furthermore, it is also considered that teacher candidates may have been shaped by the society, culture, values, educational opportunities, and the importance placed on the field as assessed within the macrosystem. Thus, it is believed that these elements positively reflect on the candidates' relationships among the current variables and contribute to the formation of significant relationships. On the other hand, both the individual characteristics of pre-service early childhood teachers and the support they perceive from their environment or environmental factors seem to indicate that significant and positive relationships also play a critical role in their other professional perceptions.

5.2. Implications

This section presents several implications under three headings: theoretical, practical, and policy-related, based on the findings of the current study regarding professional self-efficacy, psychological resilience, and perceived social support, with a view to teacher education, teacher training practices, and educational policies.

5.2.1. Theoretical Implications

The findings of the present study indicate that pre-service early childhood teachers' beliefs in their professional self-efficacy are not formed solely by personal competence appraisals, but that various psychological and social factors also play a decisive role in this process. In other words, both internal and environmental factors play a decisive role in strengthening professional self-efficacy. In this regard, psychological resilience and perceived social support significantly predict professional self-efficacy, indicating that professional self-efficacy is supported and

shaped by various structures and cannot be considered in isolation from these factors. Therefore, the findings of this study provide a holistic perspective by revealing that these factors are interrelated structures, in contrast to previous research in the literature that has addressed the concepts of professional self-efficacy, perceived social support, and psychological resilience independently. These results support Bandura's Triadic Reciprocal Causality Model, which posits that behaviors are shaped by the interaction of personal and environmental factors, as well as Bronfenbrenner's Ecological Theory, which argues that individuals develop within systems. In fact, these findings demonstrate the positive contributions of the interactions between mutually supportive structures in pre-service education processes, thereby clarifying the structures that need to be established regarding professional processes.

5.2.2. Practical Implications

Professional self-efficacy is a determining factor in teachers' motivation, effort, ability to ensure better planning and organization, and decision-making regarding instruction (Tschannen-Moran & Woolfolk Hoy, 2001). The findings of the current study reveal significant and positive correlations between this factor and pre-service early childhood teachers' levels of psychological resilience and perceived social support, thereby offering a concrete perspective for practice. This perspective suggests that teacher training processes and teacher education should not be limited to merely academic equipment. Alongside academic knowledge, a strong foundation must be provided by integrating support and resilience practices into the curriculum to strengthen pre-service teachers' self-efficacy before they join the profession. This is because teaching is not merely a profession that can be fulfilled with subject knowledge alone; it is a specialized field with unique challenges and responsibilities that require significant patience, effort, and dedication, particularly when working with young children. Teaching is indeed cited as one of the most stressful professions in terms of high stress and burnout levels (Gu & Day, 2007; Squires et al., 2022). Thus, teacher education requires not only academic knowledge but also practices and training that will keep teachers competent, strong, and resilient in their profession, and guide their performance in learning processes. At this point, bridges of learning

and sharing, or in other words, ‘‘learning communities’’, can be constructed between experienced teachers and teacher candidates. Supported by these structures built within the faculty ecosystem or department, candidates can have greater confidence in their own competencies and demonstrate greater progress. Simultaneously, they may alleviate their professional anxieties, enhance their well-being, and assume a more active and effective role in teaching practices.

5.2.3. Policy Implications

The results of the current study provide concrete insights for policymakers and decision-makers. To ensure long-term employment in the profession, reduce professional burnout, and maintain high-quality teaching, changes must be made to current policies. The dynamics of the modern era and societal transformations necessitate the development of policies aimed at expanding support networks for prospective teachers and strengthening their resilience within the teaching profession. In this way, professional self-efficacy can be supported, thereby ensuring teachers’ well-being within the field. At the same time, new policies can prioritize teacher well-being alongside these structures. Indeed, to decrease the early attrition rates in the profession, a ‘‘support and development network’’ can be established during pre-service education. This network can be legally guaranteed by the Ministry of National Education (MoNE) and the Higher Education Council (CoHE).

5.3. Recommendations

The present study examined the relationships between early childhood teacher candidates’ professional self-efficacy, psychological resilience, and perceived social support, as well as how these variables differ across demographic factors. In this section, various recommendations for implementations, policymakers, and future research are presented based on the findings of the present study.

5.3.1. Recommendations for Implementation and Policy Makers

Finding from the current study indicate that psychological resilience is a significant predictor of early childhood teacher candidates’ professional self-efficacy. In this

regard, teacher education and training programs should provide support to help prospective teachers cope with the adverse situations, challenges, and stressors they encounter during their professional journey. To help them overcome these difficulties, generate solutions to problems, and enhance their adaptability, psychological and educational initiatives can be designed, and programs aimed at strengthening psychological resilience can be included in the curriculum. In other words, specifically regarding teacher education in Türkiye, ‘‘Teacher Resilience Enhancement and Support Programs’’ can be designed through coordination between the Ministry of National Education (MoNE), the Higher Education Council (CoHE), and faculties of education. Through these programs, pre-service early childhood teachers can navigate both their academic processes and the challenging pre-professional stages more smoothly. Additionally, they can prevent possible burnout and exhaustion during their professional careers.

Study findings indicate that perceived social support is the strongest predictor of pre-service early childhood teachers’ professional self-efficacy. In this regard, teacher education and teacher training programs can be consciously and systematically designed to incorporate various sources of social support to assist candidates in their transition from education to professional life, and various interventions can be integrated into the curriculum. For example, academic advisors and counseling services can be made more accessible and widespread for teacher candidates. Mentoring programs can be incorporated into teacher education processes by establishing a bridge between prospective teachers and experienced teachers to leverage the latter’s expertise. In this way, pre-service concerns and anxieties regarding self-efficacy can be addressed, solutions can be developed collaboratively, and professional development can be supported.

The government, in collaboration with education faculties, the Ministry of National Education (MoNE), and the Higher Education Council (CoHE), can develop initiatives, support programs, and projects aimed at fostering positive perceptions of the teaching profession at the societal level, particularly in the realm of early childhood education. Systematic and sustained efforts can be undertaken through this collaboration. This is because the impact and role of society on the individual, who is

a social being engaged in dynamic interaction with their environment, cannot be denied. At this point, increasing social support can be made more concrete through society's positive perspectives. However, to bring about change in society, efforts can begin by working with families. Indeed, the literature has demonstrated through findings that family support is a crucial and effective source of social support (Alpaslan et al., 2018; Ateş, 2016; Çavuş, 2009; Brannan & Bleistein, 2012). For this reason, addressing family involvement programs in an inclusive way, from the smallest to the largest scale, and expanding and developing these programs could provide a significant support mechanism in the long term.

As Bronfenbrenner (1979) and Bandura (1986) have noted, the individual exists within an interactive structure. While Bronfenbrenner positions the individual at the center of various systems, Bandura explains this dynamic through the triadic interaction of behavior, environment, and the individual. For this reason, it may not be sufficient to consider the individual solely in terms of their own experiences and internal characteristics; incorporating environmental factors and systems into the process can offer a more holistic perspective. At this point, teacher education should focus not only on candidates' academic competencies but also on their psychosocial processes. This is because the candidate's own mental and emotional health, along with their cognitive processes, are embedded within a network of interactions with their environment and society. A change in any one element of this dynamic will also alter the direction of the interaction. Consequently, pre-service teacher education can incorporate psychosocial support programs, structures that promote teacher well-being, and support services for prospective teachers.

Enactive mastery experiences are considered the most effective source of knowledge for teacher candidates to successfully fulfill their professional duties and responsibilities because they are based on the individual's direct personal experiences (Bandura, 1977a, 1977b, 1986, 1997). If teacher candidates demonstrate good performance and achieve success in a similar task, their self-efficacy beliefs are likely to strengthen in subsequent tasks as well. For this reason, teacher candidates can be provided with more practicum opportunities or school experience courses. At the same time, learning environments can be created to facilitate positive

professional gains and experiences. In this way, successful and positive practical experiences can contribute to increasing pre-service teachers' self-efficacy beliefs regarding their ability to fulfill professional duties and responsibilities, as well as better supporting their professional development.

5.3.2. Recommendations for Future Research

This study was conducted with 410 early childhood education candidates studying in their third and fourth years at six universities in the province of Ankara. Although the current sample is assumed to be sufficient and generalizable, considering the impact of evolving educational systems, school ecosystems, and cultural and geographical contexts, the study could be conducted on a broader scope with a larger sample that includes teacher candidates from all grade levels. Furthermore, future research could utilize longitudinal studies to measure pre-service teachers' levels of professional self-efficacy, psychological resilience, and perceived social support at each grade level and monitor changes over time. Monitoring these changes and determining their trajectory over time could provide new insights for teacher education programs and contribute to the implementation of innovations and improvements.

Within the scope of the current study's purpose and focus, the total scores of the data collection instruments were considered, and the sub-scales of the instruments were not included in the study. Although this approach was consciously adopted in the current study, in future research, the results of trends and differences observed at the overall level across the sub-scales may provide valuable insight and depth in revealing minor details or contribute to the emergence of different findings in the context of the sub-dimensions.

The results of the study showed that early childhood teacher candidates had high scores for professional self-efficacy, moderate scores for psychological resilience, and high scores for perceived social support. Meanwhile, when considering demographic variables, a significant difference was observed only in psychological resilience scores, favoring male early childhood teacher candidates. Since the current

study was conducted using a quantitative design, future research could employ mixed-methods or qualitative designs to investigate the underlying reasons for these findings in greater depth. This would allow for a thorough and comprehensive examination of the teacher candidates' opinions, perceptions, and appraisals.

The present study examined the variables of professional self-efficacy, psychological resilience, and perceived social support. It was found that psychological resilience and perceived social support together explained 17.9% of the total variance in pre-service early childhood teachers' professional self-efficacy scores. Based on this finding, further research could investigate what other factors contribute to professional self-efficacy and remain unexplained. In this context, future research could examine various variables believed to affect professional self-efficacy, such as professional motivation, professional identity, professional resilience, professional anxiety, academic achievement, psychological well-being, life satisfaction, and teaching skills or experience.

5.4. Conclusion

The purpose of this study is to examine the relationships among pre-service early childhood teachers' levels of professional self-efficacy, psychological resilience, and perceived social support. The study also investigates the roles of psychological resilience and perceived social support in explaining professional self-efficacy. Additionally, the study examined whether there were significant differences in pre-service early childhood teachers' scores on professional self-efficacy, psychological resilience, and perceived social support based on demographic factors such as gender, grade level, and university type. By holistically addressing all these aspects, this study contributes to the literature.

Overall, the results revealed positive and significant correlations among pre-service early childhood teachers' scores on professional self-efficacy, psychological resilience, and perceived social support. Simultaneously, psychological resilience and perceived social support were found to make significant contributions to the pre-service teachers' levels of professional self-efficacy and to serve as predictors of

professional self-efficacy. This result indicates that pre-service early childhood teachers' professional self-efficacy will be positively correlated with higher levels of psychological resilience and perceived social support.

The results also demonstrated the only significant difference in the psychological resilience scores of early childhood teacher candidates, among demographic factors, was in favor of males. Regarding other factors, the expected contribution was not observed in this study. These findings suggest that other factors at play among teacher candidates, implying that candidates develop within similar experiences and practices. Consequently, the levels of professional self-efficacy, psychological resilience, and perceived social support among teacher candidates can be accounted for by similar tendencies among the demographic factors examined.

REFERENCES

Abbey, A., Abramis, D. J., & Caplan, R. D. (1985). Effects of different sources of social support and social conflict on emotional well-being. *Basic and Applied Social Psychology, 6*(2), 111–129. https://doi.org/10.1207/s15324834basp0602_2

Abele, A. E., & Spurk, D. (2009). The longitudinal impact of self-efficacy and career goals on objective and subjective career success. *Journal of Vocational Behavior, 74*(1), 53–62. https://doi.org/10.1016/j.jvb.2008.10.005

Aburn, G., Gott, M., & Hoare, K. (2016). What is resilience? An integrative review of the empirical literature. *Journal of Advanced Nursing, 72*(5), 980–1000. https://doi.org/10.1111/jan.12888

Açıkel, F. (2023). Sosyal bilgiler öğretmen adaylarının mesleki kaygı düzeyleri ile algılanan sosyal destek arasındaki ilişkinin incelenmesi [Investigation of the relationship between the professional anxiety levels and the perceived social support of social studies teacher candidates] (Publication No. 832389) [Master's thesis, Niğde Ömer Halisdemir University]. Council of Higher Education Thesis Center.

Açıkgöz, M. (2016). *Tıp fakültesi öğrencilerinin psikolojik sağlamlıkları ile mizah tarzları ve mutluluk düzeyi arasındaki ilişkinin incelenmesi* [Examining the relationship among the psychological resilience, humour styles and happiness level of medicine school students] (Publication No. 443054) [Master's thesis, Çağ University]. Council of Higher Education Thesis Center.

Adamczyk, K. (2016). An investigation of loneliness and perceived social support among single and partnered young adults. *Current Psychology, 35*(4), 674–689. https://doi.org/10.1007/s12144-015-9337-7

Adler-Constantinescu, C., Beşu, E.-C., & Negovan, V. (2013). Perceived social support and perceived self-efficacy during adolescence. *Procedia-Social and Behavioral Sciences, 78*, 275–279. https://doi.org/10.1016/j.sbspro.2013.04.294

Ağırkan, M. (2017). *Üniversite öğrencilerinin değer yönelimleri ile psikolojik dayanıklılık düzeyleri arasındaki ilişki* [The relationship between value orientations and psychological resilience levels of university students] (Publication No. 466119) [Master's thesis, Erzincan University]. Council of Higher Education Thesis Center.

Akar, A. (2018). *Psikolojik sağlamlık programının ergenlerin psikolojik sağlamlık düzeyine etkisi* [The effect of the resilience programme on the resilience level of adolescents] (Publication No. 495589) [Doctoral dissertation, Maltepe University]. Council of Higher Education Thesis Center.

Akbaş, A., & Çelikkaleli, Ö. (2006). Sınıf öğretmeni adaylarının fen öğretimi özyeterlik inançlarının cinsiyet, öğrenim türü ve üniversitelerine göre incelenmesi [The investigation of the preservice elementary teachers' science instruction self-efficacy beliefs according to their gender, type of education, and universities]. *Mersin Üniversitesi Eğitim Fakültesi Dergisi, 2*(1), 98–110. https://izlik.org/JA78XK39CN

Akdoğan, A. (2023). *Akademik motivasyonun yordayıcıları olarak çok boyutlu algılanan sosyal destek ve psikolojik iyi oluş halinin rolü* [The role of multidimensional perceived social support and psychological well-being as predictor of academic motivation] (Publication No. 824591) [Master's thesis, İstanbul Sabahattin Zaim University]. Council of Higher Education Thesis Center.

Akeren, İ. (2017). *Üniversite öğrencilerinde algılanan sosyal destek ve güvengenlik ile psikolojik yardım gereksinimlerinin incelenmesi* [Examination of social support and assertiveness with need for psychological help in university students] (Publication No. 451241) [Master's thesis, Atatürk University]. Council of Higher Education Thesis Center.

Akeren, İ., & Ay, İ. (2019). Üniversite öğrencilerinde algılanan sosyal destek ve güvengenlik ile psikolojik yardım gereksinimlerinin incelenmesi [Investigation of perceived social support, assertiveness and psychological help need among university students]. *Uluslararası Türkçe Edebiyat Kültür Eğitim (TEKE) Dergisi, 8*(2), 1222–1248. https://izlik.org/JA96AP53JL

Akkuş, Z. (2013). Sosyal bilgiler öğretmen adaylarının öz-yeterlik inanç düzeylerinin belirlenmesi üzerine bir çalışma [A study on determining the self-efficacy belief levels of social studies teacher candidates]. *Dicle Üniversitesi Ziya Gökalp Eğitim Fakültesi Dergisi, 20,* 102–116. https://izlik.org/JA82MA22FL

Akman Özdemir, P. (2025). Akademik dayanıklılık ve sosyal destek arasındaki ilişkide temel psikolojik ihtiyaçların doyumunun aracı rolü [The mediating role of basic psychological needs satisfaction in the relationship between academic resilience and social support]. *Journal of Buca Faculty of Education, 65*, 3057–3077. https://doi.org/10.53444/deubefd.1601686

Aksoy, D., Sancaklı, S., & Adagideli, F. H. (2022). Okul öncesi öğretmen adaylarının öz yeterlik düzeyleri ve öğretmenlik mesleğine hazır bulunuşluk düzeylerinin incelenmesi [Investigation of preschool teacher candidates' self-efficacy levels and their readiness levels for the teaching profession]. *Manisa Celal Bayar University Journal of the Faculty of Education, 10*(2), 167–185. https://doi.org/10.52826/mcbuefd.1104463

Alaçayır, S. (2011). *Zihin engelliler öğretmeni adaylarının yeterlik algıları ile öğrenme stilleri arasındaki ilişkinin incelenmesi* [The investigation of the relation between self-efficacy perceptions and learning styles of teachers of intellectual disabilities candidates] (Publication No. 298578) [Master's thesis, Marmara University]. Council of Higher Education Thesis Center.

Alanoğlu, M. (2020). Öğretmen adaylarının algılanan sosyal destek düzeyleri ile öğrenmeye ilişkin tutumları arasındaki ilişki [Relationships between teacher candidates' perceived social support levels and attitudes towards learning]. *SDU International Journal of Educational Studies, 7*(2), 305–319. https://doi.org/10.33710/sduijes.753571

Aliyev, R., & Tunç, E. (2017). Ortaokul öğrencilerinin algılanan sosyal destek düzeyi ve benlik algılarının incelenmesi [An investigation of perceived social support level and self image of secondary school students]. *Atatürk Üniversitesi Sosyal Bilimler Enstitüsü Dergisi, 21*(2), 401–418. https://izlik.org/JA78JT84HE

Alorani, O. I., & Alradaydeh, M. F. (2018). Spiritual well-being, perceived social support, and life satisfaction among university students. *International Journal of Adolescence and Youth, 23*(3), 291–298. https://doi.org/10.1080/02673843.2017.1352522

Alpaslan, M. M., Ulubey, Ö., & Yıldırım, K. (2018). Öğretmen adaylarının algıladıkları destek, aidiyet duygusu ve öğretmen öz-yeterlik ilişkisinin incelenmesi [Examining the relationship between the perceived support, sense of belonging, and teacher self-efficacy among pre-service teachers]. *Ahi Evran Üniversitesi Kırşehir Eğitim Fakültesi Dergisi, 19*(1), 242–261. https://izlik.org/JA77WH39SW

Altunçekiç, A., Yaman, S., & Koray, Ö. (2005). Öğretmen adaylarının öz-yeterlik inanç düzeyleri ve problem çözme becerileri üzerine bir araştırma (Kastamonu ili örneği) [The research on prospective teachers' self-efficacy belief level and problem solving skills]. *Kastamonu Eğitim Dergisi, 13*(1), 93–102. https://www.researchgate.net/profile/Alper-Altuncekic-2/publication/285351090_Ogretmen_Adaylarinin_Oz-Yeterlik_Inanc_Duzeyleri_ve_Problem_Cozme_Becerileri_Uzerine_Bir_Arastirma_Kastamonu_Ili_Ornegi/links/5fe46276a6fdccdcb8f8736a/Oegretmen-Adaylarinin-Oez-Yeterlik-Inanc-Duezeyleri-ve-Problem-Coezme-Becerileri-Uezerine-Bir-Arastirma-Kastamonu-Ili-Oernegi.pdf#page=95

Ammar, D., Nauffal, D., & Sbeity, R. (2013). The role of perceived social support in predicting subjective wellbeing in Lebanese college students. *The Journal of Happiness & Well-Being, 1*(2), 121–134. https://laur.lau.edu.lb:8443/xmlui/bitstream/handle/10725/4075/Role.pdf?sequence=1&isAllowed=y

American Psychological Association (APA). (n.d.). Social support. In *APA dictionary of psychology*. Retrieved January 13, 2026, https://dictionary.apa.org/social-support

Aras, E., & Yay, A. (2026). Üniversite öğrencilerinde kariyer kaygısı, algılanan sosyal destek ve yaşam doyumu arasındaki ilişkilerin incelenmesi [Investigation of the relationship between career anxiety, perceived social support, and life satisfaction among university students]. *EKEV Akademi Dergisi, 105*, 357–369. https://doi.org/10.17753/sosekev.1778924

Arıcıoğlu, A. (2008). *Hacettepe üniversitesi eğitim fakültesi öğrencilerinin algıladıkları sosyal destek* [Perceived social support levels of university students Hacettepe university education faculty] (Publication No. 225414) [Master's thesis, Hacettepe University]. Council of Higher Education Thesis Center.

Arslan, F., & Ayas, T. (2019). Din ve psikoloji eğitimi alan öğrencilerin psikolojik sağlamlık ve affedicilik düzeylerinin çeşitli değişkenler açısından incelenmesi. *Sakarya Üniversitesi Eğitim Fakültesi Dergisi, 19*(2), 1–29. https://izlik.org/JA69WX79SJ

Aslan, F. E. (2020). *Çocukluk çağı travmalarının psikolojik sağlamlık ve umutsuzlukla ilişkisinin incelenmesi* [Investigation of the relationship of childhood traumas with resilience and hopelessness] (Publication No. 660259) [Master's thesis, Üsküdar University]. Council of Higher Education Thesis Center.

Atak, H. (2011). Ruh sağlığı çalışmalarında yeni bir psikososyal değişken: Eylemlilik [A new psychosocial variable in mental health studies: Agency]. *Psikiyatride Güncel Yaklaşımlar, 3*(3), 483–512. https://doi.org/10.5455/cap.20110322

Atarbay, S. (2017). *Farklı bölümlerde öğrenim gören üniversite öğrencilerinin sosyal kaygI düzeylerinin psikolojik dayanıklıklarına etkisi* [The effects of social anxiety on resilience of university students studying at different programs]] (Publication No. 451985) [Master's thesis, İstanbul University]. Council of Higher Education Thesis Center.

Ateş, B. (2016). Perceived social support and assertiveness as a predictor of candidates psychological counselors' psychological well-being. *International Education Studies, 9*(5), 28–39. http://dx.doi.org/10.5539/ies.v9n5p28

Ateş, B., & Sağar, M. E. (2022). Psikolojik danışman adaylarında akademik başarının yordayısıcı olarak psikolojik sağlamlık, bilişsel esneklik ve öz-yeterlik [Resilience, cognitive flexibility and self-efficacy as predictors of academic success in psychological counsellor candidates]. *Erzincan University Journal of Education Faculty, 24*(1), 1–9. https://doi.org/10.17556/erziefd.894637

Ateşoğlu, H. (2025). *Psikolojik dayanıklılığın stresle başa çıkma üzerindeki etkisinde öz yeterlik düzeyinin aracı rolü* [The mediating role of self-efficacy level in the effect of psychological resilience on coping with stress] (Publication No. 954152) [Master's thesis, İstanbul Gelişim University]. Council of Higher Education Thesis Center.

Ayar, D. (2018). Gençlerde psikolojik sağlamlık [Psychological resilience in young people]. *Gençlik Araştırmaları Dergisi, 6*(15), 91–104. https://izlik.org/JA86AC87DG

Aydın, İ., Öncü, E., Akbulut, V., & Küçük Kılıç, S. (2019). Öğretmen adaylarında boş zaman sıkılma algısı ve psikolojik sağlamlık ilişkisi [Psychological resilience and leisure boredom perception in pre-service teacher]. *Beden Eğitimi ve Spor Bilimleri Dergisi, 21*(1), 39–53. https://izlik.org/JA45BW98DD

Aydın, M., & Egemberdiyeva, A. (2018). Üniversite öğrencilerinin psikolojik sağlamlık düzeylerinin incelenmesi [An investigation of university students' resilience levels]. *Türkiye Eğitim Dergisi, 3*(1), 37–53. https://izlik.org/JA24FP66RZ

Aydoğdu, T. (2013). *Bağlanma stilleri, başa çıkma stratejileri ile psikolojik dayanıklılık arasındaki ilişkinin incelenmesi* [Attachment styles, coping strategies between psychological hardiness examining of the relationships] (Publication No. 333557) [Master's thesis, Gazi University]. Council of Higher Education Thesis Center.

Ayman, R., & Antani, A. (2008). Social support and work-family conflict. In K. Korabik, D. S. Lero, & D. L. Whitehead (Eds.), *Handbook of work-family integration* (pp. 287–304). Academic Press. https://doi.org/10.1016/B978-012372574-5.50019-3

Bahadır, E. (2009). Sağlıkla ilgili fakültelerde eğitime başlayan öğrencilerin psikolojik sağlamlık düzeyleri [The resilience levels of students having started for education in faculties with health] (Publication No. 236965) [Master's thesis, Hacettepe University]. Council of Higher Education Thesis Center.

Bailey, C. S., Zinsser, K. M., Curby, T. W., Denham, S. A., & Bassett, H. H. (2013). Consistently emotionally supportive preschool teachers and children's social-emotional learning in the classroom: Implications for center directors and teachers. *Dialog, 16*(2), 131–137. https://doi.org/10.55370/hsdialog.v16i2.104

Bakır, V., Arslan, C., & Dilmaç, B. (2023). Z-Kuşağı üniversite öğrencilerinin algıladıkları sosyal destek ve stresle başa çıkma becerileri ile temel psikolojik ihtiyaçlar arasındaki ilişki [The relationship between perceived social support and stress coping skills of z-generation university students and basic psychological needs]. *Milli Eğitim Dergisi, 52*(239), 2053–2076. https://doi.org/10.37669/milliegitim.1110796

Balaban Dagal, A., & Demircan, N. (2024). The predictive effect of pre-service preschool teachers' social skills and problem-solving skills on their resilience. *MSKU Journal of Education, 11*(1), 21–38. https://doi.org/10.21666/muefd.1261459

Bandura, A. (1977a). Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review, 84*(2), 191–215. https://doi.org/10.1016/0146-6402(78)90002-4

Bandura, A. (1977b). *Social learning theory*. Prentice-Hall.

Bandura, A. (1982). Self-efficacy mechanism in human agency. *American Psychologist, 37*(2), 122–147. https://doi.org/10.1037/0003-066X.37.2.122

Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory*. Prentice-Hall.

Bandura, A. (1989). Human agency in social cognitive theory. *American Psychologist, 44*(9), 1175–1184. https://doi.org/10.1037/0003-066X.44.9.1175

Bandura, A. (1991). Social cognitive theory of self-regulation. *Organizational Behavior and Human Decision Processes, 50*(2), 248–287. https://doi.org/10.1016/0749-5978(91)90022-L

Bandura, A., Barbaranelli, C., Caprara, G. V., & Pastorelli, C. (1996). Multifaceted impact of self-efficacy beliefs on academic functioning. *Child development, 67*(3), 1206–1222. https://doi.org/10.2307/1131888

Bandura, A. (1997). *Self-efficacy: The exercise of control*. W.H. Freeman and Company.

Bandura, A. (2001). Social cognitive theory: An agentic perspective. *Annual Review of Psychology, 52*, 1–26. https://doi.org/10.1146/annurev.psych.52.1.1

Banks, J. K., & Gannon, L. R. (1988). The influence of hardiness on the relationship between stressors and psychosomatic symptomatology. *American Journal of Community Psychology, 16*(1), 25–37. https://doi.org/10.1007/BF00906070

Barrera, M. (1986). Distinctions between social support concepts, measures, and models. *American Journal of Community Psychology, 14*(4), 413–445. https://doi.org/10.1007/BF00922627

Basım, H. N., & Çetin, F. (2011). Yetişkinler için psikolojik dayanıklılık ölçeği'nin güvenilirlik ve geçerlilik çalışması [The reliability and validity of the resilience scale for adults Turkish version]. *Türk Psikiyatri Dergisi, 22*(2), 104–114. https://www.turkpsikiyatri.com/PDF/C22S2/104-114.pdf

Başar, K., & Öz, G. (2016). Cinsiyetinden hoşnutsuzluğu olan bireylerde psikolojik dayanıklılık: Algılanan sosyal destek ve ayrımcılık ile ilişkisi. *Türk Psikiyatri Dergisi, 27*(4), 225–234. https://doi.org/10.5080/u17071

Başaran, M., Erol, M., & Yılmaz, D. (2020). 4. ve 5. sınıf öğrencilerinin psikolojik sağlamlıkları ile duygusal ve psikolojik iyi oluşları arasındaki ilişkinin incelenmesi [Investigation of the relationship between the psychological resilience and psychological well-being of 4th and 5th grade students]. *IBAD Sosyal Bilimler Dergisi*, 290–303. https://doi.org/10.21733/ibad.798643

Bayat, S. (2023). *Sınıf öğretmenlerinin mesleki öz-yeterlikleri ile değerler eğitimi öz-yeterliklerinin incelenmesi* [Examination of professional self-efficacy and values education self-efficacy of classroom teachers] (Publication No. 839998) [Doctoral dissertation, Dicle University]. Council of Higher Education Thesis Center.

Bayrakdar, U., Vural Batık, M., & Barut, Y. (2016). özel eğitim öğretmen adaylarının öğretmen özyeterlik düzeyleri ve öğretmenlik mesleğine yönelik tutumları [The teacher self-efficacy of special education prospective teachers and their attitudes towards teaching profession]. *Ahi Evran Üniversitesi Kırşehir Eğitim Fakültesi Dergisi (KEFAD), 17*(2), 133-149. https://izlik.org/JA32YK43WE

Benishek, L. A., & Lopez, F. G. (1997). Critical evaluation of hardiness theory: Gender differences, perception of life events, and neuroticism. *Work & Stress, 11*(1), 33–45. https://doi.org/10.1080/02678379708256820

Bernales-Turpo, D., Quispe-Velasquez, R., Flores-Ticona, D., Saintila, J., Ruiz Mamani, P. G., Huancahuire-Vega, S., Morales-García, M., & Morales-García, W. C. (2022). Burnout, professional self-efficacy, and life satisfaction as predictors of job performance in health care workers: The mediating role of work engagement. *Journal of Primary Care & Community Health, 13,* 1–9. https://doi.org/10.1177/21501319221101845

Bilgin, Ç., & Nacak, S. (2025). Özel gereksinimli çocuğa sahip ailelerde psikolojik sağlamlık: özel eğitim bağlamında sistematik bir inceleme [Psychological resilience in families with children with special needs: A systematic review in the context of special education]. *ASES International Journal of Educational Sciences, 5*(2), 572–591. https://doi.org/10.5281/zenodo.18002449

Black, G. L. (2017). I was successful!: Developing teacher candidates' confidence and self-efficacy through reflection and supervising-teacher support. In F. A. Bowles & C. J. Pearman (Eds.), *Self-Efficacy in action: Tales from the classroom for teaching, learning, and professional development* (pp. 1–11). Rowman & Littlefield.

Bonanno, G. A. (2004). Loss, trauma, and human resilience: Have we underestimated the human capacity to thrive after extremely aversive events?. *American Psychologist, 59*(1), 20–28. https://doi.org/10.1037/0003-066X.59.1.20

Bonanno, G. A., Westphal, M., & Mancini, A. D. (2011). Resilience to loss and potential trauma. *Annual Review of Clinical Psychology, 7*(1), 511–535. https://doi.org/10.1146/annurev-clinpsy-032210-104526

Bouillet, D., Pavin Ivanec, T., & Miljević-Riđički, R. (2014). Preschool teachers' resilience and their readiness for building children's resilience. *Health Education, 114*(6), 435–450. https://doi.org/10.1108/HE-11-2013-0062

Bozgeyikli, H., & Şat, A. (2014). Öğretmenlerde psikolojik dayanıklılık ve örgütsel vatandaşlık davranışlarının bazı değişkenler açısından incelenmesi: Özel okul örneği. *Hak-İş Uluslararası Emek ve Toplum Dergisi, 3*(5), 172–191. https://izlik.org/JA47SF76JX

Bozkurt, D., & Levent, A. F. (2021). Öğretmenlerin psikolojik dayanıklılık ile tükenmişlik düzeyleri arasındaki ilişki [The relationship between teachers' psychological resilience and burnout levels]. *OPUS International Journal of Society Researches, 18*(44), 7968–8000. https://doi.org/10.26466/opus.937692

Brannan, D., & Bleistein, T. (2012), Novice ESOL teachers' perceptions of social support networks. *TESOL Quarterly, 46*(3), 519–541. https://doi.org/10.1002/tesq.40

Bronfenbrenner, U. (1979). *The ecology of human development: Experiments by nature and design*. Harvard University Press.

Bronfenbrenner, U. (1997). Ecological models of human development. In M. Gauvain & M. Cole (Eds.), *Readings on the Development of Children* (2nd ed., pp. 37–43). W. H. Freeman and Company. (Original work published 1994)

Brouwer, S., Reneman, M. F., Bültmann, U., van der Klink, J. J., & Groothoff, J. W. (2010). A prospective study of return to work across health conditions: perceived work attitude, self-efficacy and perceived social support. *Journal of Occupational Rehabilitation, 20*(1), 104–112. https://doi.org/10.1007/s10926-009-9214-z

Brunetti, G. J. (2006). Resilience under fire: Perspectives on the work of experienced, inner city high school teachers in the United States. *Teaching and Teacher Education, 22*(7), 812–825. https://doi.org/10.1016/j.tate.2006.04.027

Bryan, C., O'Shea, D., & MacIntyre, T. (2019). Stressing the relevance of resilience: A systematic review of resilience across the domains of sport and work. *International Review of Sport and Exercise Psychology, 12*(1), 70–111. https://doi.org/10.1080/1750984X.2017.1381140

Buğdaycı, İ. (2025). *Depremi yaşamış kişilerde algılanan sosyal destek ve psikolojik dayanıklılığın deprem sonrası travma düzeyi üzerindeki etkisi: Hatay örneklemi* [The effect of perceived social support and psychological resilience on level of the trauma after the earthquake in earthquake survivors: Hatay sample] (Publication No. 924702) [Master's thesis, Antalya Bilim University]. Council of Higher Education Thesis Center.

Buz, S., & Genç, B. (2019). Sosyal hizmet uzmanları için psikolojik dayanıklılığın önemi [The importance of resilience for social workers]. *Toplum ve Sosyal Hizmet, 30*(2), 623–642. https://doi.org/10.33417/tsh.572227

Büyüköztürk, Ş. (2024). *Sosyal bilimler için veri analizi el kitabı: İstatistik, araştırma deseni SPSS uygulamaları ve yorum* [A handbook of data analysis for the social sciences: Statistics, research design, SPSS applications and interpretation] (31st ed.). Ankara: Pegem Akademi.

Cambridge University Press & Assessment. (n.d.). Resilience. In *Cambridge dictionary*. Retrieved January 11, 2026, from https://dictionary.cambridge.org/dictionary/english/resilience

Campbell-Sills, L., & Stein, M. B. (2007). Psychometric analysis and refinement of the connor-davidson resilience scale (CD-RISC): Validation of a 10-item measure of resilience. *Journal of Traumatic Stress, 20*(6), 1019–1028. https://doi.org/10.1002/jts.20271

Can, M., & Cantez, K. E. (2018). Üniversite öğrencilerinin mutluluk, psikolojik sağlamlık ve öz yeterlik düzeyleri arasındaki ilişki [Investigation of happiness, resilience and self efficacy levels in university students]. *Aydın İnsan ve Toplum Dergisi, 4*(2), 61–76. https://izlik.org/JA73ZA28RF

Canlı, D., & Yılmaz, F. (2024). Deprem sonrasında bireylerin deprem kaygısı, ölüm kaygısı ve psikolojik sağlamlık düzeylerinin değerlendirilmesi [Evaluation of earthquake anxiety, death anxiety and psychological resilience levels of individuals after earthquake]. *Bozok Tıp Dergisi, 14*(1), 9–17. https://doi.org/10.16919/bozoktip.1305106

Ceyhun, K. (2018). *Yetişkin bireylerde algılanan sosyal destek ve psikopatolojinin psikolojik dayanıklılık ile ilişkisinin incelenmesi* [The relationship between perceived social support, psychopathology and resilience of adults] (Publication No. 576180) [Master's thesis, İstanbul Okan University]. Council of Higher Education Thesis Center.

Chan, D. W. (2003). Hardiness and its role in the stress-burnout relationship among prospective Chinese teachers in Hong Kong. *Teaching and Teacher Education, 19*(4), 381–395. https://doi.org/10.1016/S0742-051X(03)00023-4

Chen, X., Zhong, J., Luo, M., & Lu, M. (2020). Academic self-efficacy, social support, and professional identity among preservice special education teachers in China. *Frontiers in Psychology, 11*, 374. https://doi.org/10.3389/fpsyg.2020.00374

Chmitorz, A., Kunzler, A., Helmreich, I., Tüscher, O., Kalisch, R., Kubiak, T., Wessa, M., & Lieb, K. (2018). Intervention studies to foster resilience – A systematic review and proposal for a resilience framework in future intervention studies. *Clinical Psychology Review, 59*, 78–100. https://doi.org/10.1016/j.cpr.2017.11.002

Chou, K.-L. (2000). Assessing Chinese adolescents' social support: The multidimensional scale of perceived social support. *Personality and Individual Differences, 28*(2), 299–307. https://doi.org/10.1016/S0191-8869(99)00098-7

Chou, M.-J., Lee, H.-M., & Wu, H.-T. (2016). Emotion, psychological resilience and work stress: A study among preschool teachers. *European Journal of Psychological Research, 3*(1), 8–15. https://www.idpublications.org/wp-content/uploads/2016/02/Abstract-EMOTION-PSYCHOLOGICAL-RESILIENCE-AND-WORK-STRESS-A-study.pdf

Choudhury, S. A., & Sharma, R. (2019). Resilience and emotional intelligence: A comparative study between government and private school children in Sonapur, Assam. *IRA-International Journal of Management & Social Sciences, 14*(2), 157–160. https://dx.doi.org/10.21013/jmss.v14.n2sp.p15

Cicchetti, D. (2010), Resilience under conditions of extreme stress: A multilevel perspective. *World Psychiatry, 9*, 145–154. https://doi.org/10.1002/j.2051-5545.2010.tb00297.x

Cohen, S., & Syme, S. L. (1985). Issues in the study and application of social support. In S. Cohen & S. L. Syme (Eds.), *Social support and health* (pp. 3–22*).* Academic Press.

Cohen, S., & Wills, T. A. (1985). Stress, social support, and the buffering hypothesis. *Psychological Bulletin, 98*(2), 310–357. https://doi.org/10.1037/0033-2909.98.2.310

Cohen, S. (2004). Social relationships and health. *American Psychologist, 59*(8), 676–684. https://doi.org/10.1037/0003-066X.59.8.676

Cole, M. S., Feild, H. S., & Harris, S. G. (2004). Student learning motivation and psychological hardiness: Interactive effects on students' reactions to a management class. *Academy of Management Learning & Education, 3*(1), 64–85. https://doi.org/10.5465/AMLE.2004.12436819

Connor, K. M. & Davidson, J. R. T. (2003). Development of a new resilience scale: The connor-davidson resilience scale (CD-RISC). *Depression and Anxiety, 18,* 76–82. https://doi.org/10.1002/da.10113

Cousineau, D., & Chartier, S. (2010). Outliers detection and treatment: a review. *International journal of psychological research*, *3*(1), 58–67. https://doi.org/10.21500/20112084.844

Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (4th ed.). Pearson.

Curbow, B., Spratt, K., Ungaretti, A., McDonnell, K., & Breckler, S. (2000). Development of the child care worker job stress inventory. *Early Childhood Research Quarterly, 15*(4), 515–536. https://doi.org/10.1016/S0885-2006(01)00068-0

Cutrona, C. E., & Russell, D. W. (1987). The provisions of social relationships and adaptation to stress. *Advances in Personal Relationships*, *1*(1), 37–67.

Cutrona, C. E., & Russell, D. W. (1990). Type of social support and specific stress: Toward a theory of optimal matching. In B. R. Sarason, I. G. Sarason, & G. R. Pierce (Eds.), *Social support: An interactional view* (pp. 319–366). John Wiley & Sons.

Çakır, A. (2023). *Terör gazilerinde, psikolojik dayanıklılıkla travma sonrası büyüme arasındaki ilişkide, problem odaklı başa çıkma ve algılanan sosyal desteğin aracı rolü* [The medium role of problem-focused cooperation and perceived social support in the relationship between psychological resilience and post-traumatic growth in veterans of terror] (Publication No. 790975) [Doctoral dissertation, Doğuş University]. Council of Higher Education Thesis Center.

Çavuş, M. F. (2009). Gençlerde algılanan sosyal desteğin öz-yeterlilik inancına etkileri [The effects of perceived social support on the self-efficacy among adolescents]. *Çağ Üniversitesi Sosyal Bilimler Dergisi, 6*(2), 1–11. https://izlik.org/JA36TL66GA

Çeçen, A. R. (2008). Öğrencilerinin cinsiyetlerine ve anababa tutum algılarına göre yalnızlık ve sosyal destek düzeylerinin incelenmesi [University students' loneliness and perceived social support levels according to gender and perceived parents attitudes]. *Türk Eğitim Bilimleri Dergisi, 6*(3), 415–431. https://izlik.org/JA35SM64KN

Çelikkaleli, Ö., Ata, R., Alpaslan, M. M., & Ulubey, Ö. (2025). The effect of psychological resilience and regulatory emotional self-efficiency on burnout among pre-service teachers: the mediating role of future anxiety. *Current Psychology, 44*, 16106–16120. https://doi.org/10.1007/s12144-025-08325-6

Çetinkaya, F. (2019). *Okul öncesi öğretmenlerinin öz yeterlik inançları ile öğretmenlik tutumları arasındaki ilişkinin incelenmesi* [Examining the relationship between preschool teachers' self efficacy beliefs and their teaching attitudes] (Publication No. 557242) [Master's thesis, Marmara University and İstanbul Sabahattin Zaim University]. Council of Higher Education Thesis Center.

Çetinkaya, T., & Honça, A. A. (2019). Üniversite öğrencilerinin algılanan sosyal destek düzeylerinin farklı değişkenler açısından incelenmesi [Investigation of perceived social support levels of university students in terms of different variables]. *Journal of Turkish Studies, 14*(2), 217–229. http://dx.doi.org/10.7827/TurkishStudies.14288

Çivitci, A. (2015). The moderating role of positive and negative affect on the relationship between perceived social support and stress in college students. *Educational Sciences: Theory & Practice, 15*(3), 565–573. https://doi.org/10.12738/estp.2015.3.2553

Dalmış¸, A. B., Büyükatak, E., & Sürücü, L. (2025). Psychological resilience and future anxiety among university students: The mediating role of subjective well-being. *Behavioral Sciences, 15*(3), 244. https://doi.org/10.3390/bs15030244

Day, C., & Hong, J. (2016). Influences on the capacities for emotional resilience of teachers in schools serving disadvantaged urban communities: Challenges of living on the edge. *Teaching and Teacher Education, 59*, 115–125. https://doi.org/10.1016/j.tate.2016.05.015

Demaray, M. K., & Malecki, C. K. (2002). Critical levels of perceived social support associated with student adjustment. *School Psychology Quarterly, 17*(3), 213–241. https://doi.org/10.1521/scpq.17.3.213.20883

Demetriou, H., Wilson, E., & Winterbottom, M. (2009). The role of emotion in teaching: Are there differences between male and female newly qualified teachers' approaches to teaching?. *Educational Studies, 35*(4), 449–473. https://doi.org/10.1080/03055690902876552

Demir, İ., Dalkılınç, G., & Karakaya, Ş. (2024). Kariyer stresi ile psikolojik iyi oluş arasındaki ilişkinin bilişsel esneklik ve algılanan sosyal destek açısından incelenmesi [Exploring the relationship between career stress and psychological well-being in terms of cognitive flexibility and perceived social support]. *Abant İzzet Baysal Üniversitesi Eğitim Fakültesi Dergisi, 24*(2), 751–768. https://doi.org/10.17240/aibuefd.2024..-1345101

Demirtaş, H., Cömert, M., & Özer, N. (2011). Öğretmen adaylarının özyeterlik inançları ve öğretmenlik mesleğine ilişkin tutumları [Pre-service teachers' self-efficacy beliefs and attitudes towards profession]. *Education and Science, 36*(159), 96–111. https://doi.org/10.15390/ES.2011.910

Denckla, C. A., Cicchetti, D., Kubzansky, L. D., Seedat, S., Teicher, M. H., Williams, D. R., & Koenen, K. C. (2020). Psychological resilience: an update on definitions, a critical appraisal, and research recommendations. *European Journal of Psychotraumatology, 11*(1), 1822064. https://doi.org/10.1080/20008198.2020.1822064

Dikici, A., & Yavuzer, Y. (2025). Relationship between prospective teachers' perceived social support and stress in classroom: Mediating role of self-efficacy. Revista de Estudios e Investigación en Psicología y Educación, 12(1), e11728-e11728. https://doi.org/10.17979/reipe.2025.12.1.11728

Doğan, H. (2024). *Öğretmenlerin öz yeterlik algılarının, mesleki inanç ve psikolojik sağlamlık üzerindeki etkisinin incelenmesi* [Examining the effect of teachers' self-efficacy perceptions on professional belief and psychological resilience] (Publication No. 905857) [Master's thesis, Sivas Cumhuriyet University]. Council of Higher Education Thesis Center.

Doğan, H. & Güney, K. (2024). Öğretmenlerin öz yeterlik algılarının, mesleki inanç ve psikolojik sağlamlık üzerindeki etkisi [The effect of teachers' self-efficacy perceptions on professional belief and psychological resilience]. *E-Uluslararası Pedandragoji Dergisi (e-upad), 4*(2), 133–151. https://trdoi.org/10.27579808/e-ijpa.126

Doğan, T., & Yavuz, K. E. (2020). Yetişkinlerde psikolojik sağlamlık, olumlu çocukluk deneyimleri ve algılanan mutluluk [Resilience, positive childhood experiences and perceived happiness among adults]. *Current Approaches in Psychiatry, 12*(1), 312–330. https://doi.org/10.18863/pgy.750839

Duman, N., Köroğlu, C., Göksu, P., & Talay, A. (2020). Üniversite öğrencilerinde mental iyi oluş ile psikolojik dayanıklılık ilişkisi [Mental well-being and psychological resilience relationship in universıty students]. *Yaşam Becerileri Psikoloji Dergisi, 4*(7), 9–17. https://doi.org/10.31461/ybpd.668737

Durak, İ. (2021). Psikolojik sağlamlık ile yaşam doyumu arasındaki ilişkide öz yeterliğin aracı etkisi [Mediator effect of self-efficacy in the relationship between psychological resilience and life satisfaction]. *Electronic Journal of Social Sciences, 20*(78), 1175–1190. https://doi.org/10.17755/esosder.816639

Dural, F. Z. (2018). *25-45 yaş arası yetişkinliklerde psikolojik dayanıklılığın öz yeterlilik üzerindeki etkisi* [The impact of resilience on self- efficacy in adolescents between 25 and 45 years of age] (Publication No. 515010) [Master's thesis, Üsküdar University]. Council of Higher Education Thesis Center.

Dülger, Ö. (2009). *Ergenlerde algılanan sosyal destek ile karar verme davranışları arasındaki ilişkinin incelenmesi* [Correlation between perceived social support and decision making behavior of adolescents] (Publication No. 231858) [Master's thesis, Marmara University]. Council of Higher Education Thesis Center.

Dündar, Ü. (2016). *Lise öğrencilerinin psikolojik dayanıklılık ve öfke ifade tarzları arasındaki ilişkinin incelenmesi: Gaziosmanpaşa ilçesi örneği* [An investigation of the relationship between psychological resilience and anger expression styles among high school students: The case of Gaziosmanpaşa district] (Publication No. 429708) [Master's thesis, Nişantaşı University]. Council of Higher Education Thesis Center.

Düzce, S. (2024). *Adana'da birinci basamakta kayıtlı erişkinlerin depremden sonra yaşadığı zorluklar ile sosyal destek ve psikolojik sağlamlık durumunun belirlenmesi* [Determination of the difficulties experienced by adults registered in primary care in Adana after the earthquake and their social support and psychological resilience status] (Publication No. 852814) [Medical specialty thesis, University of Health Sciences]. Council of Higher Education Thesis Center.

Düzyol Türk, E., & Yıldırım, R. G. (2025). Resilience and metacognitive awareness of preschool teacher candidates. *Cumhuriyet International Journal of Education, 14*(2), 290–302. https://doi.org/10.30703/cije.1473520

Eker, D., & Arkar, H. (1995). Çok boyutlu algılanan sosyal destek ölçeği'nin faktör yapısı, geçerlik ve güvenirliği [Factorial structure, validity, and reliability of the multidimensional scale of perceived social support]. *Türk Psikiyatri Dergisi*, *10*(34), 45–55. https://psikolog.org.tr/tr/yayinlar/dergiler/1031828/tpd1300443319950000m000290.pdf?v=1703450377

Eker, D., Arkar, H., & Yaldız, H. (2001). Çok boyutlu algılanan sosyal destek ölçeği'nin gözden geçirilmiş formunun faktör yapısı, geçerlik ve güvenirliği [Factorial structure, validity, and reliability of revised form of the multidimensional scale of perceived social support]. *Türk Psikiyatri Dergisi, 12*(1), 17–25. https://www.turkpsikiyatri.com/PDF/C12S1/cokBoyutluAlgilanan.pdf

Eker, H., Taş, İ., & Anlı, G. (2020). Üniversite öğrencilerinde psikolojik sağlamlık ile yaşamın anlamı ve algılanan sosyal destek arasındaki ilişkinin incelenmesi [Examination of the relationship between psychological resilience and meaning of life to perceived social support on university students]. *İstanbul Ticaret Üniversitesi Sosyal Bilimler Dergisi, 19*(39), 1182–1199. https://doi.org/10.46928/iticusbe.786008

Ekinci Vural, D., & Hamurcu, H. (2008). Okul öncesi öğretmen adaylarının fen öğretimi dersine yönelik öz-yeterlik inançları ve görüşleri [Preschool teacher candidates' self-efficacy beliefs regarding science teaching lesson and opinions about science]. *Elementary Education Online, 7*(2), 456–467. https://izlik.org/JA27MT23GF

Ekşi, H., Yücel, S., Yaman, K. G., & Ekşi, F. (2020). Üniversite öğrencilerinin anne-babaya bağlanma, kendini toparlama gücü ve bilişsel esneklikleri arasındaki ilişkiler örüntüsü: Bir yol analizi çalışması [The predictive role of cognitive flexibility in the relationship between parental attachment and resilience]. *Bolu Abant İzzet Baysal Üniversitesi Eğitim Fakültesi Dergisi, 20*(3), 1258–1271. https://doi.org/10.17240/aibuefd.2020.20.56791-501076

Elaldı, S., & Yerliyurt, N. S. (2016). Preservice preschool teachers' self-efficacy beliefs and attitudes toward teaching profession. *Educational Research and Reviews, 11*(7), 345–357. https://doi.org/10.5897/ERR2016.2648

Elkatmış, M., Demirbaş, M., & Ertuğrul, N. (2013). Eğitim fakültesi öğrencileri ile formasyon eğitimi alan fen edebiyat fakültesi öğrencilerinin öğretmenlik mesleğine yönelik öz yeterlik inançları [Self-efficacy beliefs of students who take the pedagogic training program in the faculty of arts and sciences and students in the education faculty towards teaching profession]. *Pegem Eğitim ve Öğretim Dergisi, 3*(3), 41–50. https://izlik.org/JA56MJ42XB

Engler, B. (2003). *Personality theories: An introduction* (6th ed.). Houghton Mifflin Company.

Erkoç, B., & Danış, M. Z. (2020). Üniversite öğrencilerinin psikolojik sağlamlık düzeylerinin tespit edilmesine yönelik bir araştırma [A study on the investigation of university students' resilience levels]. *Kırklareli Üniversitesi Sosyal Bilimler Dergisi*, *4*(1), 34-42. https://izlik.org/JA94XA52RU

Eroğlu, M. (2020). Öğretmen adaylarının psikolojik dayanıklılıklarının incelenmesi [Investigation of psychological resilience of preservice Teachers]. *Eğitim ve Yeni Yaklaşımlar Dergisi, 3*(2), 80–86. https://izlik.org/JA54KF82DP

Essa, E. L. & Burnham, M. M. (2020). *Introduction to early childhood education* (8th ed.). SAGE Publications.

Fackler, S., & Malmberg, L.-E. (2016). Teachers' self-efficacy in 14 OECD countries: Teacher, student group, school and leadership effects. *Teaching and Teacher Education*, *56*, 185–195. https://doi.org/10.1016/j.tate.2016.03.002

Farhan, S., & Atif, T. (2022). Relationship of ego resilience, perceived social support and depression with job satisfaction of working women. *Pakistan Journal of Applied Psychology (PJAP)*, *2*(1), 58–67. https://doi.org/10.52461/pjap.v2i1.860

Faryadi, Q. (2019). PhD thesis writing process: A systematic approach—how to write your methodology, results and conclusion. *Creative Education*, *10*(4), 766–783. https://doi.org/10.4236/ce.2019.104057

Faul, F., Erdfelder, E., Lang, A.-G., & Buchner, A. (2007). G*Power 3: A flexible statistical power analysis program for the social, behavioral, and biomedical sciences. *Behavior Research Methods*, *39*(2), 175–191. https://doi.org/10.3758/BF03193146

Feder, A., Fred-Torres, S., Southwick, S. M., & Charney, D. S. (2019). The biology of human resilience: Opportunities for enhancing resilience across the life span. *Biological Psychiatry*, *86*(6), 443–453. https://doi.org/10.1016/j.biopsych.2019.07.012

Field, A. (2009). *Discovering statistics using SPSS* (3rd ed.). SAGE Publications.

Fleming, J., & Ledogar, R. J. (2008). Resilience, an evolving concept: A review of literature relevant to aboriginal research. *Pimatisiwin, 6*(2), 7–23. https://pmc.ncbi.nlm.nih.gov/articles/PMC2956753/

Fletcher, D., & Sarkar, M. (2013). Psychological resilience: A review and critique of definitions, concepts, and theory. *European Psychologist, 18*(1), 12–23. https://doi.org/10.1027/1016-9040/a000124

Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2012). *How to design and evaluate research in education* (8th ed.). McGraw-Hill Companies.

Gallant, A., & Riley, P. (2014). Early career teacher attrition: New thoughts on an intractable problem. *Teacher Development: An international journal of teachers' professional development, 18*(4), 562–580. https://doi.org/10.1080/13664530.2014.945129

Gallo J. J. (1990). The effect of social support on depression in caregivers of the elderly. The Journal of Family Practice, 30(4), 430–440. https://cdn.mdedge.com/files/s3fs-public/jfp-archived-issues/1990-volume_30-31/JFP_1990-04_v30_i4_the-effect-of-social-support-on-depressi.pdf

Ganellen, R. J., & Blaney, P. H. (1984). Hardiness and social support as moderators of the effects of life stress. *Journal of Personality and Social Psychology, 47*(1), 156–163. https://doi.org/10.1037/0022-3514.47.1.156

García-Pérez, L., Ubago-Jiménez, j. l., Padial-Ruz, R., & Melguizo-Ibáñez,E. (2025). Profiling pre-service teachers' resilience, self-esteem, and healthy habits: Associations with psychological well-being and readiness to teach. *Acta Psychologica, 261*, 105799. https://doi.org/10.1016/j.actpsy.2025.105799

Gardner, S. (2010). Stress among prospective teachers: a review of the literature. *Australian Journal of Teacher Education, 35*(8), 18–28. https://doi.org/10.14221/ajte.2010v35n8.2

Garmezy, N. (1971). Vulnerability research and the issue of primary prevention. *American Journal of Orthopsychiatry, 41*(1), 101–116. https://doi.org/10.1111/j.1939-0025.1971.tb01111.x

Garmezy N. (1987). Stress, competence, and development: Continuities in the study of schizophrenic adults, children vulnerable to psychopathology, and the search for stress-resistant children. *American journal of orthopsychiatry, 57*(2), 159–174. https://doi.org/10.1111/j.1939-0025.1987.tb03526.x

Gençtürk, A., & Memiş, A. (2010). İlköğretim okulu öğretmenlerinin öz-yeterlik algıları ve iş doyumlarının demografik faktörler açısından incelenmesi [An investigation of primary school teachers' teacher efficacy and job satisfaction in terms of demographic factors]. *Elementary Education Online, 9*(3), 1037-1054. https://izlik.org/JA99WT49HX

George, D., & Mallery, P. (2016). *IBM SPSS statistics 23 step by step: A simple guide and reference* (14th ed.). Routledge.

Gizir, C. A. (2004). *Academic resilience: An investigation of protective factors contributing to the academic achievement of eighth grade students in poverty* (Publication No. 147608) [Doctoral dissertation, Middle East Technical University]. Council of Higher Education Thesis Center.

Gizir, C. A. (2007). Psikolojik sağlamlık, risk faktörleri ve koruyucu faktörler üzerine bir derleme çalışması [A literature review of studies on resilience, risk, and protective factors]. *Turkish Psychological Counseling and Guidance Journal, 3*(28), 113–128. https://izlik.org/JA94JK82XR

Goddard, R., & Goddard, M. (2006). Beginning teacher burnout in Queensland schools: Associations with serious ıntentions to leave. *The Australian Educational Researcher, 33*(2), 61–76. https://doi.org/10.1007/BF03216834

Goldstein, L. S. (2005). Becoming a teacher as a hero's journey: Using metaphor in preservice teacher education. *Teacher Education Quarterly, 32*(1), 7–24. https://www.jstor.org/stable/23478686

Golzar, J., Noor, S., & Tajik, O. (2022). Convenience sampling. *International Journal of Education and Language Studies*, *1*(2), 72–77. https://doi.org/10.22034/ijels.2022.162981

Göbel, R. (2021). *Mülteci kadınların çok boyutlu algılanan sosyal destek ile psikolojik sağlamlıkları arasındaki ilişki* [The relationship between perceived multidimensional social support and psychological resilience of refugee women] (Publication No. 697558) [Master's thesis, Ondokuz Mayıs University]. Council of Higher Education Thesis Center.

Gökler, I. (2007). Çocuk ve ergenler için sosyal destek değerlendirme ölçeği Türkçe formunun uyarlama çalışması: Faktör yapısı, geçerlik ve güvenirliği. *Çocuk ve Gençlik Ruh Sağlığı Dergisi, 14*(2), 90–99. https://www.cogepderg.com/pdf/65bdf192-201e-4bb0-813a-d69339a28cf1/articles/30277/cogepderg-14-90.pdf

Graber, R., Pichon, F., & Carabine, E. (October, 2015). Psychological resilience: State of knowledge and future research agendas (ODI Working Paper). *Overseas Development Institute*. https://media.odi.org/documents/9872.pdf

Gu, Q., & Day, C. (2007). Teachers resilience: A necessary condition for effectiveness. *Teaching and Teacher education, 23*(8), 1302–1316. https://doi.org/10.1016/j.tate.2006.06.006

Gu, Q., & Day, C. (2013). Challenges to teacher resilience: Conditions count. *British Educational Research Journal, 39*(1), 22–44. https://doi.org/10.1080/01411926.2011.623152

Gülay Ogelman, H., Amca Toklu, D., & Özbilen, A. E. (2023). Okul öncesi öğretmen adaylarının psikolojik dayanıklılıkları ile gelecekten beklentilerinin incelenmesi [Examination of resilience and future expectations of preschool teacher candidates]. *Türkiye Eğitim Dergisi, 8*(1), 106–119. https://doi.org/10.54979/turkegitimdergisi.1260355

Gün, S. (2021). *Üniversite öğrencilerinin psikolojik dayanıklılık, yaşam becerileri ve algılanan sosyal destek düzeyleri arasındaki ilişkinin incelenmesi* [The examination of the relationship among resilience, life skills and perceived social support levels of university students] (Publication No. 675153) [Master's thesis, Necmettin Erbakan University]. Council of Higher Education Thesis Center.

Gündaş, A., & Koçak, R. (2015). Lise öğrencilerinde psikolojik sağlamlığın yordayıcısı olarak benlik kurgusu [The role of self-construals as the predictors of psychological resilience of high school students]. *The Journal of International Social Research, 8*(41), 795–802. https://www.sosyalarastirmalar.com/articles/the-role-of-selfconstruals-as-the-predictors-of-psychological-resilience-ofhigh-school-students.pdf

Güneş, K. (2025). *The relationship between perceived social support and resilience of refugee women living in Diyarbakır* (Publication No. 917806) [Master's thesis, Gaziantep University]. Council of Higher Education Thesis Center.

Güngör, C. (2019). *Öğretmen adaylarının öz yeterlik algıları ile mesleki kaygı düzeyleri arasındaki ilişki* [The relationship between the self-efficacy, professional anxiety levels of prospective teachers] (Publication No. 555412) [Master's thesis, Ondokuz Mayıs University]. Council of Higher Education Thesis Center.

Güngör, C., & Gül, İ. (2021). Öğretmen adaylarının öz yeterlik algıları ile mesleki kaygı düzeyleri arasındaki ilişki [The relationship between the self-efficacy perception professional anxiety levels of prospective teachers]. *Iğdır Üniversitesi Sosyal Bilimler Dergisi, 25*, 774–811. https://izlik.org/JA38FR48KJ

Güngörmüş, K., Okanlı, A., & Kocabeyoğlu, T. (2015). Hemşirelik öğrencilerinin psikolojik dayanıklılıkları ve etkileyen faktörler [Factors influencing resilience in nursing students]. *Journal of Psychiatric Nursing, 6*(1), 9–14. https://pdf.journalagent.com/phd/pdfs/PHD-80299-RESEARCH_ARTICLE-GUNGORMUS.pdf

Güven, G., & Efe Azkeskin, K. (2022). Erken çocukluk eğitimi ve okul öncesi eğitim [Early childhood education and preschool education]. In İ. H. Diken (Ed.), *Erken çocukluk eğitimi* (8th ed., pp. 1–52). Pegem Akademi.

Güzel, H. (2005). *Psikiyatrik yardım alan ergenlerin sosyal destek algıları ve bunu etkileyen etmenler* [The percevied social supports and associated factors in psychiatrically consulted adolescents] (Publication No. 159932) [Master's thesis, Hacettepe University]. Council of Higher Education Thesis Center.

Haase, J. E. (2004). The adolescent resilience model as a guide to interventions. *Journal of Pediatric Oncology Nursing, 21*(5), 289–299. https://doi.org/10.1177/1043454204267922

Haber, M. G., Cohen, J. L., Lucas, T., & Baltes, B. B. (2007). The relationship between self-reported received and perceived social support: A meta-analytic review. *American Journal of Community Psychology, 39*(1), 133–144. https://doi.org/10.1007/s10464-007-9100-9

Hanton, S., Neil, R., & Evans, L. (2013). Hardiness and anxiety interpretation: An investigation into coping usage and effectiveness. *European Journal of Sport Science, 13*(1), 96–104. https://doi.org/10.1080/17461391.2011.635810

Hasel, K. M., Abdolhoseini, A., & Ganji, P. (2011). Hardiness training and perceived stress among college students. *Procedia-Social and Behavioral Sciences, 30*, 1354–1358. https://doi.org/10.1016/j.sbspro.2011.10.262

Henson, R. K. (2001, January 26). *Teacher self-efficacy: Substantive implications and measurement dilemmas* [Keynote address]. Annual meeting of the Educational Research Exchange, College Station, Texas.

Higgins, M. C., Dobrow, S. R., & Chandler, D. (2008). Never quite good enough: The paradox of sticky developmental relationships for elite university graduates. *Journal of Vocational Behavior, 72*(2), 207–224. https://doi.org/10.1016/j.jvb.2007.11.011

Hoşoğlu, R., Fırıncı Kodaz, A., Yılmaz Bingöl, T., & Vural Batık, M. (2018). Öğretmen adaylarında psikolojik sağlamlık [The resilient levels of preservice teachers]. *OPUS International Journal of Society Researches, 8*(14), 217–239. https://doi.org/10.26466/opus.405751

House, J. S. (1981). *Work stress and social support*. Addison-Wesley Publishing Company.

House, J. S., & Kahn, R. L. (1985). Measures and concepts of social support. In S. Cohen & S. L. Syme (Eds.), *Social support and health* (pp. 83–108). Academic Press.

House, J. S. (1987). Social support and social structure. *Sociological Forum, 2*(1), 135–146. https://doi.org/10.1007/BF01107897

House, J. S., Umberson, D., & Landis, K. R. (1988). Structures and processes of social support. *Annual Review of Sociology*, *14*, 293–318. https://doi.org/10.1146/annurev.so.14.080188.001453

Huisman, S., Singer, N. R., & Catapano, S. (2010). Resiliency to success: Supporting novice urban teachers. *Teacher Development, 14*(4), 483–499. https://doi.org/10.1080/13664530.2010.533490

Hunter, A. J., & Chandler, G. E. (1999). Adolescent resilience. *Journal of Nursing Scholarship, 31*(3), 243–247. https://doi.org/10.1111/j.1547-5069.1999.tb00488.x

Jacobson, D. E. (1986). Types and Timing of Social Support. *Journal of Health and Social Behavior, 27*(3), 250–264. https://doi.org/10.2307/2136745

Işık, Ş. (2016). Psikolojik dayanıklılık ölçeği'nin geliştirilmesi: Geçerlik ve güvenirlik çalışması [Developing the psychological hardiness scale: The validity and reliability study]. *The Journal of Happiness & Well-Being, 4*(2), 165–182. https://jhwbjournal.com/uploads/files/ff01d9bb3642d6cd5de8961dde552f7d.pdf

Işık, Ş., Karaırmak, Ö., Aydoğan, D., Üzbe Atalay, N., Mutlu Çaykuş, T., Demir, Ö. O., & Yaşar, S. M. (2021). *Psikolojik sağlamlık: Psikolojik danışman/rehber öğretmenler için* [Psychological resilience: For psychological counselors/school counselors]. In M. Ağar & E. Aydın (Eds.). Ministry of National Education Publications. https://orgm.meb.gov.tr/meb_iys_dosyalar/2022_10/04110014_Psikolojik_SaYlamlYk_Kuramsal_Kitap.pdf

Işık, Y., & Çelik, E. (2020). Ergenlerde psikolojik sağlamlığın sosyal dışlanma, sosyal kaygı, cinsiyet ve sınıf düzeyi açısından incelenmesi [Investigation of resilience in adolescents with regards to ostracism, social anxiety gender and grade level]. *OPUS International Journal of Society Researches, 16*(27), 174–209. https://doi.org/10.26466/opus.642037

İkiz, F. E., & Yörük, C. (2013). Öğretmen adaylarının öz-yeterlik düzeyleri ile aile işlevlerinin incelenmesi [The investigation of self-efficacy levels and family functions of teacher trainees]. *Uşak Üniversitesi Sosyal Bilimler Dergisi, 6*(1), 225–252. https://izlik.org/JA84DL82UR

İraz, R., Arıbaş, A. N., & Özşahin, F. (2021). Algılanan sosyal destek ve psikolojik iyi oluş ilişkisi: Üniversite öğrencileri örneği [The relationship between perceived social support and psychological well-being: the case of university students]. *Stratejik ve Sosyal Araştırmalar Dergisi, 5*(2), 363–376. https://doi.org/10.30692/sisad.930302

İskender, A. (2018). *Boş zamanda sıkılma algısı ile üniversite öğrencilerinin riskli davranışları arasındaki ilişkinin belirlenmesinde çok boyutlu algılanan sosyal destek araçlarının rolü* [The role of multidimensional perceived social support tools in determining the relationship between leisure boredom perception and risky behaviors of university students] (Publication No. 501968) [Doctoral dissertation, Gazi University]. Council of Higher Education Thesis Center.

Jungert, T., Koestner, R. F., Houlfort, N., & Schattke, K. (2013). Distinguishing source of autonomy support in relation to workers' motivation and self-efficacy. *The Journal of Social Psychology*, *153*(6), 651–666. https://doi.org/10.1080/00224545.2013.806292

Kahyaoğlu, M., & Yangın, S. (2007). İlköğretim öğretmen adaylarının mesleki öz-yeterliklerine ilişkin görüşleri [Views of prospective teachers in elementary school teaching departments about professional self-efficacy]. *Kastamonu Education Journal, 15*(1), 73–84. https://izlik.org/JA94NS65AC

Karahan, Ş., & Uyanık Balat, G. (2011). Özel eğitim okullarında çalışan eğitimcilerin öz-yeterlik algılarının ve tükenmişlik düzeylerinin incelenmesi [The analysis of self-efficacy perception and burnout level of special education school educators]. *Pamukkale Üniversitesi Eğitim Fakültesi Dergisi, 29*(29), 1–14. https://izlik.org/JA54LX64HL

Karakuş, S. (2017). *Özel eğitim öğretmenlerinin psikolojik dayanıklılık ile mesleki sosyal destek düzeyleri arasındaki ilişkinin incelenmesi* [Investigation of the relationship between psychological resilience and professional social support levels of special education teachers] (Publication No. 472285) [Master's thesis, Kahramanmaraş Sütçü İmam University]. Council of Higher Education Thesis Center.

Karaırmak, Ö. (2006). Psikolojik sağlamlık, risk faktörleri ve koruyucu faktörler [Resilience, risk and protective factors]. *Turkish Psychological Counseling and Guidance Journal*, *3*(26), 129–142. https://izlik.org/JA76WG22LT

Karcı, A., & Balcı-Çelik, S. (2024). Ergenlerde algılanan stres, akademik öz yeterlik ve psikolojik sağlamlık arasındaki ilişkinin incelenmesi [Investigation of the relationship among perceived stress, academic self-efficacy and psychological resilience in adolescents]. *Journal of Turkish Educational Sciences (TEBD), 22*(1), 186-214. https://doi.org/10.37217/tebd.1324851

Kavrayıcı, C., & Bayrak, C. (2016). Öğretmen adaylarının öz-yeterlik algıları [Preservice teachers' sense of self efficacy]. *Adıyaman Üniversitesi Sosyal Bilimler Enstitüsü Dergisi, 23*, 623–658. https://doi.org/10.14520/adyusbd.70805

Kaya, F., & Odacı, H. (2021). The adaptation of the connor-davidson resilience scale short form into Turkish: A validity and reliability study. *HAYEF: Journal of Education, 18*(1), 38–54. https://doi.org/10.5152/hayef.2021.20029

Kaya, H. İ., & Korucuk, M. (2023). Öğretmen adaylarının mesleki öz-yeterlikleri ile mesleki kaygı düzeyleri arasındaki ilişkinin incelenmesi [Examination of the relationship between the levels of professional self-efficiencies and professional anxiety of teacher candidates]. *Elektronik Sosyal Bilimler Dergisi, 22(*87), 925–948. https://doi.org/10.17755/esosder.1254886

Kaya, İ. (2019). Okul öncesi öğretmenlerinin öz yeterlik inançlarının bazı değişkenlere göre incelenmesi [Investigation of self-efficacy beliefs of preschool teachers in terms of certain variables]. *OPUS International Journal of Society Researches, 11*(18), 345–363. https://doi.org/10.26466/opus.530330

Keçili, B. (2022). *Özel eğitim öğretmenlerinin psikolojik dayanıklılık, öz yeterlik ve psikolojik yardım alma tutumları arasındaki ilişkinin incelenmesi* [Examining the relationship between psychological resilience, self-efficacy and attitudes of getting psychological assistance of special education teachers] (Publication No. 777370) [Master's thesis, Ege University]. Council of Higher Education Thesis Center.

Kelly, A. L., & Berthelsen, D. C. (1995). Preschool teachers' experiences of stress. *Teaching and Teacher Education, 11*(4), 345–357. https://doi.org/10.1016/0742-051X(94)00038-8

Keskin, R. (2025). *Üniversite öğrencilerinde psikolojik dayanıklılık, algılanan sosyal destek düzeyleri ve yaşam becerileri arasındaki ilişkinin incelenmesi* [Examining the relationships between psychological resilience, perceived social support levels and life skills among university students] (Publication No. 950593) [Master's thesis, İstanbul University-Cerrahpaşa]. Council of Higher Education Thesis Center.

Kılınç, B., & Uz Baş, A. (2023). Ortaokul öğrencilerinin psikolojik sağlamlık düzeylerinin sosyal ilişkiler, okula aidiyet ve özyeterlik açısından incelenmesi [Examining the resilience levels of secondary school students in terms of social relations, sense of school belonging and self-efficacy]. *Journal of Buca Faculty of Education, 57,* 1530–1554. https://doi.org/10.53444/deubefd.1271996

Kline, R. B. (2016). *Principles and practice of structural equation modeling* (4th. ed.). The Guilford Press.

Kobasa, S. C. (1979). Stressful life events, personality, and health: An inquiry into hardiness. *Journal of Personality and Social Psychology, 37*(1), 1–11. https://doi.org/10.1037/0022-3514.37.1.1

Kobasa, S. C., Maddi, S. R., & Kahn, S. (1982). Hardiness and health: A prospective study. *Journal of Personality and Social Psychology, 42*(1), 168–177. https://doi.org/10.1037/0022-3514.42.1.168

Koçak, M., Atlı Özbaş, A., & Gürhan, N. (2017). Identification of psychological resilience and self-efficacy levels of physical education-sport students. *Beden Eğitimi ve Spor Bilimleri Dergisi, 11*(2), 129–135. https://izlik.org/JA74PG26GW

Koğar, H., & Yılmaz Koğar, E. (2024). The structure of the multidimensional scale of perceived social support: a metaanalytic confirmatory factor analysis. *Cambridge Prisms: Global Mental Health, 11*, e126, 1–11 https://doi.org/10.1017/gmh.2024.118

Kozaklı, H. (2006). *Üniversite öğrencilerinde yalnızlık ve sosyal destek düzeyi arasındaki ilişkilerin karşılaştırılması* [The Relation between social support and loneliness as perceived by the undergraduates who accommodate at the dormitories and their families] (Publication No. 189130) [Master's thesis, Mersin University]. Council of Higher Education Thesis Center.

Kurt, G. (2020). *Bağlanma stilleri ve algılanan sosyal destek ile psikolojik dayanıklılık arasındaki ilişkinin incelenmesi* [Investigation of the relationship between attachment styles and perceived social support and psychological hardiness] (Publication No. 649231) [Master's thesis, İstanbul Okan University]. Council of Higher Education Thesis Center.

Kuş, E. Ö. (2023). *Kanser tedavisi gören çocukların refakatçi annelerinin psikolojik dayanıklılık düzeylerinin algılanan sosyal destek ve öz-şefkat bağlamında incelenmesi* [Examining the psychological resilience levels of the caregiver mothers of children undergoing cancer treatment in the context of perceived social support and self-compassion] (Publication No. 809010) [Master's thesis, Haliç University]. Council of Higher Education Thesis Center.

Küçükoğlu, A., & Kızıltaş, E. (2012). Almanya, Fransa, İngiltere, İtalya, Rusya ve Türkiye okul öncesi öğretmen yetiştirme programlarının karşılaştırılması [A comparison of preschool teacher training programs in the UK, Germany, France, Italy, Russia and Turkey]. *İlköğretim Online, 11*(3), 660–670. https://izlik.org/JA99YA77UB

Lakey, B., Orehek, E., Hain, K. L., & VanVleet, M. (2010). Enacted support's links to negative affect and perceived support are more consistent with theory when social influences are isolated from trait influences. Personality and Social Psychology Bulletin, 36(1), 132–142. https://doi.org/10.1177/0146167209349375

Lazarides, R., & Warner, L. M. (2020). Teacher self-efficacy. *Oxford Research Encyclopedia of Education.* https://doi.org/10.1093/acrefore/9780190264093.013.890

Le Cornu, R. (2009). Building resilience in pre-service teachers. *Teaching and Teacher Education, 25*(5), 717–723. https://doi.org/10.1016/j.tate.2008.11.016

Leroux, M., & Theoret, M. (2014). Intriguing empirical relations between teachers' resilience and reflection on practice. *Reflective Practice*, *15*(3), 289–303. https://doi.org/10.1080/14623943.2014.900009

Li, S. (2023). The effect of teacher self-efficacy, teacher resilience, and emotion regulation on teacher burnout: a mediation model. *Frontiers in Psychology, 14*, 1185079. https://doi.org/10.3389/fpsyg.2023.1185079

Li, Z., & Li, Q. (2024). How social support affects resilience in disadvantaged students: The chain-mediating roles of school belonging and emotional experience. *Behavioral Sciences, 14*, 114. https://doi.org/10.3390/bs14020114

Liu, B., Liu, L., Zou, M., Jin, Y., Song, L., Ren, L., Li, M., Feng, Y., Li, F., & Yang, Q. (2024). Relationships between resilience, perceived social support, and mental health in military personnel: A cross-lagged analysis. *BMC Public Health 24*, 3433. https://doi.org/10.1186/s12889-024-20907-w

Liu, Y., & Aungsuroch, Y. (2019). Work stress, perceived social support, self-efficacy and burnout among Chinese registered nurses. *Journal of Nursing Management, 27*(7), 1445–1453. https://doi.org/10.1111/jonm.12828

Luthar, S. S., Cicchetti, D., & Becker, B. (2000). The construct of resilience: A critical evaluation and guidelines for future work. *Child Development, 71*(3), 543–562. https://doi.org/10.1111/1467-8624.00164

Luthar, S. S., & Cicchetti, D. (2000). The construct of resilience: Implications for interventions and social policies. *Development and Psychopathology*, *12*(4), 857–885. https://doi.org/10.1017/S0954579400004156

Luthar, S. S., Sawyer, J. A., & Brown, P. J. (2006). Conceptual issues in studies of resilience: past, present, and future research. *Annals of the New York Academy of Sciences*, *1094*, 105–115. https://doi.org/10.1196/annals.1376.009

Maddi, S. R. (1999). The personality construct of hardiness: I. Effects on experiencing, coping, and strain. Consulting Psychology Journal: Practice and Research, 51(2), 83–94. https://doi.org/10.1037/1061-4087.51.2.83

Maddi, S. R. (2002). The story of hardiness: Twenty years of theorizing, research, and practice. *Consulting Psychology Journal: Practice and Research*, *54*(3), 173–185. https://doi.org/10.1037/1061-4087.54.3.173

Maddi, S. R. (2004). Hardiness: An Operationalization of Existential Courage. *Journal of Humanistic Psychology*, *44(*3), 279–298. https://doi.org/10.1177/0022167804266101

Maddi, S. R., Harvey, R. H., Khoshaba, D. M., Lu, J. L., Persico, M., & Brow, M. (2006). The personality construct of hardiness, III: Relationships with repression, innovativeness, authoritarianism, and performance. *Journal of Personality*, *74*(2), 575–598. https://doi.org/10.1111/j.1467-6494.2006.00385.x

Mahanta, D., & Aggarwal, M. (2013). Effect of perceived social support on life satisfaction of university students. *European Academic Research*, *1*(6), 1083–1094. https://euacademic.org/UploadArticle/72.pdf

Mansfield, C. F., Beltman, S., Broadley, T., & Weatherby-Fell, N. (2016). Building resilience in teacher education: An evidenced informed framework. *Teaching and Teacher Education*, *54*, 77–87. https://doi.org/10.1016/j.tate.2015.11.016

Maslach, C., & Leiter, M. P. (2008). Early predictors of job burnout and engagement. *Journal of Applied Psychology, 93*(3), 498–512. https://doi.org/10.1037/0021-9010.93.3.498

Masten, A. S., & Coatsworth, J. D. (1998). The development of competence in favorable and unfavorable environments: Lessons from research on successful children. *American Psychologist, 53*(2), 205–220. https://doi.org/10.1037/0003-066X.53.2.205

Masten, A. S., Hubbard, J. J., Gest, S. D., Tellegen, A., Garmezy, N., & Ramirez, M. (1999). Competence in the context of adversity: Pathways to resilience and maladaptation from childhood to late adolescence. *Development and Psychopathology, 11*(1), 143–169. https://doi.org/10.1017/S0954579499001996

Masten, A. S. (2001). Ordinary magic: Resilience processes in development. *American Psychologist, 56*(3), 227–238. https://doi.org/10.1037/0003-066X.56.3.227

Masten, A. S., & Gewirtz, A. H. (2006). Resilience in development: The importance of early childhood. In Tremblay, R. E., Barr, R. G., Peters, R. DeV., eds. *Encyclopedia on Early Childhood Development* (online) (pp. 1–6). http://www.child-encyclopedia.com/Pages/PDF/Masten-GewirtzANGxp.pdf

Masten, A. S. (2007). Resilience in developing systems: Progress and promise as the fourth wave rises. *Development and Psychopathology, 19*(3), 921–930. https://doi.org/10.1017/S0954579407000442

Masten, A. S., Cutuli, J. J., Herbers, J. E., Reed M-G J. (2009). Resilience in development. In C. R. Snyder and S. J. Lopez (Eds.) *Oxford handbook of positive psychology* (2nd ed., pp. 117–132). Oxford University Press. https://doi.org/10.1093/oxfordhb/9780195187243.013.0012

Masten, A. S. (2021). Resilience in developmental systems: Principles, pathways, and protective processes in research and practice. In M. Ungar (Ed.), *Multisystemic resilience: Adaptation and transformation in contexts of change* (pp. 113–134). Oxford University Press. https://doi.org/10.1093/oso/9780190095888.003.0007

Masten, A. S., Lucke, C. M., Nelson, K. M., & Stallworthy, I. C. (2021). Resilience in development and psychopathology: Multisystem perspectives. *Annual Review of Clinical Psychology, 17*, 521–549. https://doi.org/10.1146/annurev-clinpsy-081219-120307

Mathews, L. L., & Servaty-Seib, H. L. (2007). Hardiness and grief in a sample of bereaved college students. *Death Studies, 31*(3), 183–204. https://doi.org/10.1080/07481180601152328

Mayers, A. (2013). *Introduction to statistics and SPSS in psychology*. Pearson.

Mete, C. (2017). *İzmir'de yaşayan roman ergenlerin psikolojik sağlamlıklarının algılanan sosyal destek, mizah kullanımı ve sosyal bağlılık düzeylerine göre incelenmesi* [Investigating psychological resilience of Roma adolescents in İzmir acorrding to perceived social support, sense of humor, and social connectedness levels] (Publication No. 470470) [Master's thesis, Ege University]. Council of Higher Education Thesis Center.

Mieres-Chacaltana, M., Salvo-Garrido, S., & Dominguez-Lara, S. (2025). Resilience and prosociality: Pathways to strengthen teachers' self-efficacy in the classroom. *Frontiers in Psychology, 16*, 1660879. https://doi.org/10.3389/fpsyg.2025.1660879

Ministry of National Education (MoNE). (2024). *Early Childhood Education Program*. General Directorate of Basic Education. https://tegm.meb.gov.tr/dosya/okuloncesi/guncellenenokuloncesiegitimprogrami.pdf

Mohd-Yusoff, Y. (2012). Self-efficacy, perceived social support, and psychological adjustment in international undergraduate students in a public higher education institution in Malaysia. *Journal of Studies in International Education, 16*(4), 353–371. https://doi.org/10.1177/1028315311408914

Morrison, G. S. (2013). *Fundamentals of early childhood education* (7th ed.). Pearson.

Morrison, G. S. (2015). *Early childhood education today* (13th ed.). Pearson.

Munezero, E., Hódi, Á., & Tóth, E. (2026). Assessing teacher resilience and its protective factors: A systematic review. *International Journal of Educational Research Open, 10,* 100561. https://doi.org/10.1016/j.ijedro.2025.100561

Norris, F. H., & Kaniasty, K. (1996). Received and perceived social support in times of stress: A test of the social support deterioration deterrence model. *Journal of Personality and Social Psychology, 71*(3), 498–511. https://doi.org/10.1037/0022-3514.71.3.498

Organisation for Economic Co-operation and Development (OECD). (2019a). *Education at a Glance 2019: OECD Indicators*. OECD Publishing. https://doi.org/10.1787/f8d7880d-en

Organisation for Economic Co-operation and Development (OECD). (2019b). *OECD future of education and skills 2030: OECD learning compass 2030 – A series of concept notes*. OECD publishing. https://www.oecd.org/content/dam/oecd/en/about/projects/edu/education-2040/1-1-learning-compass/OECD_Learning_Compass_2030_Concept_Note_Series.pdf

Organisation for Economic Co-operation and Development (OECD). (2020). *TALIS 2018 results (volume II): Teachers and school leaders as valued professionals.* OECD Publishing. https://doi.org/10.1787/19cf08df-en

Oxford University Press. (n.d.). Resilience. In *Oxford dictionary*. Retrieved January 11, 2026, from https://www.oxfordlearnersdictionaries.com/us/definition/english/resilience?q=resilience

Özbey, S., Büyüktanır, A., & Türkoğlu, D. (2014). An investigation of preservice pre-school teachers' resilience skills. *Procedia-Social and Behavioral Sciences, 116*, 4040–4046. https://doi.org/10.1016/j.sbspro.2014.01.887

Özer, E. (2013). *Üniversite öğrencilerinin psikolojik sağlamlık düzeylerinin duygusal zeka ve beş faktör kişilik özellikleri açısından incelenmesi* [An investigation of universty students' resilience level on the view of trait emotional eq and the five factor personality traits] (Publication No. 347489) [Doctoral dissertation, Necmettin Erbakan University]. Council of Higher Education Thesis Center.

Özkapu, Y. (2019). *Suriyeli çocuklarla çalışan psikolojik danışmanların, kişilik özellikleri ve öz yeterlik algılarının psikolojik sağlamlıkları üzerindeki etkisi* [The effect of psychological counselors working with Syrian children on resilience of personality and self-efficiency perceptions] (Publication No. 565728) [Master's thesis, Marmara University]. Council of Higher Education Thesis Center.

Pallant, J. (2016). *SPSS survival manual: A step by step guide to data analysis using IBM SPSS* (6th ed.). Allen & Unwin.

Paller, M. F., & Quirap, E. A. (2024). Teachers' resilience and self-efficacy. *International Journal of Multidisciplinary Research and Analysis, 7*(4), 1729–1738. https://doi.org/10.47191/ijmra/v7-i04-35

Peterson, T., Veisson, M., Hujala, E., Härkönen, U., Sandberg, A., Johansson, I., & Bakosi, E. K. (2016). Professionalism of preschool teachers in Estonia, Finland, Sweden and Hungary. *European Early Childhood Education Research Journal, 24*(1), 136–156. https://doi.org/10.1080/1350293X.2015.1120529

Pierce, G. R., Sarason, I. G., & Sarason, B. R. (1991). General and relationship-based perceptions of social support: Are two constructs better than one? *Journal of Personality and Social Psychology, 61*(6), 1028–1039. https://doi.org/10.1037/0022-3514.61.6.1028

Polatcı, S., & Tınaz, Z. D. (2021). Kişilik özelliklerinin psikolojik dayanıklılık üzerindeki etkisi [The effect of personality traits on psychological resilience]. *OPUS International Journal of Society Researches, 17*(36), 2890–2917. https://doi.org/10.26466/opus.827411

Prezza, M., & Giuseppina Pacilli, M. (2002), Perceived social support from significant others, family and friends and several socio-demographic characteristics. *Journal of Community & Applied Social Psychology, 12*(6), 422–429. https://doi.org/10.1002/casp.696

Qi, Z. (2021). The construction of a learning field based on Lewin's equation for behavior. *International Journal of Education, Learning and Development, 9*(6), 1–17. https://www.eajournals.org/wp-content/uploads/The-Construction-of-a-Learning-Field-Based-on-Lewins-Equation-for-Behavior.pdf

Rancher, C., & Moreland, A. D. (2023). Adverse childhood experiences, stress, and resilience among early childhood teachers. *Early Childhood Research Quarterly, 62*, 186–193. https://doi.org/10.1016/j.ecresq.2022.08.007

Republic of Türkiye Ministry of Family and Social Services. (n.d.). *Proje destek programlarımız* [Project support programs]. Directorate General of Social Assistance. https://www.aile.gov.tr/sygm/programlarimiz/proje-destek-programlarimiz/

Richman, J. M., Rosenfeld, L. B., & Bowen, G. L. (1998). Social support for adolescents at risk of school failure. *Social Work, 43*(4), 309–323. http://www.jstor.org/stable/23718683

Robertson, S. E. (1988). Social support: Implications for counselling. *Journal for the Advancement of Counselling 11*, 313–321 https://doi.org/10.1007/BF00117689

Rosenfeld, L. B., Richman, J. M. & Bowen, G. L. (2000). Social Support networks and school outcomes: the centrality of the teacher. *Child and Adolescent Social Work Journal 17*, 205–226. https://doi.org/10.1023/A:1007535930286

Rutter, M. (1985). Resilience in the face of adversity: Protective factors and resistance to psychiatric disorder. *The British Journal of Psychiatry, 147*(6), 598–611. https://doi.org/10.1192/bjp.147.6.598

Rutter, M. (2006), Implications of resilience concepts for scientific understanding. *Annals of the New York Academy of Sciences, 1094*(1), 1–12. https://doi.org/10.1196/annals.1376.002

Rutter, M. (2007). Resilience, competence, and coping. *Child Abuse & Neglect, 31*(3), 205–209. https://doi.org/10.1016/j.chiabu.2007.02.001

Rutter, M. (2013). Annual research review: Resilience – clinical implications. *Journal of Child Psychology and Psychiatry, 54*(4) 474–487. https://doi.org/10.1111/j.1469-7610.2012.02615.x

Sadownik, A. R. (2023). Bronfenbrenner: Ecology of human development in ecology of collaboration. In Sadownik, A. R., Višnjić Jevtić, A. (Eds.) (*Re)theorising More-than-parental Involvement in Early Childhood Education and Care*, International Perspectives on Early Childhood Education and Development, 40. Springer, Cham. https://doi.org/10.1007/978-3-031-38762-3_4

Sak, R. (2015). Comparison of self-efficacy between male and female pre-service early childhood teachers. *Early Child Development and Care, 185*(10), 1629–1640. https://doi.org/10.1080/03004430.2015.1014353

Salvo-Garrido, S., Cisternas-Salcedo, P., & Polanco-Levicán, K. (2025). Understanding teacher resilience: Keys to well-being and performance in Chilean elementary education. *Behavioral Sciences, 15*(3), 292. https://doi.org/10.3390/ bs15030292

Sarason, I. G., Levine, H. M., Basham, R. B., & Sarason, B. R. (1983). Assessing social support: The Social Support Questionnaire. *Journal of Personality and Social Psychology, 44*(1), 127–139. https://doi.org/10.1037/0022-3514.44.1.127

Sarıgöl, A. (2023). *Aleksitimi ve zihinselleştirme becerisinin algılanan sosyal destek ve psikolojik dayanıklılık ile ilişkilerinin incelenmesi* [Examining the relationship of alexithymia and mentalization ability with perceived social support and resilience] (Publication No. 851457) [Master's thesis, İstanbul Sabahattin Zaim University]. Council of Higher Education Thesis Center.

Saruhan, U. (2019). *Öğretmenlerin mesleki tükenmişlik düzeyleri ile psikolojik dayanıklılık, algılanan sosyal destek ve iş yaşamında yalnızlık düzeylerinin ilişkisi* [The relationship between teacher burnout levels and psychological hardiness, perceived social support, and job lonliness] (Publication No. 553713) [Master's thesis, Tokat Gaziosmanpaşa University]. Council of Higher Education Thesis Center.

Sarwar, M., Inamullah, H., Khan, N., & Anwar, N. (2010). Resilience and academic achievement of male and female secondary level students in Pakistan. *Journal of College Teaching & Learning (TLC), 7(*8), 19–24. https://doi.org/10.19030/tlc.v7i8.140

Savaş, N. (2023). *Boşanmış kadınlarda algılanan sosyal destek ile psikolojik sağlamlık ve öznel iyi oluş arasındaki ilişkinin incelenmesi* [Investigation of the relationship between perceived social support in divorced women and the psychological resilience and subjective well-being] (Publication No. 818003) [Master's thesis, Çağ University]. Council of Higher Education Thesis Center.

Saygın, Y. (2008). *Üniversite öğrencilerinin sosyal destek, benlik saygısı ve öznel iyi oluş düzeylerinin incelenmesi* [Investigating socil support, self-esteem and subjectiwe well-being levels of university students] (Publication No. 218666) [Master's thesis, Selçuk University]. Council of Higher Education Thesis Center.

Schaefer, C., Coyne, J. C., & Lazarus, R. S. (1981). The health-related functions of social support. *Journal of Behavioral Medicine, 4*(4), 381–406. https://doi.org/10.1007/BF00846149

Seligman, M. E. P., & Csikszentmihalyi, M. (2000). Positive psychology: An introduction. *American Psychologist, 55*(1), 5–14. https://doi.org/10.1037/0003-066X.55.1.5

Sezgin, F. (2012). İlköğretim okulu öğretmenlerinin psikolojik dayanıklılık düzeylerinin incelenmesi [Investigating the psychological hardiness levels of primary school teachers]. *Kastamonu Education Journal, 20*(2), 489–502. https://izlik.org/JA73CZ68KJ

SGB (Strateji Geliştirme Başkanlığı). (2025, September 30). *Resmi istatistikler*. https://sgb.meb.gov.tr/www/resmi-istatistikler/icerik/64

Shuakbayeva, Z., Ospanova, B., Kalkeyeva, K., Orazaliyeva, R., & Nurekenova, A. (2025). Replicating the pathways to resilience: demographic predictors, self-efficacy, and inclusive teaching among pre-service teachers. *Frontiers in Education, 10*, 1640288. https://doi.org/10.3389/feduc.2025.1640288

Shumaker, S. A., & Brownell, A. (1984). Toward a theory of social support: Closing conceptual gaps. *Journal of Social Issues, 40*(4), 11–36. https://doi.org/10.1111/j.1540-4560.1984.tb01105.x

Singh, R., Mahato, S., Singh, B., Thapa, J., & Gartland, D. (2019). Resilience in Nepalese adolescents: Socio-demographic factors associated with low resilience. *Journal of Multidisciplinary Healthcare, 12*, 893–902. https://doi.org/10.2147/JMDH.S226011

Siu, A. F. Y., & Chan, A. H. C. (2020). Preschool teachers' resilience and their readiness to develop resilience to young children in a Chinese context. *Asia-Pacific Journal of Research in Early Childhood Education, 14*(1), 49–69. http://dx.doi.org/10.17206/apjrece.2020.14.1.49

Squires, V., Walker, K., & Spurr, S. (2022). Understanding self perceptions of wellbeing and resilience of preservice teachers. *Teaching and Teacher Education, 118,* 103828. https://doi.org/10.1016/j.tate.2022.103828

Stratton, S. J. (2021). Population research: Convenience sampling strategies. *Prehospital and Disaster Medicine, 36*(4), 373–374. https://doi.org/*10.22034/ijels.2022.162981*

Sun, W., Wu, Q., Zhang, X., He, D., & Liu, X. (2025). Does teacher support scaffold engagement? Academic self-efficacy as mediator and proactive personality as moderator among chinese high school students. *Behavioral Sciences, 15*(11), 1594. https://doi.org/10.3390/bs15111594

Şahin, C., & Şahin, S. (2017). Öğretmen adaylarının öğretmenlik mesleğine karşı tutumları, öz-yeterlik inançları ve öğrenciyi tanıma düzeyleri [Pre-service teachers' attitudes toward the teaching profession, self-efficacy beliefs, and levels of student understanding]. *Türk Eğitim Bilimleri Dergisi, 15*(2), 224–238. https://izlik.org/JA82AJ98UT

Şahin Taşkın, Ç., & Hacıömeroğlu, G. (2010). Öğretmen özyeterlik inanç ölçeğinin Türkçeye uyarlanması ve sınıf öğretmeni adaylarının özyeterlik inançları [Adaptation of the teachers' efficacy beliefs system-self form and primary teachers' self efficacy beliefs]. *Dokuz Eylül Üniversitesi Buca Eğitim Fakültesi Dergisi, 27*, 63–75. https://izlik.org/JA93NM74HW

Şengün, G. (2025). Examining the relationship between preschool teachers' attitudes towards disasters and their psychological resilience and perceived social support levels. *Mehmet Akif Ersoy University Journal of Education Faculty, 74*, 357–378. https://doi.org/10.21764/maeuefd.1571346

Şenol, F. B. (2012). *Okul öncesi öğretmen adayları ile okul öncesi öğretmenlerinin öğretmenlik mesleğine yönelik öz yeterlik inançlarının karşılaştırılması* [The comparision of teacher self-efficacy beliefs between preservice preschool teachers and preschool teachers] (Publication No. 314225) [Master's thesis, Afyon Kocatepe University]. Council of Higher Education Thesis Center.

Şubaş, R. (2018). *Okul öncesi öğretmen adaylarının öz-denetimleri ve öğretmen özyeterlik inançları arasındaki ilişkinin bazı değişkenlerle incelenmesi* [Analysis of the relationship between self-regulation and self-efficacy perception of preschool teacher candidates with some other variables] (Publication No. 511405) [Master's thesis, Dumlupınar University]. Council of Higher Education Thesis Center.

Tabachnick, B. G., & Fidell, L. S. (2013). *Using Multivariate Statistics* (6th ed.). Pearson.

Tabachnick, B. G., & Fidell, L. S. (2019). *Using Multivariate Statistics* (7th ed.). Pearson.

Taştan, G. (2019). *Lise öğrencilerinde algılanan sosyal destek düzeyi ile ebeveyn ergen ilişkisi niteliğinin sigara kullanımı üzerine etkisi* [The effects of the perceived social support level of high school students and parent-adolescent relationship quality on smoking] (Publication No. 576264) [Master's thesis, Marmara University]. Council of Higher Education Thesis Center.

Tatlıeşme, S., & Gürgil Ulusoy, F. (2025). Sosyal bilgiler öğretmen adaylarının öz yeterlik algıları ve mesleki kaygı düzeylerinin incelenmesi [Investigation of pre-service social studies teachers' self-efficacy perceptions and occupational anxiety levels]. *Türkiye Bilimsel Araştırmalar Dergisi (TÜBAD), 10*(1), 91–105. https://izlik.org/JA88KN54KC

Terzi, Ş. (2008a). Üniversite öğrencilerinde kendini toparlama gücünün içsel koruyucu faktörlerle ilişkisi [The relationships between resilience and internal protective factors in university students]. *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi, 35*, 297–306. https://izlik.org/JA24CZ86GB

Terzi, Ş. (2008b). Üniversite öğrencilerinin psikolojik dayanıklılıkları ve algıladıkları sosyal destek arasındaki ilişki [The relationship between psychological hardiness and perceived social support of university students]. *Turkish Psychological Counseling and Guidance Journal, 3*(29), 1–11. https://doi.org/10.17066/pdrd.34849

Thoits, P. A. (1982). Conceptual, methodological, and theoretical problems in studying social support as a buffer against life stress. *Journal of Health and Social Behavior, 23*(2), 145–159. https://doi.org/10.2307/2136511

Thoits, P. A. (1986). Social support as coping assistance. *Journal of Consulting and Clinical Psychology, 54*(4), 416–423. https://doi.org/10.1037/0022-006X.54.4.416

Tomaka, J., & Blascovich, J. (1994). Effects of justice beliefs on cognitive appraisal of and subjective physiological, and behavioral responses to potential stress. *Journal of Personality and Social Psychology, 67*(4), 732–740. https://doi.org/10.1037/0022-3514.67.4.732

Tomás, J. M., Gutiérrez, M., Pastor, A. M., & Sancho, P. (2020). Perceived social support, school adaptation and adolescents' subjective well-being. *Child Indicators Research, 13(*5), 1597-1617. https://doi.org/10.1007/s12187-020-09717-9

Toplu, A., & Bayram, S. (2025). Lise öğrencilerinin kariyer kararı verme güçlüğü ile kariyer denetim odağı ve algılanan sosyal destek arasındaki ilişkinin incelenmesi [Examining the relationship between high school students' career decision making difficulties, career locus of control, and perceived social support]. *Journal of Turkish Educational Sciences (TEBD), 23*(3), 2745–2766. https://doi.org/10.37217/tebd.1625881

Toraman, Ç., Sarıgedik, E., Çavdar Toraman, M., & Noyan, C. O. (2023). Kurum bakımında kalan ergenlerin, psikolojik dayanıklılık, öz yeterlilik ve sosyal duygusal öğrenme becerilerinin değerlendirilmesi [Evaluation of psychological resilience, self-efficacy and social-emotional learning skill of adolescents who stays in children's houses]. *Journal of Society & Social Work, 34(*1), 169–184. https://doi.org/10.33417/tsh.1062003

Toran, M., Mart, M., & Özden, B. (2024). Okul öncesi öğretmeni mesleki öz-yeterlik ölçeği geliştirilmesi: Geçerlik ve güvenirlik çalışması [Development of preschool teachers' professional self-efficacy scale: validity and reliability study]. *Yaşadıkça Eğitim*, *38*(1), 88–104. https://doi.org/10.33308/26674874.2024381664

Tschannen-Moran, M., Hoy, A. W., & Hoy, W. K. (1998). Teacher efficacy: Its meaning and measure. *Review of Educational Research*, *68*(2), 202–248. https://doi.org/10.3102/00346543068002202

Tschannen-Moran, M., & Woolfolk Hoy, A. (2001). Teacher efficacy: Capturing an elusive construct. *Teaching and teacher education, 17*(7), 783–805. https://doi.org/10.1016/S0742-051X(01)00036-1

Tschannen-Moran, M., & Woolfolk Hoy, A. (2002, April 2). *The influence of resources and support on teachers' efficacy beliefs* [Paper presentation]. Annual Meeting of the American Educational Research Association, New Orleans, LA, United States.

Tschannen-Moran, M., & Hoy, A. W. (2007). The differential antecedents of self-efficacy beliefs of novice and experienced teachers. *Teaching and Teacher Education, 23*(6), 944–956. https://doi.org/10.1016/j.tate.2006.05.003

Tudge, J. R. H., Mokrova, I., Hatfield, B. E., & Karnik, R. B. (2009), Uses and misuses of Bronfenbrenner's bioecological theory of human development. *Journal of Family Theory & Review, 1*, 198–210. https://doi.org/10.1111/j.1756-2589.2009.00026.x

Tudge, J. R. H., Merçon-Vargas, E. A., Liang, Y., & Payir, A. (2022). The importance of Urie Bronfenbrenner's bioecological theory for early childhood education. In L. E. Cohen & S. Waite-Stupiansky (Eds.), *Theories of Early Childhood Education: Developmental, Behaviorist, and Critical* (2nd ed., pp. 50–61). Routledge. https://doi.org/10.4324/9781003288077-5

Turgut, Ö. (2015). *Ergenlerin psikolojik sağlamlık düzeylerinin, önemli yaşam olayları, algılanan sosyal destek ve okul bağlılığı açısından incelenmesi* [Investigation of resilience of adolescents in terms of major life events, perceived social support and school engagement] (Publication No. 395175) [Master's thesis, Anadolu University]. Council of Higher Education Thesis Center.

Türköz, S., Köroğlu, B., & Şahin Kıralp, F. S. (2017). Rehberlik ve psikolojik danışmanlık bölümü öğrencilerinin algılanan sosyal destek düzeylerinin ve iletişim becerilerinin incelenmesi [Investigation of perceived social support levels and communication skills of students in guidance and psychological counseling department]. *International Journal of Humanities and Education, 3*(2), 142–158. https://izlik.org/JA44JF43SF

Uchino, B. N., Bowen, K., & Kent, R. (2016). Social support and mental health. In H. S. Friedman (Ed.), *Encyclopedia of mental health* (2nd ed., pp. 189–195). Academic Press. https://doi.org/10.1016/B978-0-12-397045-9.00117-8

Ungar, M. (2008). Resilience across cultures. *British Journal of Social Work, 38*(2), 218–235, https://doi.org/10.1093/bjsw/bcl343

Ungar, M. (2011). The social ecology of resilience: Addressing contextual and cultural ambiguity of a nascent construct. *American Journal of Orthopsychiatry, 81*(1), 1–17. https://doi.org/10.1111/j.1939-0025.2010.01067.x

Ungar, M. (2018). Systemic resilience: Principles and processes for a science of change in contexts of adversity. *Ecology and Society, 23*(4). https://doi.org/10.5751/ES-10385-230434

United Nations Educational, Scientific and Cultural Organization (UNESCO). (2025, February 13). *Early childhood care and education: What you need to know about early childhood care and education*. https://www.unesco.org/en/early-childhood-education/need-know?hub=70242

Utkan, R. (2019). *Romantik ilişkide psikolojik şiddet, algılanan sosyal destek ve öz yeterlik ilişkisinin incelenmesi* [Investigating the relations between psychological violence in romantic relationship, perceived social support and self-efficacy] (Publication No. 577821) [Master's thesis, Van Yüzüncü Yıl University]. Council of Higher Education Thesis Center.

Vangelisti, A. L. (2009). Challenges in conceptualizing social support. *Journal of Social and Personal Relationships, 26*(1), 39–51. https://doi.org/10.1177/0265407509105520

Vaux, A., & Harrison, D. (1985). Support network characteristics associated with support satisfaction and perceived support. *American Journal of Community Psychology*, *13*(3), 245–268. https://doi.org/10.1007/BF00914932

Vaux, A., Phillips, J., Holly, L., Thomson, B., Williams, D., & Stewart, D. (1986). The social support appraisals (SS-A) scale: Studies of reliability and validity. *American Journal of Community Psychology, 14*(2), 195–219. https://doi.org/10.1007/BF00911821

Vaux, A., Riedel, S., & Stewart, D. (1987). Modes of social support: The Social Support Behaviors (SS-B) Scale. *American Journal of Community Psychology*, *15*(2), 209–237. https://doi.org/10.1007/BF00919279

Vella, S.-L. C., & Pai, N. B. (2019). A theoretical review of psychological resilience: Defining resilience and resilience research over the decades. *Archives of Medicine and Health Sciences, 7*, 233–239. https://doi.org/10.4103/amhs.amhs_119_19

Wagnild, G. M., & Young, H. M. (1993). Development and psychometric evaluation of the resilience scale. *Journal of Nursing Measurement, 1*(2), 165–178. https://scispace.com/pdf/development-and-psychometric-evaluation-of-the-resilience-2omx5awxo4.pdf

Wassell, B., & LaVan, S. K. (2009). Revisiting the dialogue on the transition from coteaching to inservice teaching: New frameworks, additional benefits and emergent issues. *Cultural Studies of Science Education, 4*(2), 477–484. https://doi.org/10.1007/s11422-008-9152-7

Werner, E. E. (1989). High-risk children in young adulthood: A longitudinal study from birth to 32 years. *American Journal of Orthopsychiatry, 59*(1), 72–81. https://doi.org/10.1111/j.1939-0025.1989.tb01636.x

Wilks, S. E. (2008). Resilience amid academic stress: The moderating impact of social support among social work students. *Advances in Social Work, 9*(2), 106–125. https://doi.org/10.18060/51

Wortman, C.B. (1984), Social support and the cancer patient. *Cancer*, 53, 2339–2360. https://doi.org/10.1002/cncr.1984.53.s10.2339

Wright, M. O., & Masten, A. S. (2005). Resilience processes in development: Fostering positive adaptation in the context of adversity. In S. Goldstein & R. B. Brooks (Eds.), *Handbook of resilience in children* (pp. 17–37). Springer, Boston, MA. https://doi.org/10.1007/0-306-48572-9_2

Wright, M. O., Masten, A. S., & Narayan, A. J. (2013). Resilience processes in development: Four waves of research on positive adaptation in the context of adversity. In S. Goldstein & R. B. Brooks (Eds.), *Handbook of resilience in children* (2nd ed., pp. 15–37). Springer Science + Business Media. https://doi.org/10.1007/978-1-4614-3661-4_2

Yada, A., Björn, P. M., Savolainen, P., Kyttälä, M., Aro, M., & Savolainen, H. (2021). Pre-service teachers' self-efficacy in implementing inclusive practices and resilience in Finland. *Teaching and Teacher Education, 105*, 1–11. https://doi.org/10.1016/j.tate.2021.103398

Yamaç, Ö. (2009). *Üniversite öğrencilerinin algıladıkları sosyal destek ile stresle başa çıkma stilleri arasındaki ilişki* [The relationship the styles of the defeating the stress with the social support which the university students precepted] (Publication No. 234929) [Master's thesis, Selçuk University]. Council of Higher Education Thesis Center.

Yaman, S., Cansüngü Koray, Ö., & Altunçekiç, A. (2004). Fen bilgisi öğretmen adaylarının öz-yeterlik inanç düzeylerinin incelenmesi üzerine bir araştırma [A research on the investigation of the self-suffıciency belief levels of the science education teacher candidates]. *Türk Eğitim Bilimleri Dergisi, 2*(3), 355–366. https://izlik.org/JA37GC32CY

Yavuz, M. (2020). Özel eğitim okullarında çalışan öğretmenlerin mesleki öz-yeterlik düzeylerinin çeşitli değişkenler açısından incelenmesi [Examination of the self-efficacy levels of teachers working at special education schools with regard to certain variables]. *Mehmet Akif Ersoy University Journal of Education Faculty, 55,* 1–25. https://doi.org/10.21764/maeuefd.546612

Yenice, N. (2012). Öğretmen adaylarının öz-yeterlik düzeyleri ile problem çözme becerilerinin incelenmesi [Investigating the self-efficacy and problem solving skills of pre-service teachers]. *Electronic Journal of Social Sciences, 11*(39), 36–58. https://izlik.org/JA77NE32RM

Yıldırım, A. (2011). *Sınıf öğretmeni adaylarının mesleki öz-yeterlik algıları ile mesleki kaygı düzeyleri arasındaki ilişkinin incelenmesi* [Investigation of the relationship between primary school teacher candidates' sense of self-efficacy and professional anxiety] (Publication No. 298589) [Master's thesis, Marmara University]. Council of Higher Education Thesis Center.

Yıldırım, M., & Arslan, E. (2024). Çok boyutlu algılanan sosyal destek ölçeği: Ölçüm değişmezliği [Measurement invariance of the multidimensional perceived social support scale]. *EKEV Akademi Dergisi, 99,* 274–288. https://doi.org/10.17753/sosekev.1464331

Yıldız, K., & Dirik, D. (2019). Algılanan sosyal destek ve stresle başa çıkma tarzları arasındaki ilişkide algılanan öz yeterliliğin rolü [The role of perceived self-efficacy in the relationship between perceived social support and ways of coping]. *Spormetre: Beden Eğitimi ve Spor Bilimleri Dergisi, 17*(2), 132–144. https://doi.org/10.33689/spormetre.500792

Yılmaz, M., Gerçek, C., Köseoğlu, P., & Soran, H. (2006). Hacettepe üniversitesi biyoloji öğretmen adaylarının bilgisayarla ilgili öz-yeterlik inançlarının incelenmesi [An analysis of the self-efficacy beliefs about computers of the biology student teachers in Hacettepe university]. *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi, 30*(30), 278–287. https://izlik.org/JA84JK75MZ

Yılmaz, E., Yılmaz, E., & Karaca, F. (2008). Üniversite öğrencilerinin sosyal destek ve yalnızlık düzeylerinin incelenmesi [Examining the level of social support and loneliness of university students]. *Genel Tıp Dergisi, 18*(2), 71–79. https://search.trdizin.gov.tr/tr/yayin/detay/83426

Yılmaz, Ş., & Aydoğan, D. (2024). Algılanan sosyal destek ve genel aidiyet düzeyinin sosyal medya bağımlılığı üzerine etkisinin incelenmesi [Examining the effect of perceived social support and general belonging level on social media addiction]. *İstanbul Aydın Üniversitesi Sosyal Bilimler Dergisi, 16*(2), 305–329. https://izlik.org/JA42ZR82CG

Yiğit, N. S. (2023). *Üniversite öğrencilerinin duygu düzenleme becerileri ile algılanan sosyal destek ve psikolojik sağlamlık düzeyleri arasındaki ilişkinin incelenmesi* [Examination of the relationship between university students' emotion regulation skills, perceived social support and psychological resilience] (Publication No. 809946) [Master's thesis, Dicle University]. Council of Higher Education Thesis Center.

Yost, D. S. (2006). Reflection and self-efficacy: Enhancing the retention of qualified teachers from a teacher education perspective. *Teacher Education Quarterly, 33*(4), 59–76. http://www.jstor.org/stable/23478871

YÖK Atlas. (n.d.). *Okul öncesi öğretmenliği programı bulunan tüm üniversiteler*. https://yokatlas.yok.gov.tr/lisans-bolum.php?b=14352

Zhang, G., & Chayanuvat, A. (2024). Kindergarten teachers' resilience factors. *Rangsit Journal of Educational Studies, 11*(1), 55–70. https://rsujournals.rsu.ac.th/index.php/RJES/article/view/3527/2566

Zimet, G. D., Dahlem, N. W., Zimet, S. G., & Farley, G. K. (1988). The multidimensional scale of perceived social support. *Journal of Personality Assessment*, *52*(1), 30–41. https://doi.org/10.1207/s15327752jpa5201_2

Zimet, G. D., Powell, S. S., Farley, G. K., Werkman, S., & Berkoff, K. A. (1990). Psychometric characteristics of the multidimensional scale of perceived social support. *Journal of Personality Assessment*, *55*(3–4), 610–617. https://doi.org/10.1080/00223891.1990.9674095

Zorlu Yam, A. (2019). *Eğitim fakültesi öğrencilerinin algılanan sosyal destek düzeyleri ile sosyal yeterlikleri arasındaki ilişki* [The relationship between perceived social support levels and social competence of students of education faculty] (Publication No. 586134) [Master's thesis, Tokat Gaziosmanpaşa University]. Council of Higher Education Thesis Center.

APPENDICES

A. DEMOGRAPHIC INFORMATION FORM

Demografik Bilgi Formu

1. Cinsiyetiniz?

- Kadın
- Erkek
- Belirtmek istemiyorum

2. Yaşınız: …

3. Medeni durumunuz?

- Bekâr
- Evli
- Diğer

4. Üniversiteniz: …

5. Üniversitenizin türü?

- Devlet
- Vakıf

6. Sınıf düzeyiniz?

- 3. Sınıf
- 4. Sınıf

B. PRESCHOOL TEACHER PROFESSIONAL SELF-EFFICACY SCALE

Okul Öncesi Öğretmeni Mesleki Öz-Yeterlik Ölçeği

Bu ölçek, okul öncesi öğretmeninin mesleki yeterliğini ölçmek amacı ile hazırlanmış ve ölçekten elde edilen sonuçlar okul öncesi öğretmeninin öz-yeterlilik düzeyini belirlemek üzere kullanılmaktadır. Ölçekte 24 adet yeterliliğe ilişkin ifade bulunmaktadır. Öz-yeterliğe ilişkin ifadeleri en düşük puan olan 1'den (Yetersiz), en yüksek puan olan 9'a (Çok yeterli) kadar puanlamanız beklenmektedir. Yanıtlarınızı öz-yeterliliğinizin nasıl olmasını isteyebileceğinize göre değil, gerçekte kendi öz-yeterliliğinizi nasıl değerlendiriyorsanız ona göre vermeniz araştırma için büyük önem taşımaktadır.

	1	2	3	4	5	6	7	8	9
1-Çocukları yargılamadan dinleyebilirim.									
2-Çocukların akranları ile etkileşimlerini destekleyen etkinlikleri uygulayabilirim.									
3-Öğrenme sürecini çocukların katılımıyla değerlendirebilirim.									
4-Öğrenme sürecinde teknolojiyi kullanabilirim.									
5-Beden dilini duruma uygun bir şekilde kullanabilirim.									
6-Uyguladığım etkinliklerde oyun yöntemini kullanabilirim.									
7-Uyguladığım eğitim programını günlük, aylık ve yıllık periyotlarla değerlendirebilirim.									
8-Teknoloji kullanımını içeren etkinlikler planlayabilirim.									
9-Çocukların etkinliklerde inisiyatif almalarını sağlayabilirim.									
10-Çocuğun gelişimini ve eğitim programını değerlendirmek için alternatif yöntemler kullanabilirim.									
11-Çocukların teknoloji kullanım becerisini destekleyen etkinlikler uygulayabilirim.									
12-Çocukların keşfetme becerilerini destekleyen etkinlikler uygulayabilirim.									
13-Değerlendirme sonuçlarını çocukların gelişimini desteklemeye yönelik kullanabilirim.									
14-Çocukların öğrenmelerini desteklemek için günlük yaşamdan problem durumlarını içeren etkinlikler uygulayabilirim.									
15-Çocukların gelişimlerini takip etmek amacıyla sistemli gözlemler yapabilirim.									
16-Çocukların öğrenme sürecinde ortaya çıkan soru veya sorunlara cevap bulabilecekleri fırsat eğitimini uygulayabilirim.									
17-Çocukları karar alma süreçlerine dahil edebilirim.									
18-Çocukların deneyimlerini zenginleştirmek için sınıf dışı ortamları kullanabilirim.									
19-Çocuklara kendilerini ifade edebilmeleri için fırsatlar yaratabilirim.									
20-Etkinliklerde çocuklara rehberlik edebilirim.									
21-Etkinlikleri grup çalışmalarına (küçük-büyük grup) uygun olarak planlayabilirim.									
22-Çocukların etkinliklere aktif katılımını sağlayabilirim.									
23-Etkinlikleri çocukların bütün gelişim alanlarını destekleyecek şekilde planlayabilirim.									
24-Çocukların etkinlikler hakkındaki görüşlerine göre etkinlik sürecini yönlendirebilirim.									

C. TURKISH VERSION OF CONNOR-DAVIDSON RESILIENCE SCALE SHORT FORM

Connor-Davidson Psikolojik Sağlamlık Ölçeği Kısa Formu

Lütfen aşağıdaki ifadelerin geçtiğimiz ay içinde size ne kadar uyduğunu gösteriniz. Eğer yakın zamanda belirgin bir şey olmadıysa, ne hissetmiş olabileceğinizi düşünerek cevaplayınız.	**Hiç doğru değil**	**Nadiren doğru**	**Bazen doğru**	**Sıklıkla doğru**	**Neredeyse her zaman doğru**
1. Değişiklikler karşısında uyum sağlayabilirim.	**0**	**1**	**2**	**3**	**4**
2. Önüme çıkan her şeyle başa çıkabilirim.	0	1	2	3	4
3. Sorunlarla karşılaştığım zaman, onların komik yönlerini görmeye çalışırım.	**0**	**1**	**2**	**3**	**4**
4. Stresle mücadele etmek durumunda kalmak, beni daha da güçlendirebilir.	0	1	2	3	4
5. Hastalık, yaralanma ya da benzeri güçlüklerden sonra çabuk normale dönerim.	**0**	**1**	**2**	**3**	**4**
6. Engeller olsa da hedeflerime ulaşacağıma inanırım.	0	1	2	3	4
7. Stres altında dikkatim dağılmaz ve açık bir şekilde düşünebilirim.	**0**	**1**	**2**	**3**	**4**
8. Başarısızlık karşısında kolay pes etmem.	0	1	2	3	4
9. Yaşamdaki zorluklarla uğraşmada kendimi güçlü bir insan olarak görürüm.	**0**	**1**	**2**	**3**	**4**
10. Üzüntü, korku ve öfke gibi hoş olmayan ve acı verici duygularla baş edebilirim.	0	1	2	3	4

D. TURKISH VERSION OF MULTIDIMENSIONAL SCALE OF PERCEIVED SOCIAL SUPPORT

Çok Boyutlu Algılanan Sosyal Destek Ölçeği'nin Gözden Geçirilmiş Formu

Aşağıda 12 cümle ve her bir cümle altında da cevaplarınızı işaretlemeniz için 1'den 7'ye kadar rakamlar verilmiştir. Her cümlede söylenenin sizin için ne kadar çok doğru olduğunu veya olmadığını belirtmek için o cümle altındaki rakamlardan yalnız bir tanesini daire içine alarak işaretleyeniz. Bu şekilde 12 cümlenin her birine bir işaret koyarak cevaplarınızı veriniz. Lütfen hiçbir cümleyi cevapsız bırakmayınız. Sizce doğruya en yakın olan rakamı işaretleyiniz.

1. Ailem ve arkadaşlarım dışında olan ve ihtiyacım olduğunda yanımda olan bir insan (örneğin, flört, nişanlı, sözlü, akraba, komşu, doktor) var.
   Kesinlikle hayır 1, 2, 3, 4, 5, 6, 7 kesinlikle evet
2. Ailem ve arkadaşlarım dışında olan ve sevinç ve kederlerimi paylaşabileceğim bir insan (örneğin, flört, nişanlı, sözlü, akraba, komşu, doktor) var.
   Kesinlikle hayır 1, 2, 3, 4, 5, 6, 7 kesinlikle evet
3. Ailem (örneğin, annem, babam, eşim, çocuklarım, kardeşlerim) bana gerçekten yardımcı olmaya çalışır.
   Kesinlikle hayır 1, 2, 3, 4, 5, 6, 7 kesinlikle evet
4. İhtiyacım olan duygusal yardımı ve desteği ailemden (örneğin, annemden, babamdan, eşimden, çocuklarımdan, kardeşlerimden) alırım.
   Kesinlikle hayır 1, 2, 3, 4, 5, 6, 7 kesinlikle evet
5. Ailem ve arkadaşlarım dışında olan ve beni gerçekten rahatlatan bir insan (örneğin, flört, nişanlı, sözlü, akraba, komşu, doktor) var.
   Kesinlikle hayır 1, 2, 3, 4, 5, 6, 7 kesinlikle evet
6. Arkadaşlarım bana gerçekten yardımcı olmaya çalışırlar.
   Kesinlikle hayır 1, 2, 3, 4, 5, 6, 7 kesinlikle evet
7. İşler kötü gittiğinde arkadaşlarıma güvenebilirim.
   Kesinlikle hayır 1, 2, 3, 4, 5, 6, 7 kesinlikle evet
8. Sorunlarımı ailemle (örneğin, annemle, babamla, eşimle, çocuklarımla, kardeşlerimle) konuşabilirim.
   Kesinlikle hayır 1, 2, 3, 4, 5, 6, 7 kesinlikle evet
9. Sevinç ve kederlerimi paylaşabileceğim arkadaşlarım var.
   Kesinlikle hayır 1, 2, 3, 4, 5, 6, 7 kesinlikle evet
10. Ailem ve arkadaşlarım dışında olan ve duygularıma önem veren bir insan (örneğin, flört, nişanlı, sözlü, akraba, komşu, doktor) var.
    Kesinlikle hayır 1, 2, 3, 4, 5, 6, 7 kesinlikle evet
11. Kararlarımı vermede ailem (örneğin, annem, babam, eşim, çocuklarım, kardeşlerim) bana yardımcı olmaya isteklidir.
    Kesinlikle hayır 1, 2, 3, 4, 5, 6, 7 kesinlikle evet
12. Sorunlarımı arkadaşlarımla konuşabilirim.
    Kesinlikle hayır 1, 2, 3, 4, 5, 6, 7 kesinlikle evet

E. CONSENT FORM

ARAŞTIRMAYA GÖNÜLLÜ KATILIM (ONAM) FORMU

Bu araştırma, ODTÜ Temel Eğitim Bölümü öğretim üyelerinden Doç. Dr. Hasibe Özlen DEMİRCAN danışmanlığında, Seher KILIÇ'ın *''Okul Öncesi Öğretmen Adaylarının Mesleki Öz-Yeterlik Düzeyleri ile Psikolojik Dayanıklılık ve Algılanan Sosyal Destek Düzeyleri Arasındaki İlişkinin İncelenmesi''* başlıklı yüksek lisans tezi kapsamında yürütülmektedir. Bu form sizi araştırma hakkında bilgilendirmek için hazırlanmıştır.

Çalışmanın Amacı Nedir?
Çalışmanın amacı, okul öncesi öğretmen adaylarının mesleki öz-yeterlik, psikolojik dayanıklılık ve algıladıkları sosyal destek arasındaki ilişkiyi incelemektir. Çalışmaya katılabilmeniz için okul öncesi öğretmenliği 3 veya 4. sınıf öğrencisi olmanız gerekmektedir.

Bize Nasıl Yardımcı Olmanızı İsteyeceğiz?
Araştırmaya katılmayı kabul ederseniz, sizden gerçekleştireceğimiz ankete katılmanız beklenmektedir. Yaklaşık olarak **5-10 dakika sürmesi** beklenen bu ankette sizlere yöneltilen çeşitli sorulara cevap vermeniz istenecektir. Soruları kendi başınıza cevaplamanız ve cevaplarken samimi yanıtlar vermeniz çalışma sonuçlarının doğruluğu ve güvenirliği açısından çok önemlidir. Bu sebeple lütfen sizin için en doğru olan yanıtı veriniz.

Sizden Topladığımız Bilgileri Nasıl Kullanacağız?
Çalışmaya katılım tamamen gönüllülük esasına dayalıdır. Çalışma içerisinde sizlerden kimlik belirleyici hiçbir bilgi istenmemektedir. Ankete verdiğiniz cevaplar sadece bilimsel amaçlı kullanılacaktır.

Katılımınızla ilgili bilmeniz gerekenler:
Anket, genel olarak kişisel rahatsızlık verecek sorular içermemektedir. Ancak, katılım sırasında sorulardan ya da herhangi başka bir nedenden ötürü kendinizi rahatsız hissederseniz yanıtlama sürecini yarıda bırakma ve gerekçe göstermeden çalışmadan ayrılma hakkına sahipsiniz. Böyle bir durumda, çalışmayı uygulayan kişiye anketi tamamlamak istemediğinizi söylemeniz yeterli olacaktır.

Araştırmayla ilgili daha fazla bilgi almak isterseniz:
Bu araştırmaya katıldığınız için şimdiden çok teşekkür ederiz. Çalışma hakkında daha fazla bilgi edinmek isterseniz araştırmayı yürüten yüksek lisans öğrencisi Seher KILIÇ (E-posta:) ile iletişim kurabilirsiniz.

''Yukarıdaki bilgileri okudum ve katılmam istenen çalışmanın kapsamını, üzerime düşen sorumlulukları anladım. Çalışmayı istediğim zaman yarıda kesip bırakabileceğimi ve bıraktığım takdirde herhangi bir olumsuzluk ile karşılaşmayacağımı anladım. Bu koşullarda söz konusu araştırmaya kendi isteğimle, hiçbir baskı ve zorlama olmaksızın tamamen gönüllü olarak katılıyorum. Verdiğim yanıtların bilimsel amaçlı yayımlarda kullanılmasını kabul ediyorum.''

- **Evet, kabul ediyorum.**
- **Hayır, kabul etmiyorum.**

F. PERMISSIONS FOR USING THE INSTRUMENTS

Re: Okul Öncesi Öğretmeni Mesleki Öz-Yeterlik Ölçeği Hk.

Mehmet Mart göndericisinden 2025-03-20 12:16 tarihinde

Ayrıntılar Düz Metin

Merhaba Seher hocam,

Ölçeği şu makaleminizin ekinde açıklamaları ile bulabilirsiniz (https://journals.iku.edu.tr/yed/index.php/yed/article/view/664). Gerekli referansları vererek kullanabilirsiniz.

Çalışmanızda başarılar dilerim.

Dr Mehmet Mart

Assoc. Prof. at Necmettin Erbakan University
Research Fellow at University of Plymouth

Email:
Email:

On 20 Mar 2025, at 10:56, Seher KILIÇ < > wrote:

Sayın Doç. Dr. Mehmet Mart,

Ben ODTÜ Okul Öncesi Eğitimi yüksek lisans öğrencilerinden Seher Kılıç. Bölümümüz öğretim üyelerinden Doç. Dr. Hasibe Özlen Demircan danışmanlığında yürüttüğüm yüksek lisans tez çalışmam kapsamında geçerlik ve güvenirlik çalışmasını Prof. Dr. Mehmet Toran ve Doç. Dr. Bülent Özden ile yaptığınız "Okul Öncesi Öğretmeni Mesleki Öz-Yeterlik Ölçeği"ni izniniz olursa kullanmak istiyorum.

Ölçeğin kullanım iznini ve gerekli bilgileri saygılarımla rica ediyorum.

Çok teşekkür eder, iyi çalışmalar dilerim.

Saygılarımla,

Seher Kılıç

Re: Connor-Davidson Psikolojik Sağlamlık Ölçeği Kısa Formu Hk.

feridun Kaya göndericisinden 2025-03-20 15:52 tarihinde

Ayrıntılar Düz Metin

CDPSÖ-KF Maddeler.docx (~14 KB)

Seher Hocam merhabalar,
Çalışmalarınızda Connor-Davidson Psikolojik Sağlamlık Ölçeği Kısa Formu'nu kullanmanız bizi oldukça memnun eder, kullanabilirsiniz.
Ölçekte ters madde bulunmuyor ve genel bir boyut olarak değerlendiriliyor.
Ölçek maddelerini içeren formu ekte bulabilirsiniz.
İyi çalışmalar dilerim.

Seher KILIÇ < ›, 20 Mar 2025 Per, 10:55 tarihinde şunu yazdı:

> Sayın Doç. Dr. Feridun Kaya,
>
> Ben ODTÜ Okul Öncesi Eğitimi yüksek lisans öğrencilerinden Seher Kılıç. Doç. Dr. Hasibe Özlen Demircan danışmanlığında yürüttüğüm yüksek lisans tez çalışmam kapsamında geçerlik ve güvenirlik çalışmasını Prof. Dr. Hatice Odacı ile yaptığınız "Connor-Davidson Psikolojik Sağlamlık Ölçeği Kısa Formu"nu izniniz olursa kullanmak istiyorum.
>
> Ölçeğin kullanım iznini ve gerekli bilgileri saygılarımla rica ediyorum.
>
> Çok teşekkür eder, iyi çalışmalar dilerim.
>
> Saygılarımla,
>
> Seher Kılıç

–
Doç. Dr. Feridun KAYA

Atatürk Üniversitesi
Edebiyat Fakültesi
Psikoloji Bölümü
Telefon:

Assoc. Prof. Feridun KAYA

Ataturk University
Faculty of Letters
Department of Psychology
Phone:

Re: Çok Boyutlu Algılanan Sosyal Destek Ölçeği Hk.

haluk arkar göndericisinden 2025-03-21 08:35 tarihinde

Ayrıntılar

Çok Boyutlu Algılanan Sosyal Destek Ölçeği.docx (~14 KB)

Sayın Seher Kılıç,
Çokboyutlu Algılanan Sosyal Destek ölçeğini çalışmalarınızda kullanabilirsiniz. Ölçeği ve puanlamasını aşağıdaki kaynakta bulabilirsiniz. Başarılar dilerim.
Prof. Dr. Haluk Arkar
Eker, D., H. Arkar ve H. Yaldız, "Çok boyutlu algılanan sosyal destek ölçeğinin gözden geçirilmiş formunun faktör yapısı, geçerlik ve güvenirliği",Türk Psikiyatri Dergisi, 12, 17-25 (2001).

----- Orijinal Mesaj -----
Kimden: "Seher KILIÇ" <[redacted]>
Kime: "haluk arkar" <[redacted]>
Gönderilenler: 20 Mart Perşembe 2025 10:51:03
Konu: Çok Boyutlu Algılanan Sosyal Destek Ölçeği Hk.

DİKKAT: Bu e-posta kurum dışından gönderilmiştir. Zararlı dosya veya bağlantılar (link) içeriyor olabilir. Kaynağından emin olmadığınız dosyaları açmayınız, bağlantılara (link) tıklamayınız.
Şüpheli durumlarda lütfen Bilgi İşlem Daire Başkanlığı nyg.yardim@mail.ege.edu.tr adresine bilgi veriniz.

Ege Üniversitesi Bilgi İşlem Daire Başkanlığı, e-posta yoluyla kullanıcı ve şifre bilgisi istememektedir .

Lütfen hiçbir koşulda parolanızı linklere tıklayıp yazmayınız!

Sayın Prof. Dr. Haluk Arkar,

Ben ODTÜ Okul Öncesi Eğitimi yüksek lisans öğrencilerinden Seher Kılıç. Bölümümüz öğretim üyelerinden Doç. Dr. Hasibe Özlen Demircan danışmanlığında yürüttüğüm yüksek lisans tez çalışmam kapsamında geçerlik ve güvenirlik çalışmasını Prof. Dr. Doğan Eker ve Dr. Hülya Yaldız ile yaptığınız ''Çok Boyutlu Algılanan Sosyal Destek Ölçeği''nin gözden geçirilmiş formunu izniniz olursa kullanmak istiyorum.

Ölçeğin kullanım iznini ve gerekli bilgileri saygılarımla rica ediyorum.

Çok teşekkür eder, iyi çalışmalar dilerim.

Saygılarımla,

Seher Kılıç

G. APPROVAL OF THE METU HUMAN SUBJECTS ETHICS COMMITTEE

UYGULAMALI ETİK ARAŞTIRMA MERKEZİ
APPLIED ETHICS RESEARCH CENTER

ORTA DOĞU TEKNİK ÜNİVERSİTESİ
MIDDLE EAST TECHNICAL UNIVERSITY

DUMLUPINAR BULVARI 06800
ÇANKAYA ANKARA/TURKEY
T: +90 312 210 22 91
F: +90 312 210 79 59
ueam@metu.edu.tr
www.ueam.metu.edu.tr

12 MAYIS 2025

Konu : Değerlendirme Sonucu
Gönderen : ODTÜ İnsan Araştırmaları Etik Kurulu
İlgi : İnsan Araştırmaları Etik Başvurunuz

Sayın Doç. Dr. Hasibe Özlen Demircan,
Sayın Seher Kılıç,

"Okul Öncesi Öğretmen Adaylarının Mesleki Öz-Yeterlik Düzeyleri ile Psikolojik Dayanıklılık ve Algılanan Sosyal Destek Düzeyleri Arasındaki İlişkinin İncelenmesi / Examining the Relationship Between Pre-Service Early Childhood Teachers' Levels of Professional Self-Efficacy, Psychological Resilience, and Perceived Social Support" başlıklı araştırmanız ODTÜ İnsan Araştırmaları Etik Kurulu tarafından uygun görülerek 0218-ODTÜİAEK-2025 protokol numarası ile onaylanmıştır.

Bilgilerinize sunarım.

Prof. Dr. Ş. Halil TURAN
Başkan

Prof. Dr. İ. Semih AKÇOMAK
Üye

Doç. Dr. Ali Emre TURGUT
Üye

Doç. Dr. Aslı Kılıç ÖZHAN
Üye

Doç. Dr. Murat Perit ÇAKIR
Üye

Doç. Dr. Duygu SARISOY
Üye

Dr. Öğr. Üyesi Müge GÜNDÜZ
Üye

H. TURKISH SUMMARY / TÜRKÇE ÖZET

OKUL ÖNCESİ ÖĞRETMEN ADAYLARININ MESLEKİ ÖZ-YETERLİK DÜZEYLERİ İLE PSİKOLOJİK DAYANIKLILIK VE ALGILANAN SOSYAL DESTEK DÜZEYLERİ ARASINDAKİ İLİŞKİNİN İNCELENMESİ

GİRİŞ

Okul öncesi sınıfları çocukların gelişimsel alanlarının desteklenmesini sağlayan eğitim ortamlarıdır. Bu eğitim ortamları, çocukların duygularını ifade edebilmesinden, duygusal deneyimlerini yönetebilmesinden, yıkıcı birçok duruma yapıcı bir şekilde yanıt vermeye kadar çeşitli beceriler geliştirdikleri bir tür laboratuvar olarak görülmektedir (Bailey vd., 2013). Bu sebeple, bu ortamları çeşitli şekillerde yönetmek ve çocukların gerekli beceri ve yetkinlikleri edinmelerini sağlamak, okul öncesi eğitimi öğretmenlerinden ve öğretmen adaylarından büyük bir özveri, sabır, çaba, yeterlik, dayanıklılık ve destek gerektiren kritik bir alan hâline getirmektedir. Bununla birlikte, bu ortamlar; zaman baskısı, öğretim ortamında çocukların tüm gereksinimlerini karşılama ihtiyacı, öğretim dışı görev ve sorumlulukların yerine getirilmesi gibi çeşitli temel stres faktörleriyle çevrilidir (Kelly & Berthelsen, 1995).

Okul öncesi eğitim felsefesiyle uyumlu uygulamaları sürdürmek, ailelerle iletişim sorunları, ebeveynlerden gelen baskı, başarılı olma baskısı ve ebeveynlerin ekonomik ve demografik farklılıklarından kaynaklanan çeşitli durumlar da stres faktörleri olarak ifade edilebilmektedir (Curbow vd., 2000; Kelly & Berthelsen, 1995). Ayrıca, okul öncesi öğretmenleri hayal kırıklıkları, çeşitli engeller ve öngörülemeyen durumlarla karşılaşmak gibi birçok başka stres faktörü yaratan durumlara da maruz kalabilmektedirler (Curbow vd., 2000). Sonuç olarak, tüm bu etkenler belirli tutum ve algılarla birleştiğinde okul öncesi öğretmeni olmak zorlu ve özellikle stresli bir alan olarak görülebilmektedir (Kelly & Berthelsen, 1995).

Okul öncesi eğitiminin doğasında var olan talepler ve gereksinimler, öğretmenlerin ve öğretmen adaylarının mesleki öz-yeterliklerine olan inançlarını ön plana çıkarmaktadır. Bu durum, öz-yeterlik inançlarının eğitim ve öğretimin başarısını ve kalitesini, kullanılan teknik ve yöntemleri, etkinliklere katılımı ve öğrenmeyi etkilemesinden kaynaklanmaktadır (Akbaş & Çelikkaleli, 2006; Bayat, 2023). Bununla birlikte, öğretmen adaylarının eğitim sürecinde edindikleri yetkinlikleri çocuklara ne ölçüde aktarabilecekleri, sınıf ve okul ortamında karşılaştıkları sorunların üstesinden nasıl gelebilecekleri, öğrenciler zor veya motivasyonsuz olsa bile öğrenci katılımını nasıl sağlayabilecekleri (Lazarides & Warner, 2020), velilerle ne tür bir dinamik yaşayacakları ve en önemlisi, öğretme şevklerini nasıl koruyabilecekleri ve başarılı olabilecekleri büyük ölçüde kendi mesleki becerilerine, yeteneklerine ve kapasitelerine olan inançlarıyla, yani mesleki öz-yeterlik inançlarıyla ilgilidir.

Araştırmalar, yüksek öz-yeterliğe sahip öğretmenlerin, düşük öz-yeterliğe sahip öğretmenlere kıyasla, işlerine daha bağlı olduklarını, daha iyi sınıf yönetimi sağladıklarını, öğrenci-öğretmen etkileşimini daha uyumlu hâle getirdiklerini, yeni öğretim tekniklerine daha açık olduklarını, kendileri için daha zorlu hedefler belirlediklerini, daha iyi planlama ve organizasyon becerileri sergilediklerini, problem çözmeye odaklandıklarını, yardım aradıklarını ve sorunlarla karşılaştıklarında öğretim stratejilerini uyarladıklarını göstermektedir (Lazarides & Warner, 2020). Sonuç olarak, mesleki öz-yeterlik, tüm eğitim ve öğretim süreçlerinde son derece önemli bir teorik yapıdır. Bu yapı, öğretmenlerin cinsiyet ve öğretim deneyimi gibi kişisel özellikleriyle şekillenebilir ve ayrıca ortam, kapasite ve öğrenci yaşı gibi sınıf özelliklerinin yanı sıra idari nitelikler ve okul ikliminden de büyük ölçüde etkilenebilir (Fackler & Malmberg, 2016). Bu nedenle, mesleki öz-yeterlik sadece bireysel bir özellik olarak değil, aynı zamanda öğretmen adaylarının sahip olduğu psikolojik ve sosyal kaynaklarla birlikte değerlendirilmesi gereken çok yönlü bir yapı olarak da ele alınmalıdır.

Söz konusu çerçevede, bireyin olumsuz koşullar karşısında, hayatta kalmasını veya gelişimini tehdit eden risklere, travmalara ve zorlu deneyimlere maruz kalmasına rağmen, zihinsel sağlığını ve işlevsel bütünlüğünü başarıyla koruma ve uyum

sağlama kapasitesi, bir diğer kritik konu olarak kabul edilebilir ve ‘‘psikolojik dayanıklılık’’ olarak adlandırılabilir (Chmitorz vd., 2018; Connor & Davidson, 2003; Denckla vd., 2020; Luthar & Cicchetti, 2000; Masten, 2021; Rutter, 1985). Psikolojik dayanıklılık, öğretmen adaylarının mesleki öz-yeterlik inançlarının yanı sıra, mesleki bir gereklilik olarak görülmektedir (Gu & Day, 2013; Mansfield vd., 2016). Bu bağlamda, psikolojik dayanıklılık yalnızca bireysel bir özellik veya nitelik olmaktan ziyade, bireysel, çevresel ve bağlamsal faktörlerin etkileşimiyle şekillenen çok boyutlu ve dinamik bir adaptasyon süreci olarak ifade edilebilmektedir (Connor & Davidson, 2003; Luthar & Cicchetti, 2000; Masten, 2021; Seligman & Csikszentmihalyi, 2000).

Alan yazın; tükenmişlik, öğretmen tükenmişliği, yorgunluk, stres ve iş stresi gibi konuların geçmişten günümüze kadar birçok çalışmada sıklıkla ele alındığını ve dayanıklılıkla ilişkilendirildiğini ortaya koymaktadır (Banks & Gannon, 1988; Bozkurt & Levent, 2021; Gu & Day, 2013; Mansfield vd., 2016; Chou vd., 2016; Wassel & La Van, 2009). Aynı zamanda, öğretmenlik 21. yüzyılın en stresli mesleklerinden biri olarak kabul edilmektedir (Gu & Day, 2007). Nitekim, öğretmenlerin mesleği bırakma sebeplerini araştıran çalışmalar, stres ve tükenmişliğe (Goddard & Goddard, 2006; Maslach & Leiter, 2008), yetersiz öğretmen eğitimine (Gallant & Riley, 2014), öğretmen adaylarının yetersiz hazırlanmasına (Demetriou vd., 2009) ve yeni öğretmenlere destek eksikliğine (Gallant & Riley, 2014) işaret etmektedir. Bu durum, mesleklerinden keyif alacak ve motivasyonlarını, şevklerini ve bağlılıklarını uzun yıllar sürdürecek nitelikli öğretmenler yetiştirmeyi amaçlayan öğretmen eğitimi programları için kaygı vericidir (Mansfield vd., 2016). Özellikle psikolojik dayanıklılık kavramı, birçok dinamik içeren, yüksek mesleki sorumluluk gerektiren ve büyük özveri ve çaba gerektiren bir meslekle karşı karşıya olan okul öncesi eğitim öğretmen adayları için çok daha ciddi bir boyut kazanmaktadır.

Öğretmen eğitim süreçleri yalnızca bilgi ve beceri edinmeyi amaçlayan teknik bir hazırlık süreci değil, aynı zamanda öğretmen adaylarının mesleki benlik, mesleki öz-yeterlik ve psikolojik dayanıklılıklarının şekillendiği çok boyutlu bir gelişim alanıdır. Bu bağlamda sosyal destek, adayların mesleki gelişiminde güçlendirici bir unsur olarak öne çıkmaktadır. Vangelisti (2009), sosyal desteği sosyolojik, psikolojik ve

iletişimsel olmak üzere üç ana perspektiften incelemektedir. Psikolojik perspektiften bakıldığında sosyal destek, ‘‘alınan’’ ve ‘‘algılanan’’ sosyal destek olmak üzere ikiye ayrılmaktadır. Alınan sosyal destek, bireyin sosyal ağları tarafından fiilen sunulan destek miktarını ifade ederken (Vangelisti, 2009), algılanan sosyal destek, bireyin ihtiyaç duyduğunda destek alma yeteneğine ilişkin öznel değerlendirmesini yansıtmaktadır (Ayman & Antani, 2008; Uchino vd., 2016; Vaux vd., 1986; Vaux vd., 1987). Başka bir ifadeyle algılanan sosyal destek, bireyin varlığına, yeterliliğine ve güvenilir sosyal ağındaki, ona değer, önem, saygı ve sevgi sunan bireylerin varlığından duyduğu genel memnuniyete dair bilişsel inancı olarak tanımlanmaktadır (Barrera, 1986; Haber vd., 2007; Sarason vd., 1983; Vaux & Harrison, 1985).

Üniversite hayatı, özellikle de öğretmen adayları için meslek öncesi eğitim süreci bireyin hayatında önemli bir noktada konumlanmaktadır. Alışılmış bir rutinden alışılmadık bir aşamaya geçişin zorlukları, belirsizlikleri ve kaygıları bireyin yaşamını olumsuz yönde etkileyebilir. Bireyin bu yeni yaşama uyum sağlayabilmesi ve üstleneceği rollere hazırlanabilmesi için karşılaştığı zorlukları aşması; bu zorlukların üstesinden gelebilmesi için de çevresindeki destek kaynaklarından yardım alması gerekebilir (Akeren, 2017). Bu noktada bireyin çevresinden alacağı sosyal destek onun kendini ifade edebilmesine katkı sağlayarak, kendine güvenen bir insan olmasına yardımcı olabilir (Akeren, 2017). Nitekim öğretmenlik güçlü iletişim becerisi ve özgüven gerektiren bir meslek olarak kabul edilebilir. Öğretmen adayları için bu destek kaynaklarına duyulan ihtiyaç ve algı, mesleğe geçiş sürecindeki eğitim ve uygulamalarında önemli bir fark yaratabilir.

Albert Bandura’nın (1977b, 1991) öz-yeterlik inançlarını açıklayan Sosyal Bilişsel Teorisi, öğretmenler ve öğretmen adayları için eğitim ve öğretim süreçlerinde temel bir zemin oluşturmaktadır. Ayrıca ilgili kuram içerisinde *‘‘Üçlü Karşılıklı Nedensellik Modeli’’*, öğretmen adaylarının davranışlarının veya eylemlerinin bireysel ve çevresel faktörlerle dinamik bir etkileşim yoluyla birbirlerini etkilediğini gösteren bir kaynak olarak düşünülebilir (Bandura, 1997). Aynı zamanda Bronfenbrenner’in Ekolojik Sistemler Teorisini temel alarak, öğretmen adaylarının kişisel ve mesleki gelişimlerinin, birbirine bağlı bir dizi sistem içerisinde etkileşimli olarak gerçekleştiği ifade edilebilir (Morrison, 2015). Öğretmen adayları, ekolojik

çevrelerine ilişkin kapsamlı bir anlayışın yanı sıra, bu sistemleri anlama ve dönüştürme sürecine aktif olarak katılırlar (Bronfenbrenner, 1979). Nitekim akademik edinimin yanı sıra, bireysel ve çevresel faktörlerin de öğretmen adaylarının gelecekteki mesleki yolculuklarında rol oynadığı görülmektedir. Bu sebeple, adayların mesleki öz-yeterlik inançlarının psikolojik dayanıklılık ve algılanan sosyal destekle yakından ilişkili olduğu düşünülmektedir. Bununla birlikte, bu değişkenler alan yazında çoğunlukla farklı örneklem gruplarıyla ikili ilişkiler veya üçlü aracı modeller aracılığıyla incelendiği görülmektedir. Örnek olarak, algılanan sosyal destek ile algılanan öz-yeterlik (Adler-Constantinescu vd., 2013), psikolojik dayanıklılık ile öz-yeterlik (Koçak vd., 2017) ve sosyal destek ile dayanıklılık (Göbel, 2021) üzerine yapılan çalışmalar sunulabilir. Ayrıca, alan yazınındaki çeşitli çalışmalarda araştırmanın demografik faktörlerine ilişkin çelişkili bulgular olduğu gözlemlenmiştir (Açıkgöz, 2016; Adamczyk, 2016; Ağırkan, 2017; Akbaş & Çelikkaleli, 2006; Akkuş, 2013; Alorani & Alradaydeh, 2018; Ammar vd., 2013; Ateşoğlu, 2025; Bayrakdar vd., 2016; Ceyhun, 2018; Chou, 2000; Doğan & Güney, 2024). Bu sebeple, mevcut çalışmadaki demografik faktörler bu araştırma bağlamında yeniden ele alınmak istenmiştir. Ek olarak, bu faktörlerin öğretmen adaylarının deneyimsel, eğitimsel ve sosyo-kültürel geçmişleri gibi unsurların yansımasına bağlı olarak değişebileceği varsayımına dayanarak, cinsiyet, sınıf düzeyi ve üniversite türü gibi demografik faktörlerin araştırılması gerekli görülmüştür. Sonuç olarak, okul öncesi eğitimi alanında bütüncül bir yaklaşımla bu üç değişken arasındaki ilişkiyi çeşitli demografik faktörlerle birlikte inceleyen araştırmaların sınırlılığı dikkat çekmektedir. Kuramsal olarak Sosyal Bilişsel Teori'ye ve Ekolojik Sistemler Teorisi'ne dayanan mevcut çalışma bulgularının, öğretmen eğitimi programı içeriğinin değerlendirilmesine ve okul öncesi öğretmen adaylarını desteklemeyi amaçlayan yeniden yapılandırılmış uygulamaların hayata geçirilmesine katkıda bulunması beklenmektedir.

Çalışmanın Amacı

Mevcut çalışmanın amacı okul öncesi öğretmen adaylarının mesleki öz-yeterlik, psikolojik dayanıklılık ve algılanan sosyal destek düzeyleri arasındaki ilişkileri incelemek ve bu değişkenlerin demografik faktörler açısından nasıl farklılaştığını

belirlemektir. Başka bir deyişle, psikolojik dayanıklılık ve algılanan sosyal desteğin, mesleki öz-yeterlik ile olan ilişkisini ortaya koymak hedeflenmiştir. Bununla birlikte çalışmada, cinsiyet, sınıf düzeyi ve üniversite türü gibi faktörlerin mesleki öz-yeterlik, psikolojik dayanıklılık ve algılanan sosyal destek üzerindeki rolü karşılaştırmalı olarak ele alınacaktır. Çalışma, Ankara'daki üniversitelere kayıtlı okul öncesi öğretmen adaylarıyla yürütülecek ve öğretmen adayları bağlamında bu değişkenlerin görünümüne ilişkin bütünsel bir değerlendirme sağlamayı amaçlamaktadır.

Araştırma Soruları

1. Okul öncesi öğretmen adaylarının mesleki öz-yeterlik düzeyleri nedir?
   1.1. Okul öncesi öğretmen adaylarının mesleki öz-yeterlik düzeyleri cinsiyet, sınıf düzeyi ve üniversite türüne göre farklılık göstermekte midir?
2. Okul öncesi öğretmen adaylarının psikolojik dayanıklılık düzeyleri nedir?
   2.1. Okul öncesi öğretmen adaylarının psikolojik dayanıklılık düzeyleri cinsiyet, sınıf düzeyi ve üniversite türüne göre farklılık göstermekte midir?
3. Okul öncesi öğretmen adaylarının algılanan sosyal destek düzeyleri nedir?
   3.1. Okul öncesi öğretmen adaylarının algılanan sosyal destek düzeyleri cinsiyet, sınıf düzeyi ve üniversite türüne göre farklılık göstermekte midir?
4. Okul öncesi öğretmen adaylarının psikolojik dayanıklılık, algılanan sosyal destek ve mesleki öz-yeterlik düzeyleri arasındaki ilişki nedir ve psikolojik dayanıklılık ve algılanan sosyal destek birlikte ele alındığında mesleki öz-yeterliği açıklamaya nasıl katkıda bulunur?

Çalışmanın Önemi

Öğretmen adaylarının bireysel mesleki gelişimleri açısından, öz-yeterlik inançları; düşünme, duyuşsal veya motive olma biçimleri ve zorluklar karşısında uyum sağlama gibi davranışsal seçimlerini belirleyebilmektedir (Bandura vd., 1996; Bandura, 1997). Ayrıca, öğretmenlerin yeterlik inançlarının öğrenme iklimindeki davranışlarıyla da ilişkili olduğu ifade edilmekte (Tschannen-Moran & Woolfolk

Hoy, 2001) ve öğretimsel öz-yeterlik inançları, sınıf uygulamalarından öğrencilerin kendi yeteneklerini nasıl değerlendirdiklerine kadar belirli bir noktada etkili olduğuna değinilmektedir (Bandura, 1997). Bu durum, öğretim stillerinden ve çocuklara yaklaşım biçimlerinden ebeveynlerle etkileşimlere kadar birçok alanda adayların gelecekteki mesleki uygulamaları üzerinde olumlu veya olumsuz bir etkiye sahip olabilir. Öğretmen adaylarının yeterliklerine dair inançları, yapmak istedikleri şeylerden zorluklar karşısında ne kadar dayanıklı olduklarına kadar birçok durum ve olaydaki kapasitelerini etkileyen bir faktördür (Yıldız & Dirik, 2019). Aynı zamanda bu faktör, çeşitli iş streslerinin olumsuz etkilerine karşı koruyucu bir tampon görevi de üstlenmektedir (Bernales-Turpo vd., 2022). Dolayısıyla, adayların mesleki öz-yeterlik düzeylerinin belirlenmesi ve ne durumda olduğunun ortaya koyulması, gelecekteki öğretim uygulamalarındaki performanslarını, öğretim kalitesini, problem çözme becerilerini ve çocukların aktif katılımını sağlama yeteneklerini etkileyebilecek bu konuda somut sonuçlar sağlayabilir.

Psikolojik dayanıklılık, öğrencilerin yaşamlarının her alanında başarıyı teşvik etmek için temel olan güçlü öz-yeterlik ve öğretme motivasyonuyla yakından ilişkilidir (Gu & Day, 2007). Gu ve Day (2007), öğretmen dayanıklılığının önemini üç kritik nokta üzerinden vurgulamaktadır. İlk husus, kendi öğretimlerinde dayanıklılık gösteremeyen öğretmenlerin, öğrencilerinden dayanıklılık beklemek için gerçekçi bir temele sahip olmamalarıdır. Bahsedilen diğer bir husus ise çeşitliliğin ve sürdürülebilirliğin etkili hâle geldiği günümüz dünyasında dayanıklılığın, yüksek beklentilere sahip bir alan olarak karşımıza çıkan öğretmenlikte mesleki bağlılık ve motivasyonu yönetmede yeni kapılar açabileceği gerçeğidir. Ele alınan son husus ise dayanıklılığın, öğrenci başarısına katkıda bulunan mesleki öz-yeterlik ve öğretme şevkiyle yakından ilişkili olmasıdır. Dayanıklılık, stres ve tükenmişlik karşısında mesleki bağlılıklarını ve motivasyonlarını korumayı başaran öğretmenler için bir seçenek değil, bir zorunluluktur; ayrıca öğretmen eğitim programları için de önemli sonuçlar doğurmaktadır (Gu & Day, 2013).

Ancak öz-yeterlik sadece bireyin içsel bilişsel değerlendirmeleriyle şekillenmemekte, sosyal destek ağlarındaki kişiler tarafından da beslenmektedir. Özellikle bireylerin ailelerinden, arkadaşlarından ve diğer önemli kişilerden algıladıkları sosyal destek,

stresin olumsuz etkilerini azaltarak koruyucu bir rol oynayabilmektedir (Zimet vd., 1988; Cohen & Wills, 1985). Bireylerin farklı kaynaklardan algıladıkları sosyal destek olumlu tutumlar geliştirmelerine katkı sağlarken, aynı zamanda olumsuz davranışları da önleyici etkiye sahip olabilmektedir (Alanoğlu, 2020). Bununla birlikte çalışmalar sosyal desteğin, stres miktarına bakılmaksızın, bireyin ruh sağlığı üzerinde doğrudan bir etkisi olduğunu savunmaktadırlar (Çetinkaya & Honça, 2019). Öğretmenliğin ve özellikle okul öncesi doğasının getirdiği çeşitli stresler nedeniyle, öğretmen adaylarının hizmet öncesi eğitimleri sırasında sosyal destek düzeylerinin belirlenmesi, potansiyel tükenmişlik ve yorgunluğun önlenmesine, eğitim sistemi içinde destek programlarının oluşturulmasına, gelecekteki mesleki gelişimlerinin daha verimli olmasına ve öğretmenler, okullar, aileler ve çocuklar arasında daha etkili iş birliği ağlarının kurulmasına katkıda bulunabilir.

Mesleki öz-yeterliği beslediği öngörülen psikolojik dayanıklılık ve algılanan sosyal destek kavramların incelenmesi, öğretmenliğin ilk yıllarındaki olası tükenmişliğin önüne geçilerek, nitelikli eğitimin sürdürülmesine fayda sağlayabileceği düşünülmektedir. Dayanıklılık becerilerinin geliştirilmesi, adaylara günlük yaşamlarında ve mesleki performanslarında başarılı olma ve yaşam tatminlerini artırma şansı verecektir (Özbey vd., 2014). Bununla birlikte artan mesleki öz-yeterlik düzeyi, çocukların gelişimsel sonuçlarını ve eğitim sisteminin genel kalitesini doğrudan şekillendireceğinden, çocuklara ve ebeveynlere doğrudan fayda sağlayarak sosyal refah ve kalkınmanın artmasına dolaylı olarak güçlü bir katkı sağlayabilir. Nitekim, nitelikli bir erken çocukluk öğretmeninin sahip olması gereken özelliklerin önemli bir kısmı, yükseköğretim kurumlarında alınan eğitimle ilgilidir (Küçükoğlu & Kızıltaş, 2012). Politika yapıcılar ve eğitim standartları okul öncesi eğitiminin kalitesini iyileştirmeyi amaçlıyorsa, sadece müfredatı ve mesleki bilgiyi değil, öğretmen adaylarının psikolojik ve sosyal destek koşullarını da dikkate almalıdırlar. Bu bağlamda araştırma bulguları, öğretmen adaylarının eğitim programlarının içeriğine dair değerli bilgiler sunabilir. Dahası, eğitim ve öğretim süreci insan ilişkilerinde yoğun mücadele, sabır ve dayanıklılık gerektirdiğinden (Özbey vd., 2014), fakültedeki rehberlik ve mentorluk süreçlerine akademisyenlerin ve danışmanların aktif katılımı, adayların öz-yeterliklerini ve dayanıklılıklarını artıracak ve sosyal destek kaynaklarını besleyecek şekilde bu süreçlerin yapılandırılması için

bir referans sağlayabilir. Bu çalışma, öğretmen adayları için öz-yeterliği güçlendirmeyi, dayanıklılığı artırmayı ve mentorluk ve destek sistemlerini genişletmeyi amaçlayan kurumsal bir politika geliştirme konusunda ampirik kanıtlar sunabilir.

Özetle, mesleki öz-yeterlik, psikolojik dayanıklılık ve algılanan sosyal destek, farklı bağlamlarda farklı örneklem gruplarıyla ayrı ayrı incelenmiştir. Öğretmen adayları arasında bu yapıların belirli demografik özelliklere göre farklılık gösterip göstermediği ve birbirleriyle olan ilişkilerine dair bulgular oldukça sınırlı ve parçalıdır (Adler-Constantinescu vd., 2013; Liu vd., 2024; Mieres-Chacaltana vd., 2025; Şengün, 2025). Mevcut çalışma, okul öncesi öğretmen adaylarının mesleki eğitimini mesleki öz-yeterlik, psikolojik dayanıklılık ve algılanan sosyal destek gibi bilişsel, bireysel ve çevresel faktörlerle bütünleştiren kapsamlı bir yaklaşım sunmakta ve korelasyonel, fark ve tahmine dayalı analizleri birleştiren metodolojik bir çerçeve kullanmaktadır. Bu bağlamda mevcut çalışmanın, okul öncesi öğretmen eğitimi alanına özgün, veri temelli ve uygulamaya dönük bir katkı sunması beklenmektedir.

YÖNTEM

Çalışmanın Deseni

Mevcut çalışmada nicel araştırma desenlerinden biri olan, ilişkisel model benimsenmiştir. İlişkisel araştırma, iki veya daha fazla değişken arasındaki ilişkilerin ortaya konmasını amaçlayan bir tür nicel araştırma yöntemidir; başka bir deyişle araştırma değişkenlerini manipüle veya kontrol etmeden, sadece değişkenler arası ilişkileri ölçmek, açıklamak ve tanımlamak amacıyla yürütülür (Creswell, 2012; Fraenkel et al., 2012). Çalışmada farklı değişkenlerin birbirleriyle olan ilişkileri araştırıldığından dolayı, çalışmanın yapısına uygun olduğu görülen ilişkisel araştırma yöntemi kullanılmıştır.

Örneklem

Mevcut çalışmada araştırmacının çalışma kapsamına uygun verileri kolay, hızlı ve düşük maliyetle toplamasına imkân tanıyan kolayda örnekleme yöntemi

kullanılmıştır (Creswell, 2012; Stratton, 2021). Çalışmanın örneklemini ise Ankara'daki altı farklı üniversitenin okul öncesi öğretmenliği lisans programlarında öğrenim gören 410 üçüncü ve dördüncü sınıf öğretmen adayı oluşturmaktadır.

Veri Toplama Araçları

Çalışmanın verileri dört farklı veri toplama aracı kullanılarak elde edilmiştir. Ölçme araçlarının seçiminde, mevcut çalışma ile uyumlulukları, geçerlilik ve güvenilirlik değerleri dikkate alınmıştır. Bu araçlar, *Demografik Bilgi Formu*, *Okul Öncesi Öğretmeni Mesleki Öz-Yeterlik Ölçeği* (Toran vd., 2024), *Connor-Davidson Psikolojik Sağlamlık Ölçeği Kısa Formu* (Kaya & Odacı, 2021) ve *Çok Boyutlu Algılanan Sosyal Destek Ölçeği'nin Gözden Geçirilmiş Formu*'dur (Eker vd., 2001). İlk araç, araştırmacı tarafından çalışma kapsamında katılımcıların demografik özelliklerini öğrenmek amacıyla hazırlanmıştır. İkinci araç, okul öncesi öğretmen adaylarının mesleki öz-yeterliklerini, üçüncü araç psikolojik dayanıklılıklarını ve dördüncü araç ise algılanan sosyal desteklerini ölçmek için kullanılmıştır. Çalışmada kullanılan ilgili ölçekler ve izinler sırasıyla Ek A, B, C, D ve F'de görülebilir.

Veri Toplama Süreci

Çalışmanın gerekli etik izni ve onayı alınarak (Ek G) ulaşılabilir örnekleme kısa sürede erişmek ve eksik veri olasılığını azaltmak amacıyla araştırmanın verileri 2024-2025 Bahar Dönemi sonunda, Ankara'daki altı üniversitenin okul öncesi öğretmen adaylarından çevrimiçi olarak ilgili onam formu (Ek E) ve ölçme araçlarını (Ek A, B, C ve D) içeren bir anket içerisinde Google Formlar aracılığıyla toplanmıştır. Okul öncesi öğretmen adaylarına ulaşmak için bölüm öğretim üyeleri ve araştırma görevlilerinin resmî kurum e-posta adreslerinden, WhatsApp ve Instagram gibi çeşitli iletişim kanallarından yararlanılmıştır. Mevcut çalışma, bilimsel araştırma ve yayın etiği ilkeleri doğrultusunda yürütülmüş olup, veri toplama sürecinde etik hususlara ve gizlilik esaslarına dikkat edilmiştir.

Veri Analizi

Mevcut çalışmada verilerin analizinde IBM SPSS Statistics 31.0 paket program kullanılmıştır. Veri seti eksik veri ve aykırı değerler açısından incelenerek verilerin

normal dağılıma uygunluğu hem betimsel hem de grafiksel yöntemlerle değerlendirilmiştir. Ölçme araçlarının güvenirliğini test etmek amacıyla Cronbach alfa katsayıları incelenmiştir. Pallant'a (2016) göre, .70 ve üzeri değerler kabul edilebilir düzeyde, .80 üzeri değerler ise yüksek güvenirliğin göstergesi olarak kabul edilmektedir. Mevcut çalışmada bu değerler *Okul Öncesi Öğretmeni Mesleki Öz-Yeterlik Ölçeği* (Toran vd., 2024) için .993, *Connor-Davidson Psikolojik Sağlamlık Ölçeği Kısa Formu* (Kaya & Odacı, 2021) için .886 ve *Çok Boyutlu Algılanan Sosyal Destek Ölçeği'nin Gözden Geçirilmiş Formu* (Eker vd., 2001) için .937 olarak bulunmuştur. Bu sonuçlar, ölçeklerin yüksek iç tutarlılığa sahip olduğunu göstermektedir. Araştırma sorularını yanıtlamak amacıyla değişkenler arası farklar ve ilişkiler çıkarımsal istatistiksel analizlerle incelenmiştir. İki grup arasındaki farkın anlamlı olup olmadığını belirlemek için bağımsız örneklemler t-testi, birden fazla yordayıcı değişkenin bağımlı değişken üzerindeki rolünü değerlendirmek için ise çoklu doğrusal regresyon analizi kullanılmıştır.

Varsayımlar ve Sınırlılıklar

Tüm katılımcıların her bir ölçek maddesini doğru ve uygun bir ortamda okuyup anladıkları ve yanıtlarının, bilimsel araştırmanın etik ilkelerine uygun olarak şeffaf, tarafsız, dürüst ve samimi katılımları göz önünde bulundurulduğunda, gerçek duygu ve düşüncelerini yansıttığı varsayılmıştır.

Araştırmada veri toplama aracı olarak standart ölçekler kullanılmıştır. Dolayısıyla elde edilen bulgular bu ölçeklerde yer alan maddelerle sınırlı olup ve katılımcıların duygu, düşünce ve deneyimlerine ilişkin derinlemesine nitel veriler elde edilmemiştir.

BULGULAR

Değişkenlerle İlgili Tanımlayıcı Bulgular

Mevcut çalışmada okul öncesi öğretmen adaylarının mesleki öz-yeterlik puan ortalamaları 7.36 (SS = 1.79), psikolojik dayanıklılık puan ortalamaları 2.50

(SS = .70), algılanan sosyal destek puan ortalamaları 5.33 (SS = 1.50) olarak bulunmuştur.

Demografik Faktörlerle İlgili Bulgular

Demografik faktörler açısından yapılan bağımsız örneklemler t-testleri sonuçlarına göre, cinsiyetin mesleki öz-yeterlik ve algılanan sosyal destek üzerinde istatistiksel olarak anlamlı bir fark oluşturmadığı, sadece psikolojik dayanıklılık puanları özelinde erkek okul öncesi öğretmen adaylarının (M = 2.80, SD = .86), kadın öğretmen adaylarına (M = 2.47, SD = .68) göre anlamlı düzeyde daha yüksek puana sahip olduğu bulunmuştur. Sınıf düzeyi ve üniversite türü açısından her üç değişkende de istatistiksel olarak anlamlı bir fark bulunamamıştır. Sonuç olarak, demografik faktörlerin sadece cinsiyete göre erkek adayların lehine psikolojik dayanıklılık puanlarında anlamlı bir fark yarattığı görülmüştür.

Değişkenler Arasındaki Korelasyon Bulguları

Mevcut çalışmada mesleki öz-yeterlik ile psikolojik dayanıklılık arasında (r = .304, p < .001) ve mesleki öz-yeterlik ile algılanan sosyal destek arasında (r = .360, p < .001) orta düzeyde, pozitif yönlü ve istatistiksel olarak anlamlı ilişkiler olduğu bulunmuştur. Bağımsız değişkenler arasındaki ilişkiler incelendiğinde ise psikolojik dayanıklılık ve algılanan sosyal destek arasında düşük düzeyde, pozitif yönlü ve anlamlı bir ilişki olduğu görülmüştür (r = .245, p < .001). Genel olarak mevcut çalışmada incelenen tüm değişkenler arasında pozitif yönlü ve anlamlı ilişkiler olduğu ve bağımsız değişkenler arasındaki korelasyon katsayılarının kabul edilebilir sınırlar içerisinde yer aldığı görülmektedir.

Yordayıcılık Analizi Bulguları

Mevcut çalışmada psikolojik dayanıklılık ve algılanan sosyal destek birlikte mesleki öz-yeterlik puanlarındaki toplam varyansın %17.9'unu açıklamaktadır (R^2 = .179). Analiz sonuçlarına göre psikolojik dayanıklılığın (β = .229, p < .001) ve algılanan sosyal desteğin (β = .304, p < .001) pozitif yönlü ve istatistiksel olarak mesleki öz-

yeterliği yordadığı görülmektedir. Bununla birlikte, algılanan sosyal destek modeldeki en güçlü yordayıcı olarak belirlenmiştir.

TARTIŞMA

Mevcut çalışmada elde edilen sonuçlar neticesinde, okul öncesi öğretmen adaylarının yüksek düzeyde mesleki öz-yeterlik inancına sahip oldukları ifade edilebilir. Alan yazında, araştırmanın sonuçlarıyla benzerlik gösteren bulgular bulunmaktadır (Aksoy vd., 2022; Elaldı & Yerliyurt, 2016; Kaya & Korucuk, 2023). Mevcut çalışmaya katılan okul öncesi öğretmen adaylarının üçüncü ve dördüncü sınıf olmaları dolayısıyla staj uygulamalarının, mesleki öz-yeterlik inançlarına katkıda bulunduğu düşünülmektedir. Bu durumu destekler nitelikte, Bandura (1986, 1997) ustalık deneyimlerini, kişinin bir işi başarılı olarak gerçekleştirmesinde en etkili kaynak olarak ifade etmektedir çünkü bu kaynak bireyin doğrudan kişisel deneyimlerine dayanmaktadır.

Mevcut çalışmada okul öncesi öğretmen adaylarının orta düzeyde psikolojik dayanıklılığa sahip oldukları belirlenmiştir. Alan yazında, mevcut araştırmanın sonuçlarıyla benzerlik gösteren bulgular bulunmaktadır (Aydın vd., 2019; Gülay Ogelman vd., 2023; Mathews & Servaty-Seib, 2007). Başka bir ifadeyle, çalışmada özel olarak okul öncesi öğretmen adaylarına odaklanılmış ve psikolojik dayanıklılık puanlarının mevcut örneklemde orta düzeyde olduğu görülmüştür. Bu bulgu, okul öncesi öğretmen eğitimi programlarının doğasının değerlendirilmesinin önemini ortaya koymaktadır. Öte yandan mevcut çalışmanın yönteminin, detaylı ve derinlemesine bilgi edinilmesini sınırlıyor olabileceği de düşünülmektedir.

Mevcut çalışmada okul öncesi öğretmen adaylarının yüksek düzeyde algılanan sosyal desteğe sahip oldukları belirlenmiştir. Alan yazında, araştırmanın sonuçlarıyla benzerlik ve çelişkili olan farklı bulgular bulunmaktadır (Açıkel, 2023; Alanoğlu, 2020; Alorani & Alradaydeh, 2018; Ammar vd., 2013; Demir vd., 2024). Çalışmada okul öncesi öğretmen adaylarının algıladıkları sosyal destek düzeyinin yüksek bulunması sadece sahip oldukları bireysel ve sosyal ağlarındaki kaynaklarla değil, okul öncesi eğitimi doğasının getirdiği veya okul öncesi öğretmeni yetiştirme

müfredatının bir yansıması olarak uygulama temelli, iş birlikçi ve etkileşimli öğrenme süreçlerini içeren yoğun yapısıyla da alakalı olabileceğini düşündürmektedir.

Analizler sonucu ortaya çıkan bulgular, demografik faktörlere göre sadece psikolojik dayanıklılık puanları özelinde erkek okul öncesi öğretmen adaylarının lehine istatistiksel olarak anlamlı fark olduğunu göstermiştir. Kadın ve erkek okul öncesi öğretmen adayları arasında gözlemlenen anlamlı farkının, cinsiyet rolleri, sosyo-kültürel deneyimler ve ekonomik koşulların etkisiyle şekillenebiceği düşünülmektedir. Ayrıca, mesleğin Türkiye bağlamında kadın bireyler ağırlıklı olması, erkeklerin kadınlara kıyasla daha fazla zorluk, güçlük, ön yargı ve olumsuz durumla başa çıkmasını gerektiriyor olabilir. Bu durum da, erkek adayların başa çıkma becerilerinin zaman içinde psikolojik dayanıklılığın temel bir kaynağı hâline gelmesine ve daha yüksek düzeyde psikolojik dayanıklılığa sahip olmalarına katkıda bulunmuş olabileceğini düşündürmektedir. Bununla birlikte mevcut çalışmada, adayların mesleki öz-yeterlik ve algılanan sosyal destek puanları özelinde demografik faktörler açısından anlamlı bir fark bulunamamıştır.

Yapılan çoklu regresyon analizi sonuçlarına göre kurulan model istatistiksel olarak anlamlı bulunarak, psikolojik dayanıklılık ve algılanan sosyal desteğin, mesleki öz-yeterliğin anlamlı birer yordayıcıları olduğunu göstermiştir. Algılanan sosyal desteğin, psikolojik dayanıklılığa kıyasla mesleki öz-yeterlik üzerinde daha güçlü bir yordayıcı olduğu belirlenmiştir. Bu bağlamda, okul öncesi öğretmen adaylarının mesleki öz-yeterlik, psikolojik dayanıklılık ve algılanan sosyal destek düzeyleri arasındaki ilişki, Bandura'nın Üçlü Karşılıklı Nedensellik modeliyle açıklanabilir (Şekil 1'de görülebilir). Bandura'nın bu modeline göre, birey, davranış ve çevre birbiriyle ve çift yönlü olarak etkileşim içerisindedir (Bandura, 1977b, 1997). Tıpkı mevcut çalışma değişkenleri özelinde, okul öncesi öğretmen adaylarının mesleki öz-yeterlik, psikolojik dayanıklılık ve algılanan sosyal destek arasında pozitif yönlü ilişkiler içerisinde olması ve birbirlerine katkıda bulunmaları gibi.

Aynı zamanda bu bulgular, bireyin gelişimini çeşitli katmanlar içerisinde ele alan ve bu çevresel katmanların ya da sistemlerin karşılıklı etkileşimiyle aktif bir süreç

olarak açıklayan Broenfenbrenner'in Ekolojik Sistemler Teorisiyle de kuramsal olarak örtüşmektedir (Bronfenbrenner, 1979; Morrison, 2015). Bu çalışma özelinde okul öncesi öğretmen adayları, bu sistemlerin merkezinde yer almaktadır. Bireyi çevreleyen, doğrudan etkileşim içerisinde olmayı gerektiren mikrosistem içerisinde (Morrison, 2015), öğretmen adaylarının aile üyeleriyle, arkadaş gruplarıyla, sınıf arkadaşlarıyla, öğretmenleriyle, danışmanlarıyla veya daha kapsayıcı olarak tüm öğretim elemanlarıyla ve akrabalarıyla olan iletişimleri ve destekleyici ilişkileri algılanan sosyal desteğin temeli olarak düşünülebilir.

Öneriler

Bronfenbrenner (1979) ve Bandura'nın (1986) ifade ettiği gibi, birey etkileşimli bir yapının içerisinde yer almaktadır. Bronfenbrenner, bireyi çeşitli sistemlerin merkezinde konumlandırırken, Bandura bu dinamiği davranışın, çevrenin ve bireyin üçlü etkileşimiyle açıklar. Bu sebeple bireyi sadece kendi yaşantısıyla, içsel özellikleriyle ele almak yeterli olmayabilir, çevresel faktörleri ve sistemleri de süreç içerisine dâhil edip ele almak daha bütüncül bir bakış açısı sunabilir. Bu noktada, öğretmen eğitimi sadece adayların akademik yeterliklerini değil, onların psikososyal süreçlerine de odaklanmalıdır. Çünkü adayın kendi zihinsel ve duygusal sağlığı, bilişsel süreçleriyle birlikte, çevresi ve toplumla olan etkileşim ağı içerisindedir. Bu dinamiğin herhangi bir unsurundaki değişiklik, etkileşimin yönünü de etkileyecektir. Sonuç olarak, meslek öncesi öğretmen eğitiminde psikososyal destek uygulamalarına, öğretmen refahıyla birlikte iyi oluşunu sağlayacak yapılara ve aday öğretmen destek hizmetlerine yer verilebilir.

I. THESIS PERMISSION FORM / TEZ İZİN FORMU

ENSTİTÜ / INSTITUTE

Fen Bilimleri Enstitüsü / Graduate School of Natural and Applied Sciences ☐

Sosyal Bilimler Enstitüsü / Graduate School of Social Sciences ☒

Uygulamalı Matematik Enstitüsü / Graduate School of Applied Mathematics ☐

Enformatik Enstitüsü / Graduate School of Informatics ☐

Deniz Bilimleri Enstitüsü / Graduate School of Marine Sciences ☐

YAZARIN / AUTHOR

Soyadı / Surname : Kılıç
Adı / Name : Seher
Bölümü / Department : Temel Eğitim, Okul Öncesi Eğitimi / Early Childhood Education

TEZİN ADI / TITLE OF THE THESIS (**İngilizce** / English): EXAMINING THE RELATIONSHIP BETWEEN PRE-SERVICE EARLY CHILDHOOD TEACHERS' LEVELS OF PROFESSIONAL SELF-EFFICACY, PSYCHOLOGICAL RESILIENCE, AND PERCEIVED SOCIAL SUPPORT

TEZİN TÜRÜ / DEGREE: **Yüksek Lisans** / Master ☒ **Doktora** / PhD ☐

1. **Tezin tamamı dünya çapında erişime açılacaktır.** / Release the entire work immediately for access worldwide. ☒
2. **Tez iki yıl süreyle erişime kapalı olacaktır.** / Secure the entire work for patent and/or proprietary purposes for a period of **two years. *** ☐
3. **Tez altı ay süreyle erişime kapalı olacaktır.** / Secure the entire work for period of **six months**. ***** ☐

***** *Enstitü Yönetim Kurulu kararının basılı kopyası tezle birlikte kütüphaneye teslim edilecektir. / A copy of the decision of the Institute Administrative Committee will be delivered to the library together with the printed thesis.*

Yazarın imzası / Signature ..... **Tarih** / Date .....
(Kütüphaneye teslim ettiğiniz tarih. Elle doldurulacaktır.)
(Library submission date. Please fill out by hand.)

aTezin son sayfasıdır. / This is the last page of the thesis/dissertation.