

BELIEFS AND SELF-REPORTED PRACTICES OF EARLY CHILDHOOD
TEACHERS ON OCCUPATIONAL RESILIENCE

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TEACHERS ON OCCUPATIONAL RESILIENCE**

submitted by **ÖZNUR GÜMÜŞTEKİN** 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

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

Examining Committee Members:

Assist. Prof. Dr. Belkıs TEKMEK (Head of the Examining Committee)
Başkent University
Department of Elementary and Early Childhood Education

Prof. Dr. Feyza TANTEKİN ERDEN (Supervisor)
Middle East Technical University
Department of Elementary and Early Childhood Education

Assoc. Prof. Dr. Hasibe Özlen DEMİRCAN
Middle East Technical University
Department of Middle East Technical University

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: Öznur GÜMÜŞTEKİN

Signature:

ABSTRACT

BELIEFS AND SELF-REPORTED PRACTICES OF EARLY CHILDHOOD TEACHERS ON OCCUPATIONAL RESILIENCE

GÜMÜŞTEKİN, Öznur

M.S., The Department of Early Childhood Education

Supervisor: Prof. Dr. Feyza TANTEKİN ERDEN

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This study has many purposes, they are; (1) childhood in-service teacher's beliefs about occupational resilience (2) to examine their views on occupational resilience, and (3) to explore the in-service early childhood teachers' self-reported practices about occupational resilience. In this study, explanatory sequential mixed method was conducted, and qualitative data was utilized to deepen and enrich the quantitative data. Participants of the study consists of early childhood in-service teachers working at private and public preschools in the Karabağlar, Konak, Buca, Bornova, Balçova and Gazimir districts of Izmir. In the study, a demographic information form and the "Occupational Resilience Belief Scale for Teachers and Teacher Candidates (OMDÖ)" were carried out with 233 early childhood teachers. A semi-structured interview was conducted with the participants who voluntarily participate in the data collection process (N=21). According to the findings of the study, mean scores in occupational resilience beliefs of in-service early childhood teachers were found 117.81 with the lowest score 84 and the highest score 130.

It was found that educational levels of early childhood teachers include 2-Year High School graduation and post-Graduation degree have an effect on occupational resilience of early childhood teachers. In addition, type of institutions contains private preschools and public independent preschools have an impact on total occupational resilience scores. It has been also demonstrated that in-service, early childhood teachers agreed on importance of occupational resilience as a teacher by sharing the ability to work in difficult areas. On the other hand, they believed on working with individuals who are in a critical period and adapting to changing profiles of the children and parents. The views of in-service teachers' self-reported practices about occupational resilience were also analyzed that they thought to be occupationally resilient. Participants of early childhood teachers reported as being patient, communicating well with all stakeholders, and not judging people as the qualities that make them occupationally resilient. They give an effort to be professionally developed and managing daily life more effectively to increase their occupational resilience. Many teachers expressed that they develop knowledge in profession and take time for themselves and the way of supporting their occupational resilience have some positive contributions to their practice.

Keywords: Occupational resilience, Early childhood teachers, Teacher resilience

ÖZ

OKUL ÖNCESİ ÖĞRETMENLERİNİN MESLEKİ DAYANIKLILIĞA İLİŞKİN İNANÇLARI VE ÖZ-BİLDİRİMLERİNE DAYALI UYGULAMALARI

GÜMÜŞTEKİN, Öznur

Yüksek Lisans, Temel Eğitim, Okul Öncesi Eğitimi Bölümü

Tez Yöneticisi: Prof. Dr. Feyza TANTEKİN

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Bu çalışmanın birçok amacı vardır, bunlar; (1) erken çocukluk dönemi hizmet içi öğretmenlerinin mesleki dayanıklılığa ilişkin inançları (2) mesleki dayanıklılığa ilişkin görüşlerini incelemek ve (3) hizmet içi erken çocukluk dönemi öğretmenlerinin mesleki dayanıklılığa ilişkin kendi bildirdikleri uygulamalarını keşfetmektir. Bu çalışmada açıklayıcı sıralı karma yöntem uygulanmış ve nicel verileri derinleştirmek ve zenginleştirmek için nitel verilerden yararlanılmıştır. Araştırmanın katılımcılarını İzmir ili Karabağlar, Konak, Buca, Bornova, Balçova ve Gaziemir ilçelerindeki özel ve resmi anaokullarında görev yapan okul öncesi öğretmenleri oluşturmaktadır. Araştırmada 233 okul öncesi öğretmeni ile demografik bilgi formu ve "Öğretmen ve Öğretmen Adaylarına Yönelik Mesleki Dayanıklılık Ölçeği (OMDÖ)" uygulanmıştır. Veri toplama sürecine gönüllü olarak katılan katılımcılarla (N=21) yarı yapılandırılmış görüşme yapılmıştır. Araştırmanın bulgularına göre okul öncesi öğretmenlerinin mesleki dayanıklılık inanç puan ortalamaları en düşük 84 en yüksek puan 130 olmak üzere ortalama 117,81 olarak bulunmuştur.

Okulöncesi öğretmenlerinin 2 yıllık Yüksekokul ve Yüksek Lisans eğitim düzeylerinin yer aldığı eğitim düzeylerinin okulöncesi öğretmenlerinin mesleki dayanıklılıkları üzerinde etkili olduğu tespit edilmiştir. Ayrıca, özel anaokullarını içeren kurum türü ve kamuya ait bağımsız anaokullarının toplam mesleki dayanıklılık puanları üzerinde etkisi vardır. Buna ek olarak, erken çocukluk öğretmenlerinin zor koşullarda çalışma becerisini dikkate alarak bir öğretmen olarak mesleki dayanıklılığın önemi konusunda hemfikir oldukları da ortaya konmuştur. Öte yandan, mesleki dayanıklılığın önemine ilişkin olarak kritik bir dönemdeki bireylerle çalışmanın önemine ve değişen çocuk ve anne-baba profiline uyum sağlamanın gerekliliğine inanmışlardır. Ayrıca hizmet içi öğretmenlerin mesleki dayanıklılığa ilişkin kendi bildirdikleri uygulamaları da analiz edilmiştir. Katılımcı öğretmenler kendilerini mesleki anlamda dayanıklı yapan özelliklerinin sabırlı olmaları, paydaşlarla iyi iletişim kurmaları ve insanları yargılamamaları olarak bildirmişlerdir. Mesleki dayanıklılıklarını artırmak için profesyonel olarak gelişmeye ve günlük yaşamlarını daha etkin yönetmeye çaba gösterdiklerini aktarmışlardır. Birçok öğretmen, meslekte bilgilerini geliştirdiklerini ve kendilerine zaman ayırdıklarını ve mesleki dayanıklılıklarını desteklemek için kullandıkları stratejilerin alanlarında uygulamalarına bazı olumlu katkıları olduğunu ifade etmiştir.

Anahtar Kelimeler: Mesleki dayanıklılık, Erken çocukluk öğretmenleri, Öğretmen dayanıklılığı

To my grandmother and mother

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CHAPTER 1

INTRODUCTION

*“If you can't fly then run, if you can't run then walk,
if you can't walk then crawl, but whatever you do
you have to keep moving forward.”
Martin Luther King Jr.*

It is possible to have face to face with someone who is dealing with something to challenge at some point. On the other hand, if we have a look at outside, many people have been experiencing with financial problems. Maybe people are having a relationship in their private lives that can caused them disappointment. They may also feel that they are unable to control the significant things in their lives. It is very likely that people might have stressful and busy times at work, while experiencing problems and challenges in their own lives that they need to overcome simultaneously. To sum up, people face different kinds of adversity in life (Gavino, 2015). These might be personal crises inducing losing somebody that they love, terrible events like an accident or a medical emergency, abuses, serious illness, losing their jobs or financial problems. There might be also the shared reality as natural disasters such as fire, earthquakes, flood, tragic incidents in the news as terrorists' attacks, wars in the world, and Covid-19 pandemic issue. These are all examples of life events. There may be people who have experienced these stressors at some point in their lives, or who have these and similar problems right now. Unfortunately, it is possible that people will probably experience these stressful events in the next periods of their lives. As a consequence of these inevitable incidents, several individuals indicate a series of psychological reaction from common temporary distress to long-term serious psychopathology (Abramson, 2015).

How do people deal with compelling experiences and stressful situations that alter their lives? It is not possible to remove all these difficult circumstances from our life. That is why people have to acquire coping skills and get through very challenging life experiences. One of these coping skills is resilience. Shortly, resilience is such a process that individuals develop favorable adjustment in the encounter of trauma, tragic events, threats, adverse situations and important resources of stressors like serious health issues, problems in family and relationship, or workplace and financial problems (American Psychological Association, 2014). Resilience is, in other words, a psychological construct involving properties that assist a person adapting well in the presence of unfavorable life experiences (Greeff & Nolting, 2013; Bonanno & Dimich, 2013). With the purpose of adapting to difficult situations, struggling stressors get better by considering the past and seeking enjoyment in life and by not dwelling on problems, a level of resilience can be built. The term of resilience is included in a number of scientific and nonscientific contents encompassing psychology, ecology, national defense, archaeology, sustainable studies, which are a few of them (Thorén, 2014). Particularly, resilience in teachers plays a significant impact in teaching process and teacher training all around the world, although a limited number of practical applications have been provided to develop and establish this characteristic in teachers in a systemic manner (Wang, 2021). This is crucial because teachers play an undeniable significant role in every step of education. Wright (2010) expresses that it is possible to improve education just by supporting the effectiveness of the teachers. The quality of teachers, or, the efficient learning/teaching process determines the success of any education system. In addition to that, the place of teachers is of great importance to develop society and make appropriate changes in it (Nagoba & Mantri, 2015). As the most essential component of any education system, teachers play a vital role in developing the education system as a whole. All these reports bring to mind the question: What are the occupational resilience beliefs and views of in-service early childhood teachers? Thus, the purpose of this study is to explore the occupational resilience beliefs of in-service early childhood teachers and their view's regarding occupational resilience.

What is resilience? When you see a person how do you understand s/he is resilient? Also, how can teachers develop their resilience? The term resilience has its origin in the Latin verb '*resilire*', but it was used figuratively about humans after 1830 (Boon, 2021). As stated by Garmezy (1993), resilience means flexibility in Latin and handling with stressors, reequipped with power, spirituality and a feeling of humor. In the 20th century, the word resilience was used to define the content of studies about children who displayed adaptation and coping skills despite being raised with exposure to significantly unfavorable life experiences (Werner & Smith, 1992; Rutter, 1987). Today, it is used in different senses by different authorities. For instance, Biggs et al. (2015) stated that resilience does not only mean the ability of an individual to changing conditions but also not to be shocked by or afraid of change. Therefore, a person with high level of resilience is more likely to demonstrate adaptation behaviors easily to different conditions, handle with difficulties more quickly and create greater number and variety of solutions to some problems (Taylor et al., 2013).

The teaching profession regarded as one of the most stressful professions (Au et al., 2016) since it was full of everyday challenges such as maintaining their well-being in their working environment because of the increasing level of burnout and workplace stress (Shkëmb et al. 2015; Harmsen et al. 2016). Furthermore, it was also thought to affect the decision of teachers whether to maintain their profession (Jones & Youngs, 2012) or to have an intention about leaving their occupation (Newberry & Allsop, 2017). Teachers' stress and burnout are important for teacher education programs since it is argued that they might be the significant source of teacher attrition (Kyriacou, 2001). The reasons behind this desire to leave the profession are often classified as disruptive behaviors of pupils as well as workload, unendurable pressure to achieve goals, and stress as related to excessive bureaucracy (Mansfield et al. 2016). Different stress factors resulting from either within or outside the educational setting damage teachers' performance by impeding personal and professional productivity (Marwat et al. 2012). As burnout is a response of a person, it is needed to support the capacity of an individual in order to handle and adjust to difficult conditions (Boon,

2016). As stated by Thieman et al. (2014), resilience is a contributor element in motivating early career teachers to keep their professions since having high level of resilience provides teachers with physical and mental energy to overcome stressful works in a more effective manner.

Among all teachers, early childhood teachers have been facing unique adversities and occupational stress, who must take urgent attention from researchers and professionalisms (Hu et al., 2019). Experiencing all these multiple challenges might force teachers to experience burnout or attrition. The stress and burnout of teachers are gradually becoming bigger concerns. Nevertheless, removing factors contributing to stress is not easier than building up resilience to disruptive and adverse conditions and events. According to Thiemann et al, 2014, higher levels of resilience provide teachers with the physical and cognitive energy to deal with stress factors in an efficient way. Conversely, positive outcomes like teachers' commitment, eagerness, teacher quality, and positive outcomes for children are associated with the resilience of teachers (Mansfield et al, 2016). Thus, it is possible to help teachers survive and thrive in challenging situations by focusing on resilience (Beltman et al, 2011). Furthermore, as proposed by Day et al., (2009), it is required for teachers to have daily resilience since the sources of stressors exist for all teachers on a daily manner. The dynamic interaction between the internal factors of teachers, such as commitment and self-efficacy, and the external situations where they live and work (Gu, 2014) describes resilience. More particularly, the resilience of teachers is conceptualized as fluctuation of the effects of individual, relational, and institutional settings in which they work, and it is neither innate nor stable (Gu & Day, 2013).

To investigate early childhood teachers' occupational resilience behaviors, the current study focused to study their occupational resilience beliefs. Riggs and Enochs (1989, p. 3) stated that ‘Investigation of teacher beliefs is vital to more complete understanding of teacher behavior’. The present study has shown purpose of exploring the level of in-service early childhood teachers' occupational resilience beliefs. Furthermore, the contexts that needed to be

examined in terms of teachers' occupational resilience beliefs include some demographic variables such as age, educational background, participating in professional development activities, the number of children at class, age group of children, years of experience and the type of school they work at. Regarding the demographic characteristics of teachers, conflicting results have been demonstrated about age, as one of the most common researched parameters. As related to age factor, some studies found out that age has no effect on the level of resilience (Brouskeli et al., 2018; Daniilidou, 2018; Siourla, 2018; Sezgin, 2012; Genç, 2014). Different studies conducted in the literature are about differences in teachers' resilience levels according to their demographic characteristics such as, age, experience and school level. Similarly, it was reported that there was no meaningful difference in the resilience level of teachers with respect to their age and years of experience in teaching (Polat & İskender, 2018). With reference to academic background, even though most of the research findings reported that teachers' resilience is not influenced by their educational background (Botou et al., 2017; Siourla, 2018; Zografou, 2016). Stavraki and Karagianni (2020) reports the opposite that EFL teachers with a PhD or PhD in progress appear to have high mean score in Spiritual Influences as one of the dimension of teachers' resilience scale. In relation to the type of school factor, Stavraki and Karagianni (2020) did not find out any statistically significant differences in EFL teachers' resilience level in public and private sector. In the same study, resilience levels of participant teachers did not differ statistically significantly in terms of number of students per class. Moreover, preschool education is for children from three to five years of age (Broström et. al., 2015) and each child has different needs as depending on the age group, learning style and personality. Age group of children might be a decisive factor in classroom management and curriculum implementing. Nevertheless, the profession of teaching in preschools are seen as complex and demanding area (Alison & Berthelsen, 1995) that makes teachers feel stressed. Depending on the fact that each child might have his/her own unique features and different learning styles, the significance emphasized the functional methods and efficient approaches that may be utilized for challenging behaviors demonstrated by the children rises (Aksoy, 2020). In this sense, age

groups of children exhibiting different developmental features might cause teachers to have different challenges and difficulties which may affect the levels of their resilience. In relation to participating professional development, Kyriacou, (2010) defines resilience as to which extent a teacher has the ability to continue a set of positive characteristics toward their profession as a teacher in the encounter of managing a number of pressures, challenges, and ordinary demands in the everyday work. In the light of Kyriacou's, (2010) definition of resilience, it is possible to recognize the continuous needs of teachers for professional development programmers. (Day & Gu, 2007) also supports the importance of professional development in their research. Professional learning and development can help participants establish resilience in the face of a difficulty (Patterson et. al., 2004). Research shows that the importance of infusion personal and professional development is a decisive factor in quitting the physical education teaching profession (Mäkelä & Whipp, 2015).

In light of this, the current research investigates the effect that demographic characteristics may have as related to early childhood teachers' resilience. Understanding the demographic factors contributing to resilience of in-service early childhood teachers is important to build up the resilience in teachers and identify the characteristics of teachers who may require support. This study contributes to the existing literature by providing an insight into the resilience levels of in-service early childhood teachers holding different demographic characteristics. Investigating the variables affecting the resilience of early childhood teachers and examining these demographic variables might help us understand which characteristics of teachers are more resilient or need to be more resilient.

Even though the significant role of teachers in supporting resilience is strongly emphasized in previous studies, there are limited numbers of studies about early childhood teacher's views' regarding resilience (Brooks, 2006; Miljevic-Ridički et al, 2013). Thus, it seems important to gain insight into beliefs and views of the in-service early childhood teachers, who are actively engaged in the early

childhood education settings, about occupational resilience that are crucial for the whole education process. In this sense, besides investigating teachers' beliefs and views, self-reported practices of participants about the subject to occupational resilience are another main concern of the study to understand the views of in-service early childhood teachers. Self-reports encompass the verbal responses of participants to gather data about their affective, mental, motivational, physical and behavioral situations (Pekruna, 2020). Self-reported practices of early childhood teachers about the concept of occupational resilience include characteristics make teachers to be occupationally resilient, factors affecting their occupational resilience, their strategies to deal with a difficulty or a problem in their profession and their practices to enhance their occupational resilience are the main practices to be investigated in the scope of the study. It was highlighted that a skillful teacher is capable of handling with the day-to-day subjects while effectively using time for children's learning and creating effective instruction to children with a high level of achievements (Berger, 2010). Likewise, suggested by Agbenyega (2012), early childhood teachers, just as children, are required to be prepared for unpredictable learning-teaching atmosphere and rapid changes. Considering these statements, it can be concluded that teachers have serious responsibilities to fulfill and daily challenges to manage at the same time. For this reason, the findings on the characteristics of teachers to be occupationally resilient, how they cope with difficulties and what strategies they apply to be occupationally resilient provide resources for teachers and researchers in the field to support preschool teachers' resilience in the profession.

1.1. Purpose of the Study and Research Questions

The present research aimed to investigate the occupational resilience beliefs of in-service early childhood teachers. The current study, particularly, has a purpose to explore the contribution of some demographic variables (age, participating in professional development activities, years of experience, and the type of school they work at) to the occupational resilience beliefs of in-service early childhood

teachers. It is also aimed to reach self-reported practices of early childhood teachers regarding occupational resilience about how they evaluate their occupational resilience beliefs, how they increase their resilience, and what factors affect their resilience beliefs in their profession etc.

For those purposes are described right above, three main research questions were determined for the current study.

1) What is the level of in-service early childhood teachers' occupational resilience beliefs?

1.a. Do in-service early childhood teachers' occupational resilience beliefs differ with respect to age?

1.b. Do in-service early childhood teachers' occupational resilience beliefs differ with respect to education level?

1.c. Do in-service early childhood teachers' occupational resilience beliefs differ with respect to professional experience?

1.d. Do in-service early childhood teachers' occupational resilience beliefs differ with respect to participation in professional development activities?

1.e. Do in-service early childhood teachers' occupational resilience beliefs differ with respect to number of children in the class?

1.f. Do in-service early childhood teachers' occupational resilience beliefs differ with respect to the type of school they work in?

2) What are the views of in-service early childhood teachers on occupational resilience?

3) What are the self-reported practices of in-service early childhood teachers on occupational resilience?

1.2. Definition of Important Terms

The following terms are required to be defined for the clarification of the present study:

Early Childhood Education: The education process from the birth to the beginning of the primary school refers to the early childhood education. At this period, developmentally appropriate practices are presented to children in accordance with their individual characteristics and developmental status through preparing a rich learning environment so that these opportunities allow them to be developed according to the cultural values and characteristics of the community (Poyraz & Dere, 2003).

Resilience: “The ability to demonstrate both strength and flexibility in the face of frightening disorder, is the internal guidance system people use to reorient ourselves when blown off course by the winds of change” (Conner, 1992, xxxi)

Occupational Resilience: Belief in resilience in the teaching profession is defined as "the belief that one can adapt to the difficult conditions of the teaching profession, cope with obstacles and maintain commitment to his profession" (Tagay & Demir, 2016, p. 1606).

Job Satisfaction: An emotional reaction of an individual's job is defined as a job satisfaction (Yang & Chang, 2008).

Burnout: A syndrome of affective exhaustion, becoming insensitive, and decreasing in personal achievement that can exist in an individual's professional refers to the concept of burnout (Glass & McKnight, 1996)

Teacher Attrition: Teacher attrition is defined as quitting the profession of teaching (Lindqvist, Nordänger, & Carlsson, 2014)

Teacher Resilience: It is the ability of teacher's to develop adaptation in the case of encounter with risky and adverse contexts (Greenfield, 2015).

Belief: A type of knowledge ‘‘ subjective, experience-based, often implicit’’ can be defined as a belief (Pehkonen & Pietilä, 2003, p. 2)

View: View refers to ‘‘a mode or manner of looking at or regarding something and an opinion or judgment colored by the feeling or bias of its holder’’ (Merriam-Webster, n.d., Definition 3).

1.3. Significance of the Study

Today, education is considered valuable for the future of both the individual and the society. There are different inputs such as teacher, student, parent, education program, and the environment in an education system. The outputs of the education system are directly affected by the quality of these inputs. Teachers play the most significant role among these since they have the power to influence other inputs of the education system (Gültekin, 2020) and teachers are directly responsible for children's education after the family. Therefore, teacher qualification has been described as one of the changeable characteristics and significant variables that can predict quality in early childhood care and education environments (Manning et al., 2017). Hence, the crucial element for teachers in improving the quality of education is to be equipped with the behavior, knowledge, and skills of being a good teacher.

Many countries have recently attached importance to teacher quality by prioritizing and classifying it among educational initiatives including outcomes of children, accountability of educators and continuing professional learning (Mansfield et al., 2016). Resilience in teacher quality is also given attention in research (Day & Gu, 2013); Nevertheless, there is not enough focus on teacher wellbeing and resilience in reforms to improve teacher education and training. The importance of the term ‘resilience in teachers’ are better understandable by

considering the first-year experiences of teachers. The professional development of teachers plays a critical role in the first years of profession since teachers' mental conditions about either having commitment for an efficient teaching or quitting their career is influenced by the first year's experiences (Meristo & Eisenschmidt, 2014). A lot of policymakers around the world agree that the attrition of novice teachers is a waste of social, educational and economic resources (Long et al., 2012). In this sense, it is possible to claim that the concept of resilience makes a significant contribution help to begin teachers continue their teaching profession (Hong, 2012; Price et al., 2012; Beltman et al., 2011). Therefore, resilience for teachers has been greatly identified as crucial in the educational system.

Additionally, children, after the age of five, spend most of their days in school setting and daily school experiences might influence them in various ways, so schools have an important impact on the overall development of child (Russo & Boman, 2007). Day and Gu (2014) argue that more effective learning outcomes are possibly produced by the students of more resilient teaching professionalism. Students who can cope with a number of unpredictable difficulties of today can develop only if the teachers of those students are resilient (Kiswarday & Zuljan, 2015). Therefore, a teacher is a significant factor contributing to the achievement of education.

Since teachers are needed to indicate new skills and abilities such as technological abilities, communication and collaboration skills, and problem-solving skills as related to developments, teaching is not an easy profession in this era of 'change' (Dede, 2010; Voogt & Roblin, 2012). Learning to teach is not a fast and easy process in terms of classroom management, curriculum implementation, instructional strategy development, and assessment of children's performances and monitoring them (Temiz, 2017). Educators at all levels of the system of education bear a variety of responsibilities including mainly supporting the development and growth of children effectively, making it easier to reach the success of academic purposes and enhancing the entire system of

education (Kapur, 2009). These range of responsibilities and duties are more likely to create a stress in the working environment of teachers. Although teaching is recognized as an intrinsically stressful professional area, some of the teachers do not give up their occupation or feel psychological exhaustion. Even many of them get better (Frydenberg, & Reevy, 2011). Therefore, it has been stated that individual and organizational resilience has a crucial influence in mitigating the negative outcomes of teachers' professional stress and burnout (Richards, Levesque-Bristol, Templin & Graber, 2016).

All of this information has revealed the significance of having occupational resilience in teachers by providing details of its contributions to teacher, child and whole education process. Therefore, it is important to investigate the occupational resilience beliefs of early childhood teachers to present a wider perspective of the occupational resilience levels of early childhood teachers. Another important point is to create awareness among early childhood teachers about both their occupational resilience levels and the variables which might influence their occupational resilience levels on being able to deal with difficulties and problematic situations that may be encountered in the professional sense. In addition, it is vital to examine the views of the early childhood teachers, who are actively working in the field, about occupational resilience in order to obtain more detailed information on the subject and to research it in depth.

A significant number of studies have demonstrated that teachers, in general, face with unforeseen challenges in their teaching profession (Price et al., 2012). Unlike teachers from other fields, early childhood teachers may face with different challenges in the classroom that they have to overcome. These day-to-day challenges they encounter range from difficult behaviors to keeping classroom routine smoothly. According to Karacabey (2017), the preschool educator who spends the whole day in interaction with children carries the feature of a personality model for children, and it is also required for early childhood teachers to have different roles and act as a person with friendly traits

such as playing, singing, sharing sadness and joy of their children. Thus, the profession of early childhood educators is not an easy and simple field (Kelly & Berthelsen, 1995). With all the information stated above, early childhood teachers experience a plenty of stressors in their professional life. However, teaching is usually regarded as demanding mainly because this profession holds teachers responsible for building the future generations (Krecic & Grmek, 2005) and the early period of childhood is considered as the significant time frame of life in terms of comprehending and encouraging resilience (Yoleri, 2020). For that reason, this study is conducted to demonstrate broader perspective of the occupational resilience beliefs of in-service early childhood teachers with respect to their background information such as gender, age, educational level, years of experience, and participating educational background. In addition, in-service early childhood teachers' views about occupational resilience and the views on their self-reported practices regarding the occupational resilience are studied to provide detail information.

Although the importance of early childhood education and the role of teachers in the quality of education system have been acknowledged, the literature on resilience has a considerable gap on the subject of 'resilience in teacher' up until now. As stressed by Bobek (2011) & Brunetti (2006), research on teacher resilience has only started in recent years although many studies have been conducted over the years regarding the stress experienced by teachers in their working lives. Unfortunately, there are very few studies in the literature, especially on the occupational resilience of early childhood teachers. The reason for this gap is that research generally concentrated on children and teachers who face with excessive and remarkable challenges (Beltman et al., 2011). Furthermore, Beltman et al., (2011) proposed that there is an important gap in the literature on teacher resilience regarding the views of teachers on what the meaning of resilience for teachers is even though there are studies about the conceptualizations of resilience in teachers.

Therefore, the issue of teacher resilience has been broadly considered important in every step and field of education. Resilience is of great importance particularly in early childhood teachers. Hence, this study has the purpose of investigating the occupational resilience beliefs of in-service early childhood teachers, determining to what extent some demographic factors affecting the resilience of teachers in profession, and reaching their views regarding the occupational resilience.

In this study, in-service early childhood teachers' views and beliefs about occupational resilience have been identified. This identification may offer some benefits related to early childhood teacher education program. More specifically, this program could be equipped with the integration of theory into practice. This is of great importance as resilient teachers effectively manage their classrooms, possess positive views, develop successful relations with their children, are satisfied with their profession, hold a sense of commitment to their teaching, and succeed in adverse situations thanks to their accumulated competence (Howard & Johnson, 2004). For the information above, research on in-service teachers' beliefs about occupational resilience is important not only for their practices in early childhood education field but also for early childhood teacher training. This is also essential for pre-service teachers to be equipped with all the skills they will need in their professional careers and best adapted to the conditions in reality. In general, emphasizing the role of resilience facilitates teacher training as well as allowing teachers at macro level and students at micro level to produce various positive outcomes (Wang, 2021). In this study, teachers' views about the difficulties they experience in the teaching profession in the notion of occupational resilience were investigated. This study can be useful in preparing context for teacher training programs in order to enable pre-service early childhood teachers to be ready for the classroom. Furthermore, integrating the subject of resilience into other courses could be influential in raising more resilient teachers in their professional lives and reacting more robustly to the problems they are likely to encounter in the real classroom environment.

Therefore, the current study will have implications for in-service early childhood teachers, pre-service early childhood teachers, and teacher educators.

CHAPTER 2

LITERATURE REVIEW

*“Do not judge me by my success,
judge me by how many times
I fell down and got back up again.”
Nelson Mandela*

The purpose of this chapter is to demonstrate a review of literature about the occupational resilience beliefs of in-service early childhood teachers and their views on this subject. In this sense, definition of resilience; historical and theoretical basis of resilience; importance of occupational resilience in teachers and the effect of teachers' occupational resilience in children for their whole development and success; research on resilience over the decades are explained in this chapter.

2.1. Definition of Resilience

The word resilience is often used for various statements such as the international news, the sports pages, policy documents on the preventing of the significant substructure and papers of natural disasters (Boin, Arjen & Comfort, 2010). Resilience is a significant concept in different disciplines ranging from engineering, sports, chemistry to education. Resilience exactly refers to the act of springing back, originally comes from ‘resilire’ in the Latin etymology (Laprie, 2008). One of the common definitions shared by (Merriam-Webster, n.d.) that resilience is “the ability to become strong, healthy, or successful again after something bad happens”. In the related literature, it is more likely to see a range of definitions of the term resilience. Resilience refers to the ability and disposition of a person to handle adversity and stress as well as the capacity to recovery to the former state of normal process (Giroux & Prior, 2012).

Resilience is also defined by The American Psychological Association (2014, para. 4.) as “the process of adapting well in the face of adversity, trauma, tragedy, threats or even significant sources of stress”. However, within this definition, it is still needed to be examined the complex nature of resilience. There are series of factors including social, cultural, biological and psychological that interaction with each other to determine the resilience when reacting to a stressful situation (Southwick et. al., 2014). Moreover, according to Boniwell and Ryan (2012, p.xii), resilience is " the capacity of the individual to overcome odds and demonstrate the personal strengths needed to cope with some kind of hardship or adversity”. Resilience is also described as the ability to cope with adverse conditions in addition to the ability to be empowered at last (Grotberg, 1995). Yet, another definition of resilience is described as a characteristic changing from one individual to another, and can also rise and decrease (Brouskeli, Kaltsi & Loumakou, 2018). There is different definition about the concept of resilience shared by Beltman et al (2018) and Yonezawa et al. (2011) that a construction that can be fostered and improved is identified as resilience.

Psychological resilience is one of the significant issues among the concepts of positive psychology. People can face various challenges and difficulties during their life, ranging from daily adversities to significant life problems. Many people experience at least one potentially traumatic situation in their lifetime, as stated by Bonanno and Mancini (2008). The word “potentially” is significant since it means that there is difference in the reactions to individuals according to life experiences and whether trauma exists as a consequence (Fletcher & Sarkar, 2013). This makes it clear that some people can cope with the most challenging experiences in contrast to others who become intolerant by everyday challenges. Resilience, in reality, is more likely to be in continuum which exists to varied degrees of different parts of life (Pietrzak & Southwick, 2011).

Psychological resilience is described as the capacity (American Psychological Association, 2010) or the adaptation process of a human being (Tusaie & Dyer, 2004) in the case of encountering a threat, tragedy, trauma, adversity, significant

stress resources, and the important problems on health and workplace. In other terms, Ungar & Perry (2012) defined psychological resilience as the competence to lead a normal life as the result of negative life events by utilizing biological, social, and psychological sources required to overcome difficulties and pursue development. Between the 1960s and early 1990s, researchers emphasized the concept of resilience much more as the capacity to beware of the psychological dysfunction against being exposed to risky situations like distressing family atmosphere (Garmezy, 1991; Werner & Smith, 1992). Nonetheless, more recent approaches focused on the impact of protective psychological factors, including self-control, optimism, and the meaning in the experiences of a person's life (Taylor, Kemeny, Reed, Bower, & Gruenewald, 2000). This provides an individual with the benefits of using adaptive behaviors in the face of hassles.

In this regard, two fundamental structures should be in order to exhibit psychological resilience. At first, some negative life experiences should be including risk factors such as negative attitudes of parents, a low socioeconomic income, migration, serious health problems, all of which have a negative influence on a person's development. (Eşkisü, 2021; Gizir, 2007). Second, resilience's capacity should involve some protective factors consisting of a sense of personal control, social relations and support, proactive behaviors, problem-solving skills, and mental flexibility (Masten & Coatsworth, 1998; Iwaniec, 2006; Arslan, 2015). Thus, a kind of chain occurs through a variety of combinations in both risk and protective factors (Barnová & Gabrhelová, 2017). To be more precise, individuals who must deal with various risky events in their lives need to be equipped with more protective factors in order to avoid adverse results and pursue healthy development.

2.2. Occupational Resilience

Resilience is viewed as increasingly significant in the effectiveness of individual and work aspects since people are required to be resilient in all parts of life (Kosseck & Matthew, 2016). As we can see a sub-dimension of psychological

resilience, occupational resilience contributes to teachers' main teaching practices even under challenging conditions, coping with hassles, and continuing their commitments to the professionals. Professional resilience in teaching has a very significant effect since teaching in early childhood plays a critical role in individuals' healthy growth and development (Fisher, 2011). The occupational resilience of teachers is described as the belief in adapting to the requirements of being a teacher despite challenges, handling barriers, and sustaining professional commitments (Tagay & Demir, 2016). To illustrate, one teacher encountering a difficult class where children are fighting with each other might display high perceived stress in struggling with this event and experience depression by this situation for several days afterward. Conversely, another teacher who faces the same scenario may feel little or no stress and exhibit hardly any after-effects (Kyriacou, 2011). Research has also found that some kind of traits which are related to resilience including passion, perseverance, and life satisfaction predict the effectiveness of a teacher (Fleming et al. 2013).

There are various stressors associated with teaching, and these stressors might impact the extreme sense of stress and burnout for some teachers, unlike others who can cope with them successfully (Richard et al., 2016). As mentioned, resilience results in helping teachers deal with stressors. Teachers with a high level of resilience might be affected by the experiences of burnout and role stress and could enhance their effectiveness and success throughout their career longevity.

The factors of the contributing to teacher's occupational resilience beliefs are categorized into positive and negative factors (Dönmez, Karasulu, Aşantoğrul, & Zembat, 2018). Positive factors are encouragement from friends, family, supportive administrator, and colleagues (Jones et al., 2013), strong teacher and child relations, skills in problem-solving, self-efficacy beliefs, development in their profession, reflecting and improving themselves, the strategies in navigating with stress roles and possessing a purpose towards life (Major & Savin-Baden, 2011). On the contrary, teachers' previous experiences, stress

factors, communicational problems among the school members, bureaucratic situations, teachers' views on low level of job satisfaction are described as negative components (Sezgin, 2012). Researchers claim that the chance of keeping their professions in teaching will be increased in the case of taking the benefits of all available support rather than only dependent upon a single source of support (Schlichete et al., 2005).

2.3. Historical and Theoretical Background of Resilience

The origin of resilience comes from the Latin word 'resiliens' which means the elastic and flexible feature of a matter (R. R. Greene et al., 2002). The term resilience has evolved from the fields of environmental researches and material sciences to make the concept utilized eagerly and liberally by academicians, policymakers and practitioners in less than a decade (McAslan, 2010). According to social theory, resilience is relatively seen as a new subject. As Masten (2009) stated that historically, the emergence of resilience dates back to nearly 1970 when a group of children at high-risk groups with mental disorder were searched by social scientist in order to understand the source of behavioral problems and were curious about how well they deal with serious situations. Henderson and Milstein (2003) adapted the concept of resilience to teachers. Researchers found that resilience could be particularly cultivated to encourage individuals to handle with adverse and risky conditions to achieve success in life and they recognized the significance of these children who demonstrated the resilient factors (Masten, 2009; Dutton & Greene, 2010).

The subject of resilience has its roots in the psychological literature initiated with an intrigue that why some youth and children are resistance to the negative conditions while others are not immune to (Castro et al., 2010; Allison, 2011). Different compelling opinions and studies have expanded the field of resilience science that has turned out the framework in various discipline areas through changing the stress from deficit-based subjects to models based on promotive and protective elements, positive purposes and adaptive skills (Masten, 2011). In

recent times, researchers have investigated the subject area of resilience in a wider scope of work encompassing schools (Doll, 2013), communities (Norris, Stevens, Pfefferbaum, Wyche, & Pfefferbaum, 2008) and families (Becvar, 2013).

Bronfenbrenner's (1989, 2005) theory of biologic system provides information about the factors that improve the resilience of a person since each factor can take part around a person in respect of the proximity of the factor according to the ecosystem of a person. The interaction of internal and external elements influencing the actions of humans is referred to the approach of ecological theory (Ungar, 2013; Masten, 2015). The processes of interactions in various factors including from relations to personal-media interplay, from genetic disposition to neurotic systems are reported to emerge resilience, just as development (Masten & Obradovic, 2008). This system theory attracts attention to multiple forces that structure early practices of a child and impact the levels of their resilience (Bronfenbrenner, 1979). According to this understanding, the practices and processes that the person has exposure either directly or with proximal processes of interaction across a variety of systems are said to have an interaction with genetic structures to mold how an individual behave, response and perceive, and their coping skills with stress, adaptation processes and resilience (Bronfenbrenner & Ceci, 1994). An ecological perspective of development and resilience points out the impact of community, cultural and sub cultural characteristics above the fundamental psychological and interpersonal processes in the course of life (Boon, Cottrell, King, Stevenson & Millar, 2012).

2.4. Importance of Resilience in Teachers

As the view of the world has increasingly become the complex and mutually connected of the environmental, economic, social and other systems, the term of resilience has recognized as the touchstone for decision makers and system managers because of the intention to pursue the society's key systems functioning against the new types of external and internal attacks (Connelly et.

all., 2017). On the other hand, the concept of resilience becomes more valuable in the life of teachers since teachers take an important component in the learning process (Bichi, 2017). If teachers cannot manage their work-related stress situations for a long time, the burnout and stress of teachers have an influence on the academic environment of the school and it creates an obstacle to achieve the educational goals, decreases morale and increases the probability of teachers quit their teaching (Buchanan, 2010). However, the issue of burnout is required to be fixed to create a learning setting that foster achievement (Flook et al., 2013).

Muller et al. (2011, p. 546) mentioned that “[r]esiliency theory posits a belief in the ability of every [teacher] to overcome adversity if important protective factors are present in that [teacher’s] life”. As emphasized in this sentence, resilience theory might create favorable solutions against various stress sources in relation to the profession of teaching. Resilience is defined as a dynamic process comprising positive adaptation when encountering severe hassles (Sivam & Chang, 2016). It has a meaning of ‘bouncing back’ from adverse events. In the last decade, teacher resilience has appeared as a research topic in the field of education especially in the countries where attrition and burnout of teachers measured as in the high-level (Scheopner, 2010). Many researchers have identified resilience to be an essential feature for teachers in order to maintain their intention to teaching (Doney, 2012; Gu & Day 2013; Castro, Kelly, & Shih, 2010). Therefore, cultivating the resilience of teachers ought to be handled to rectify the burnout (Olson et al., 2015; Montero-Marin et al., 2015).

Theoretically, if teachers hold high level of resilience in their profession, it lowers the probability of teachers to give up when they experience challenging work situations and other requirements (Arnup & Bowles, 2016). However, resilience in early childhood teachers is very significant since studies proved that overall development of child is affected by the quality of initial interactions between children and early childhood teachers (Bailey et al., 2013). Kelly and Berthelsen (1995) suggest that teaching profession in early childhood is filled with a number of stress sources consisting of meeting the needs of children, time

issue, concerning with other tasks out of teaching, pursuing philosophy and practices of early childhood, dealing with personal needs, interpersonal relationships, subject with children's parents, views and attitudes regarding programmes in early childhood that all these create a kind of stress. Likewise, according to Bullough et al., (2014), teachers in early childhood must be improved their quality of teaching so that they could reach the objectives of early childhood education programs comprising children outcomes, readiness for kindergarten and maintain professionalism. Miljevic'-Ridic'ki et al. (2013) proposed that it is required to improve early childhood teachers' resilience because existing stress factors in preschool cannot also encourage teachers and make them have a sense of secure and peaceful. It is also significant to highlight that language and emotional development in addition to vocabulary skills of children are influenced when high quality education is provided by low teacher retention in early childhood setting (Wells, 2015). That is why, early childhood teachers are needed to promote their resilience level in order to be prepared for unpredictable changes in class environment.

It is revealed that there is a significant connection between having a sense of humor, accomplishment, ownership and competence, which are the essential sources in order to develop resilience. In this sense, teachers can become more successful in coping with the ongoing difficulties of profession and become more effective in teaching when they can utilize these sources (Bobek, 2002). An effective and successful teacher requires certain characteristics. According to Sezgin and Ada (2018), psychologically resilient teachers appear to be equipped with traits such as having a positive attitude towards their profession and being pleased with being a teacher by having a patient, determined, positive and decisive character in their profession. These characteristics allow teachers to improve themselves in their professional outcomes. Üstüner (2006) stated that in order to effectively fulfill their responsibilities and roles towards their professions, teachers should have a positive attitude to their professional field since it is of great importance considering the fact that it is not easy to work efficiently under the intense pressure to be productive at work (Dönmez &

Karasulu Kavuncuoğlu, 2019); therefore, having occupational resilience against challenging conditions to carry out their responsibilities is essential for teachers (Kara & Ada, 2021).

Despite the acknowledged importance of resilience in teaching, the extent to which graduating teachers are "classroom ready" is also a continuing concern from teacher educators to teacher employers and, recently, policy-makers (Mansfield, Beltman, Weatherby-Fell & Broadley, 2016) since junior teachers mostly encounter with "reality shock" (Friedman, 2004). A recent survey of more than 4000 teachers in the UK reported that 79 percent of schools have difficulty in employing staff, and 43 percent of teachers in those schools plan to quit their occupations within the next five years (Lightfoot, 2016). Likewise, nearly 50 percent of novice teachers give up their teaching professions within the first five years of entering the profession (Gallant & Riley, 2014). Because the first five years are considered as a sensitive period in teaching profession, occupational resilience is utmost significance (Dönmez, Karasulu, Aşantoğrul, & Zembat, 2018). Occupational resilience in teachers means the belief that teachers develop adaptation skills to adverse situations of their profession, get over the difficulties and keep their motivation to the teaching (Tagay & Demir, 2016). Resilience acts, in other words, as an integral role in ensuring new teachers to keep their professions (Doney, 2013; Tait, 2008). That is why it is unsurprising that resilience of teachers became the subject of research over the past 15 years in order to comprehend and reduce teacher attrition (Boon, 2021).

There is also positive connection between teacher's resilience and competence in fostering children's resilience (Bouillet et al, 2014) in addition to its crucial influence on teachers working in disadvantaged urban areas (Day & Hong, 2016) and those teaching children with needs for special education (Mackenzie, 2012). Furthermore, the ability of teachers to handle challenging conditions and stressful situations as well as the skills and competence are significant factors in determining the success of teachers in managing the classroom. Therefore, equipping teachers with the essential qualities and preparing them to be

classroom-ready teachers (Mansfield, 2016) enables them to be successful and efficient in teaching practices. It is also found significant to empower teachers in managing everyday classroom challenges through professional development rather than simply surviving (Razmjoo & Ayoobiyan, 2019). Higher levels of resilience provide teachers with the physical and cognitive energy to deal with stress factors in an efficient way (Thieman et al, 2014).

Another reason why it is important for teachers to be professionally resilient is that during early childhood, several significant protective systems of personal development appear and the roots of competence are formed, so these years are of vital importance to cultivate resources, prevent and decrease risk, support competence and establish a strong base for the development in the following years (Masten et al, 2013). Since an enhanced capacity for resilience contributes to other areas of education and well-being, encouraging children to build up resilience is a necessary part of holistically appropriate actions within the Early Childhood Education field (Center on the Developing Child at Harvard University, 2011). Teachers with high resilience are able to help their pupils to act safely in the class, have a healthy mental structure and build resilience in them (Gu & Day, 2007). Therefore, it is vital for teacher to be professionally resilient to produce positive developmental outcomes for their children.

2.5. Importance of Teacher Resilience on Children' Development

Oliwer et al. (2006) stated that resilience develops during time instead of defining it as an inborn trait thanks to an adaptive process that includes interaction between protective and risk factors and the early experiences of a child. That is why an individuals' interaction within their environment develops their resilience and the social, emotional, and environmental features of a person affects each other and have a common influence on resilience (Hjemdal, 2007). The ecological approach is emphasized in several studies. The theory of Bronfenbrenner's ecological systems (1994) proposes that interconnected environments form an individual and the development of a person is affected by

both directly and through the interaction between different ecological levels. Bronfenbrenner (1979) emphasized several factors that forms the prior experiences of a child and affect their resilience levels. At the same time, Masten (2015) explained that the interactions of internal and external factors influencing the behaviors of people refers to the ecological approach.

The early childhood period is considered as a significant part of life in terms of comprehending and fostering resilience. These early years are critical for interventions to prevent and decrease risk factors, support competence, increase resources, and establish a strong base for future development (Yoler, 2020). At this point, early childhood educators can take measures to support and intervene protective factors which have an impact on decrease the vulnerabilities of children and act as a buffer toward negative effects of traumatic and adverse events (Hermann, 2021). Teachers, as significant adults in the life of a child, have an important role in developing resilience (Hattie, & Gan, 2011). During early childhood, several significant protective systems of personal development appear, and the roots of competence are formed, so these years are of vital importance to cultivate resources, prevent and decrease risk, support competence and establish a strong base for the development in the following years (Masten et al, 2013). Since an enhanced capacity for resilience contributes to other areas of education and well-being, encouraging children to build up resilience is a necessary part of holistically appropriate actions within the Early Childhood Education field (Center on the Developing Child at Harvard University, 2011). Teachers with high resilience can help their pupils to act safely in the class, have a healthy mental structure and build resilience in them (Gu & Day, 2007). Therefore, professionally resilient teachers can produce positive developmental outcomes for their children and a resilient teacher, as a role model, affects the development of resilience in children as well.

Additionally, teachers have a significant impact on creating environment that enables student to be in an effective teaching and learning setting (Sharma, 2016). Teacher resilience has been associated to quality and retention, and also

to higher children achievement (Tavadze, 2021). Resilience as a psychological construct in education can influence learners and teachers (Gu & Day, 2013). Occupational resilience in teachers means the belief that teachers develop adaptation skills to adverse situations of their profession, get over the difficulties and keep their motivation to the teaching (Tagay & Demir, 2016). Resilient teachers generally have high job satisfaction, have positive reactions in tense situations, have a positive environment, demonstrate effective strategies while dealing with adverse events, are affectively intelligent and very efficacious teachers (Zhang, 2021). Since classroom environments can have various difficulties ranging from difficult behaviors of children to keeping classroom climate positive, teachers play a significant role in providing classroom setting safe and effective. In other words, teacher resilience has also an impact on students' academic success and producing effective learning environments.

2.6. Major Resilience Theories

In the related literature, there are some theories relating to the resilience. In this notion, six theorists; Rutter (2006), Garmezy (1991), Werner (1982), Luthar et al. (2000), Masten (2011) and Ungar (2004) in resilience and their resilience definitions will be presented. These theorists contributed to the concept of resilience with different definitions of the term and their approaches to the theory of resilience differ from each other. The brief explanations will be providing for each theorist in order to express the resilience in a better way.

2.6.1. Suniya Luthar and Resilience Perspective

According to Luthar et al., (2000), who is foundation Professor of Psychology at the Arizona State University, resilience is the dynamic process involving positive adaptation within the situation of severe difficulties. Based on this definition, the two prominent conditions are required to be considered: encountering with the significant adversity and severe threat and the accomplishment of positive adaptation in spite of critical interventions on the developmental process (Luthar

& Zigler, 1991; Garmezy, 1990). The word 'protective factors' means something that moderate the influence of risky conditions in a positive manner and the term has apparently positive connotations which carries the meaning of something beneficial and helpful. However, another term that is often confused with is vulnerability factor'. Many researches proposed that high level of IQ is protective while low IQ level means vulnerability. Nevertheless, this statement necessarily does not make sense for all variables, and it is a must to be careful while deciding the labels Luthar et al. (2006). High intelligence level is often linked to the resilience. Nevertheless, Luthar identified that high intelligence connotes the vulnerability factor for adolescent with high level of stress. Additionally, she proposed that adolescents with high IQ might be more at risk in the case of being more sensitive to the subjects within their surroundings (Shean, 2015). Until this study, high intelligence was recognized as a stable protective factor.

In 2007, Luthar et al., conducted a study with 360 low-income mother-child dyads to reveal risks mostly related to co-occurring maternal diagnoses: affective/anxiety disorders and substance abuse problems. Relative relation exists between maternal education and good child outcomes. The findings of the study demonstrated that the several negative child outcomes were associated with negative parenting attitudes. And, parenting stress was related to the lifetime diagnosis of young people and as well, closeness and limit setting with externalizing issues of children and everyday competence in respective way. In the study, the strongest relation was found for the negative parenting behaviors of mothers in the sense of parenting dimensions that were explored as vulnerability or protective indices; these illustrated the critical unique associations with all children' outcomes apart from internalizing diagnosis (Luthar & Sexton, 2007). Likewise, in research of children of mothers with significant mental disorders, the positive relation was found between the children competence and maternal warmth (Luthar et al., 2006). This may propose that mothers' warmth act as a protective or promotive factor. However, in the study it

did not reflect that judgment. In this case, high maternal closeness was not necessarily promoted, but low closeness means critical vulnerability.

2.6.2. Emmy Werner and Resilience Perspective

Emmy Werner (1982), as a developmental psychologist, defined the resilience as the capacity of people to handle with internal stress sources of their vulnerability and their external stress sources. Werner (1995; 1989) had an ecological view of resilience and explained a number of individual, family and community factors that have an effect on resilience. She stated in his study that all the resilient high-risks children could share at least one teacher who was seen as a valuable source of support. Characteristics of these teachers are observed as listening to the children, challenging, and supporting them. Additionally, some protective factors are the traits of individuals: resilience young people are good at problem- solving and communication skills, they are engaged to adults, their peers and other people, possess hobbies and talents which are appreciated by the elderly people or peers, and they believe that their own experiences have a power to make a positive differentiation in their lives. Werner (1982) expressed that individual need the more protective processes as they exposure to more stressful experiences. As also noted by Werner (1989), there is a direct and indirect function in the operation of protective factor. To illustrate, if a mother is treated by the external support systems in a positive manner, she then enhances her capacity to make the child feel more supported.

Shean (2005) stated that, resilient children were more likely to have eating and sleeping habits that concern their parent and be more active in the comparison to non-resilient infant. Resilient children, as toddlers, indicated a tendency to search for new experiences, have greater autonomy and alertness, they have more advanced communication, self-help and locomotion skills and they also show a positive social orientation. According to Werner (2000), both resilient girls and boys hold certain characteristics. Firstly, they were valued by their peers and adults. Secondly, they indicated a belief that they were able to have a positive

impact on their environment. Thirdly, their dominant cognitive skills were not impulsive, rather they were reflective. Fourthly, they were capable of utilizing flexible coping strategies to cope with adversity.

2.6.3. Norman Garmezy and Resilience Perspective

Norman Garmezy, who is commonly known as the founder of the research in resilience, defined the resilience as the capacity of an individual for sustaining adaptive skills and recovery that s/he holds first incapability or retreat after experiencing a stressful situation. That is, the term does not define absolute resistance to stress (Garmezy, 1991). In 1991, Garmezy established the theoretical framework for resilience. Norman Garmezy (1991) stated three types of protective factors within the context of his theoretical framework comprising the individual factors including cognitive skills, temperament, a close-strong connection with family like warmth and cohesive family environment and thirdly, social factors that are external to the family such as support of teachers or strong maternal support. This ecological view of Norman Garmezy towards resilience focused on these three proactive factors which all effect resilience.

As one of the best-known psychologist Norman Garmezy contributed to the resilience and competence, operational definitions, measurement and frameworks through working on the Project Competence Longitudinal Study (Garmezy, 1987). This study conducted in Minnesota in the Unites States of America focused on recognizing competence instead of psychopathology in children of parents with schizophrenia. In the study, children whose mother experienced schizophrenia and similar-aged children whose mothers did not experience schizophrenia were grouped into two. Community or school guidance services observed children in the second group, ones whose mothers did not experience schizophrenia and identified that all these children were diagnosed with over-inhibited, hyperactive or conduct disorder. Children in all groups were measured by teacher ratings and peer sociometric regarding the motivational and social competence and attention functioning of each child was measured as well.

The findings of the study revealed that the lowest score in peer and teacher acceptance was belonging to the children in the second group who were recognized as antisocial. Researchers proposed that majority of children out of conduct disorder were not ‘deficit ridden’ and it implies that the absence of disorder indicates some protective factors needed to be known.

According to Garmezy et al. (1984), explained three models for the resilience. In Challenge model, stress factors improve the adjustment in a curvilinear relation rather than quite high or low levels. To make it more concrete, this model suggests that coping skills of youth might be enhanced by some stressors and these might be helpful to stimulate for young people while mobilizing the external and internal sources. In Compensatory model, stress factors make the competence lower whereas personal attributes contribute to adjustment in a positive manner. For instance, a child might have a close and warm relation with his grandparent and also have a high-conflict home atmosphere. In that case, if the child shows resilient behaviors, it may be due to the relationship with grandparents outweighs the effect in the stressful home environment. Finally, Protective vs. vulnerability model demonstrates an interactive relationship between personal attributes and stressors. The outcome was formed with the association of stressor as related to the level of attribute. To illustrate, a child in high poverty may possess a warm and cohesive home environment that interacts with poverty to reduce risk (Garmezy et al., 1984).

2.6.4. Ann Masten and Resilience Perspective

Masten (2001, p. 228), as a clinical psychologist, defined the resilience as, “A class of phenomena characterized by good outcomes in spite of serious threats to adaptation or development”. This definition reflects the perspective that resilient is not only refers to the withstanding the risk factors but also resilient individuals develop good behaviors according to the adverse situations. The construct of resilience has two major judgments stated by (Masten, 1999b). The first judgment is that there must be a significant threat in order to consider a person as

a resilient. That is, a demonstrable risk factors ranging from a child's biological parent with schizophrenia or directly being exposed to the torture or maltreatment (Masten & Wright, 1998) must exist to the development of an individual. The second judgment includes the process of adaptation or developmental products which is considered as 'good' or 'okay' (Masten (2001).

Additionally, two major strategies of resilience which include Person-Focused and Variable-Focused models are frequently referred to by Masten. Person-focused approach involves the studies of individuals who are resilient as compared to non-resilient individuals in terms of developing adaptive functions (Masten & Barnes, 2018). and as well striving to find out how different they are (Masten et al., 2009). Variable-focused approach investigates the relations between the main variables of the studies on resilience, including the variables known as risk or adverse factors and explanatory variables that moderate the impacts of hassles or risks on adaptive behaviors (Masten & Barnes, 2018). In Masten's research (2014), she also introduced the concepts of culture and contexts. Studies on the effect of culture on resilience have begun to be examined in the past two decades (Masten, 2014). Investigations in more multicultural societies takes attention to the significant impact of culture in molding the responses and expectations of pupils in adversity and takes attention to the diversity of interpreted meaning of similar practices (Masten & Narayan, 2012; Eggerman & Panter-Brick, 2010).

2.6.5. Michael Ungar and Resilience Perspective

Resilience is more than the capacity of a person to overcome the adversity. It is the capacity of the environment around the individual to present necessary health services so that s/he is able to maintain his/her well-being, as well as creating conditions for people to reach health services in a culturally meaningful manner (Ungar, 2005). Ungar (2003), as the founder of the International Resilience Research Centre in Canada, stated that individuals have a plenty of possible arbitrary selections regarding the decision on what is a risky situation or what it

is not in addition to which risks are about the specific research problem. Besides, the cultural and social factors have an influence on deciding on what is good and bad consequences, represent the construct of resilience as a culturally biased concept and certain to context. Ungar et al. (2008) described seven tensions of resilience encompassing accessing to material resources, relationships, identity, power and control, social justice, cultural adherence and cohesion. The seven tensions of resilience are common to all participants of the study. Within the scope of the research, Ungar et al. (2008) investigated the resilience of youth and their capacity to deal with stress demonstrates that reaching the mental health-improving experiences have different extents. That's why, team members determine to utilize the term 'tensions' so that participant must meet the balance between the seven tensions in a simultaneous way.

Table 1.

Seven Tensions

Tensions	Description
Accessing to material resources	Opportunity to access health, educational, financial and employment resources and resources and receiving clothing, shelter and food services.
Supportive Relationships	Establishing supportive relationships with peers, adults and other within one's family and community.
Power and Control	The ability to have an impact on the physical and social setting of oneself to reach health services and the experiment of caring for others and oneself.
Development of Identity	Establishing supportive relationships with significant adults, peers, others within the one's family and community.
Social Justice	Finding a meaningful place in one's community that provides social equality and acceptance.
Cultural Adherence	To have adherence or knowledge of one's global or local cultural traditions of values, beliefs, and experiences.
Cohesion with Others	Making a balance of a person's own interests with a sense of responsibility to the greater one, feeling a piece something, which is larger than the person's self as socially and spirituality.

Table: Seven Tensions

Ungar (2008)

Ungar et al. (2007) emphasized that these seven tensions might appear in all cultures; nonetheless, young people will address them in a culturally appropriate manner. Participants shared that there is an interacting between culture, a person's powerful characteristics and context while they navigate the tensions. Youth propose that each tension be resolved in an independent way but researchers are aware of the interplay between each tension. Ungar (2013) draws attention to the social ecological view of resilience and the significance of the environment. He emphasized that different studies point out the resilience as the function of environmental capacity instead of the outcome of the individual differences. Ungar suggested that people will probably demonstrate resilience if they access meaningful services around their environment such as supportive relationships, cultural adherence.

2.6.6. Michael Rutter and Resilience Perspective

According to Michael Rutter's view of resilience (2006), although some individuals expose to risk experiences which could result on serious situations, they carry out relatively positive psychological outcomes. In another saying, the term connotes the handling with adversity, stress or relative resistance to risk factors in the environment. This definition implies that resilience has an interactive concept with the positive psychological outcome and the presence of the serious experiences. In the study called 'The Isle of Wight', Michael Rutter aimed to compare children lived in underprivileged area in London. In the study carried out by Michael Rutter (1979), made the point that the chance of having a psychiatric disorder increases for children when they are more exposed to risky conditions. Some twins whose mothers experienced schizophrenia included in The Isle of Wight study demonstrated that a twin who connected to either parent with affected and developed good relationship lowered the risk of affected by a psychiatric disorder. The result of the study takes the attention to the significance of positive parent-child relationships that outcomes of children is a repeating topic in resilience studies.

Based on Rutter's comprehensive research, a number of principles were determined for the resilience theory (Rutter, 2007, Rutter, 2012, Rutter, 2013). Any relation exists between personal psychological traits or superior functioning and resilience; instead, it is considered as an ordinary adaptation system when right resources provided. He believed that differences among individuals owing to genetic reasons cause some individuals to become susceptible to some extent in changing in the environment or psychical reaction to environmental threats. These differences are result from the environment itself rather than the child. Reaction of each person to protective and risk factors are differed according to the individual differences such as personality and genetics etc. Rutter (2013) stated that it is required to assess the needs of people with respect to certain situations instead of accepting that all individuals share the similar influence of protective and risks factors in all circumstances. A lifespan approach to resilience was adapted by Rutter. According to this perspective of Rutter (2007), resilience should not just be understood as the chemistry of the moment. It is something that individuals can be resilient in response to some kinds of risks factors or adversity and not others. Thus, children might indicate resilient or lack of resilience in different time periods as a result of environmental change and risky conditions.

2.7. Studies Related to Occupational Resilience

In the following part, international and national studies regarding the occupational resilience and psychological resilience were presented. A great number of studies were related to the term of psychological resilience from different participant groups including different age groups and grade levels. Even though there were a limited numbers of researches conducted with in-service early childhood teachers and concentrating on the occupational resilience beliefs and views, the existing studies about occupational resilience were provided at the section entitled international and national studies. Studies related to the concept of resilience and teachers as a participant group were chosen to be presented in this part.

2.7.1. Related National Studies

In the literature, several studies related to teachers' beliefs have been conducted focusing on their resilience beliefs, relationship between teachers' resilience level and other variables such as burnout, job satisfaction, well-being, and/or emotional intelligence, and also other specific issues. Studies which investigated teachers' resilience beliefs and factors affecting teachers' resilience beliefs revealed contradictory results. Aydın (2022) conducted a study aiming to examine whether the psychological resilience level of teachers during the COVID-19 epidemic process differs significantly according to their intolerance to uncertainty and cognitive flexibility levels. The research consists of 400 teachers working in public primary, secondary and high schools. The findings of the study demonstrated that cognitive flexibility has a positive effect on psychological resilience and intolerance to uncertainty has a negative effect. Research findings reveal that teachers' intolerance to uncertainty and cognitive flexibility levels explain teachers' psychological resilience in a significant way. Further, demographic variables including gender, marital status, age, education level and branch were not significantly differed by teachers' psychological resilience, intolerance to uncertainty and cognitive flexibility levels. Within the result of the study show that teachers' psychological resilience increases when the level of cognitive flexibility increases at the same time; however, increase in the level of intolerance to uncertainty decreases teachers' psychological resilience. In another study, Akgün (2021) examined whether there is a relationship between resilience and job satisfaction by describing the resilience and job satisfaction levels of early childhood teachers in terms of various variables. "Minnesota Job Satisfaction Scale", "Adult Resilience Scale" and "General Information Form" prepared by the researcher were administered to 1066 early childhood teachers working in different service regions in Turkey. When the relationships between teachers' resilience levels and job satisfaction were examined, it was determined that there was a positive and significant relationship. According to the research results; when the effects on job satisfaction were examined, it was seen that the variables of marital status, age,

service area and region, education level and teacher's staff type affected job satisfaction significantly. In addition, for psychological resilience; it was determined that there was a significant difference according to the variables of marital status, age, professional service period and educational status.

On the other hand, the relationship between resilience of teachers and other variables, Özbağır (2019) conducted a study to investigate the relationship between emotional intelligence, positive teachers, psychological resilience of teachers, and demographic variables with the participation of 249 teachers. The result of the study indicated that a positive relationship was found between teachers' emotional intelligence, positive teacher characteristics, and their psychological resilience. In other words, it was concluded that when the emotional intelligence and positive teacher characteristics of the teachers increased, their psychological resilience levels also increased. Other results also show that teachers' levels of resilience do not differ significantly in terms of gender, education level, and marital status. In a different study conducted with a relational screening model, Saruhan (2019) examined whether burnout differs by controlling the variables of psychological resilience in teachers, loneliness in business life and social support. In the study, it was also examined whether the burnout levels of teachers differed according to gender and marital status when the variables of resilience, loneliness in business life and social support were controlled. The data of 392 teachers were analyzed. The study found that a significant difference was not revealed between the psychological resilience and burnout levels of teachers. When psychological resilience was controlled, it was determined that burnout levels did not differ according to marital status, gender and gender-marital status interaction. In addition to the findings of this study, Dönmez & Kavuncuoğlu (2019) conducted the study to examine the relationship between pre-service early childhood teachers' occupational resilience beliefs, attitudes towards the teaching profession, and professional self-esteem in their study. The data was collected from 29 pre-service early childhood teachers. The research findings revealed a significant and positive relationship between their professional self-esteem and attitudes towards the teaching profession.

Furthermore, there was a significant positive relationship between pre-service teachers' professional self-esteem and their occupational resilience beliefs. Additionally, it was concluded that there was a positive and significant relationship between pre-service teachers' attitudes towards the teaching profession and their occupational resilience beliefs.

With a similar purpose, the relationship between teachers' resilience and a different variable were investigated in another study. Karakaya (2019) explored the relationship between teachers' psychological resilience and motivation levels. The study group of the research consists of a total of 702 teachers working in official primary, secondary and high schools and selected by the easily accessible sampling method. According to the findings of the research, it was found that intrinsic, extrinsic and total motivation levels were high and teachers' psychological resilience levels were at a medium level. In addition, a significant relationship was found in the marital status variable. There was no significant difference in the variables of education level, gender, branch, school type, and seniority. Moreover, Yılmaz (2018) conducted a study about examining the relationship between teachers' perceptions of psychological climate and their perceptions of their resilience. Data were collected from 336 teachers. In the study, it was determined whether the personal variables of the teachers made a significant difference on their perceptions. According to the results obtained from the research; teachers' perceptions of their resilience levels were found to be at a moderate level in the scale. It was observed to be at a low level in the dimension of continuity of interest. Teachers' perceptions of psychological climate perception levels are above the average in the overall scale. Teachers' perceptions of their resilience did not reveal a significant difference in age, professional seniority and graduation variables. However, teachers' perceptions of their resilience revealed significant differences in the variables of the institution and branch, according to personal variables. A low level, positive and significant relationship was found between organizational contribution, teachers' psychological climate perceptions, and approval sub-dimension, and their perceptions of their resilience in the total scale and the sub-dimensions of

continuity of interest and perseverance in effort. Selçuklu (2013) examined the effect of organizational culture perceptions and psychological resilience on organizational commitment among teachers working in preschool institutions. It has been found that there are significant differences in terms of early childhood teachers' organizational commitment levels, organizational culture perceptions and psychological resilience levels and other variables. In addition, it was concluded that the sub-dimensions of psychological resilience such as family cohesion, self-perception, social resources and social competence and the perception of corporate culture were significant predictors of emotional commitment.

In terms of analyzing the occupational resilience beliefs, several studies with a descriptive screening model were conducted. Örer (2019) examined job commitment perceptions, pre-service education competence perceptions, and occupational resilience beliefs of teachers attending public and private schools at the primary, secondary and high school levels and the factors predicting teachers' commitment. The total sample of the research involves 14647 teachers working in primary, secondary, and high school schools. The research outcome demonstrates that teachers are committed to the profession, dedicate themselves to students, and have devoted attitudes towards their work. Besides, their occupational resilience beliefs are significantly affected by their commitment to the teaching profession. Further, the effect of the commitment levels of teachers in the study is found as significant in their occupational resilience convictions. In another study with the similar purpose, Sönmezer (2015) studies teachers' burnout and psychological resilience levels according to some variables. In the study, the burnout and resilience levels of teachers were examined according to the variables of working in special education, graduated branch, gender, seniority, education level, institution, marital status, class size. It was determined that the burnout levels of the teachers were at a medium level in general, and their psychological resilience levels were close to a high level. A significant difference was found between the level of education and the burnout levels of teachers. In addition, it was observed that there was a significant difference

between the variables of the institution and class size and the psychological resilience levels of the teachers. The findings of the study demonstrated that there is a significant difference between working status in special education (working with mentally retarded students), seniority variables, graduated branch and teachers' burnout and psychological resilience levels. Conversely, there was no significant difference between marital status and gender variables and teachers' burnout and psychological resilience levels.

2.7.2. Related International Studies

In the related international studies, researchers also focused on the subject of resilience and the nature of the relationship between teachers' resilience and other variables. Froutan et al., (2018) attempted to explore the relationship between psychological resilience and personality. It has been found that individuals with low levels of irritability have a higher level of resilience. Furthermore, there was a significant positive relationship between personality traits such as responsibility and extraversion and resilience. In comparison, negative correlations were found between resilience and irritability, openness to experience, and agreeableness. In another study conducted by Panchal et al. (2016), it was also examined whether there is a relationship between university students' well-being, optimism, resilience and perceived stress levels. As a result of their research, a significant positive relationship was found between optimism and well-being and psychological resilience. In a different study, Lopez et al., (2010) investigated the relationship between teachers' stress situations, burnout, and resilience. It has been found that teachers' resilience is a significant predictor of their burnout and stress. Furthermore, Lees (2009) conducted a study about the relationship resilience has with coping, engagement, and life satisfaction. As the instrument of the study, a survey consists of the variables of interest and two open-ended questions about sources of satisfaction and sources of stress were utilized. Results of the study revealed that the positive relationship between resilience and life satisfaction, engagement and task-focused coping. Any relationship was found between resilience and social support and maladaptive

coping. In a study conducted by Chan (2003), it was aimed to examine the relationships between resilience, stress and burnout in teachers in his research. The research was carried out with 83 teachers. As a result of the research, it was concluded that stress, positive and negative resilience have an effect on emotional exhaustion and depersonalization.

Duckworth and Quinn (2009) revealed that the concept of determination is a significant factor in the measurement of ability and intelligence. The intelligence of people is not more important than the determination they have. It has been found that the resilience and determination of teachers affect their professional careers. It has revealed that the determination of teachers is one of the most crucial factors for teachers to pursue a high professional career. It has been concluded that teachers who specialize in classroom management about implementing strong learning and who motivate their students and can communicate well with them can achieve these successes with their determination and resistance as much as their intelligence.

Studies related to early childhood teacher's occupational resilience beliefs also included developing model, suggesting techniques to improve resiliency in teachers, and alternative techniques like Mindfulness. Kobasa (1979) developed the resilience model by comparing the stress levels of 670 middle and senior male managers working in the municipality by determining the stressful situations and illnesses they had in the last three years, and then analyzing the research findings. When the findings were examined, he developed the dimensions of dedication, challenge and control, which are the dimensions of psychological resilience, by stating that those who experience high stress but low illness dedicate themselves to their work, see difficult situations as opportunities to improve themselves, and feel that the control mechanism of their lives is in their own hands. Also, Moore (2013) investigated the practices that help teachers in dealing with affective exhaustion about their occupation. As an instrument of the study, cross-sectional 14 question Internet survey with a hermeneutic phenomenology research design was utilized in order to examine the resilience

approaches applied by K-12 public school teachers to deal with work-related stressors. 10 teachers as a participant of the study were selected through a snowball sampling method. The results of the study exhibit that the main reason of teacher's affective distress was the misbehaviors of children in addition to extensive working hours and workloads. In addition, teachers reported that they mainly handled with adverse situations in their working place through humor, help from others and coping strategies of religious and spiritual beliefs. This study suggests that mentoring for emotionally distressed teachers and positive peer collaborations can be applied to recover the burnout issue. This study supplied positive social change through providing administrators and educators with information on resilience training. This training can help teachers to prevent burnout, support teachers' well-being and professional life and then improve learning and teaching process in primary and secondary public schools. Moreover, Harris (2019) conducted a study about the relationship between resilience and mindfulness techniques in high school teachers. Additionally, the study also aims to investigate the effect of conscientiousness and the personality traits on the relationships between resilience and mindfulness techniques. Data from 133 high school teachers were collected to explore the relationship between mindfulness techniques and resilience, as well as how the relationship is moderated by conscientiousness. The findings of the study present that significant relationship exists between resilience and mindfulness among high school teachers. Results obtained from this study may be useful while preparing a professional development tool for teachers so that they can improve the quality of classroom interactions. Through the use of mindfulness techniques, students in addition to teachers might share a more positive and social educational climate.

Another study carried out by Poyner (2016) regarding the role of a teacher's protective factors make them reduce influence of stress and burnout that are generally related to working as a teaching the field of early childhood education. Research questions focused on strategies that support early childhood teachers to improve their resilience and decrease their stress and burnout in the light of

resilience theory of Werner which emphasizes the significance of protective factors in dealing with risky conditions. If we look at factors, 16 early childhood teachers were participated in in-depth-semi structured interview process. Three protective factors categories were formed through the thematic analyses which were positive personal attributes, family supports, and workplace supports. The study revealed that teachers who take part in e-Learning courses enhanced protective factors that they can utilize to raise their resilience levels. This study might provide positive social change since it creates promotion, support and attention for early childhood teachers' well-being and mental health. The e-learning course will encourage the well-being of teachers which can possess a direct positive influence on the young children and the efficient application and instruction of curriculum with the system of school.

CHAPTER 3

METHODOLOGY

*“Although the world is full of suffering,
it is also full of the overcoming of it.”
Helen Keller*

This chapter presents information about the method used to collect and analyze data in the current study. Methodology part covers the purpose of the study and research questions, the overall design of the study, the participants and sample selection method, instruments used in data collection, data collection procedure and data analysis and ethical considerations of the study.

3.1. Purpose and Research Questions

The aim of the current study is to collect data on occupational resilience beliefs and views of in-service early childhood teachers. Within the scope of the research, to which extent early childhood teachers' professional resilience beliefs differentiate according to variables such as gender, age, educational status, professional experience, participation in professional development activities, the number of children in the class, the type of school they work and the age group they teach are also examined. Additionally, self-reported practices of preschool teachers in regard to occupational resilience are investigated. In order to reach the purposes of the present study, the following research questions were used:

1) What is the level of in-service early childhood teachers' occupational resilience beliefs?

1.a. Do in-service early childhood teachers' occupational resilience beliefs differ with respect to age?

- 1.b. Do in-service early childhood teachers' occupational resilience beliefs differ with respect to education level?
 - 1.c. Do in-service early childhood teachers' occupational resilience beliefs differ with respect to professional experience?
 - 1.d. Do in-service early childhood teachers' occupational resilience beliefs differ with respect to participation in professional development activities?
 - 1.e. Do in-service early childhood teachers' occupational resilience beliefs differ with respect to number of children in the class?
 - 1.f. Do in-service early childhood teachers' occupational resilience beliefs differ with respect to the type of school they work in?
- 2) What are the views of in-service early childhood teachers on occupational resilience?
- 3) What are the self-reported practices of in-service early childhood teachers on occupational resilience?

3.2. Design of the Study

In this research, a mixed-methods research methodology was used. Mixed-method is a research design including gathering, analyses, interpretation and reporting of both quantitative and qualitative data through involving different methods to respond research questions in an appropriate direction (Creswell, 2015; Creswell & Plano Clark, 2011). Mixed method design explains a targeted data consolidation that enables researchers to get a comprehensive understanding of their research by allowing them to look at a phenomenon from different points of view and research objectives (Shorten & Smith, 2017). Creswell and Plano Clark (2011) state that this design allows researchers to formulate a higher degree of understanding in comparison with a single methodology was determined for specific research. Researchers integrate both qualitative and quantitative data through the process gathering and analyzing in a sequential and/or simultaneous and rigorous way (Almalki, 2016). Explanatory Sequential design was adapted to the research that the process of the collection and analysis

begins with the quantitative data to explain and expand the qualitative data (Creswell & Plano Clark, 2018; Shorten & Smith, 2017; Schoonenboom & Johnson, 2017). This research had a purpose to examine early childhood pre-service teachers’ beliefs about occupational resilience through a quantitative questionnaire and afterwards having a small size in qualitative semi-structured interview to reach in-depth exploration, the explanatory sequential mixed method was the most appropriate design to incorporate the two data set to reach the purposes of the research. Figure 1 illustrates the process of data collection.

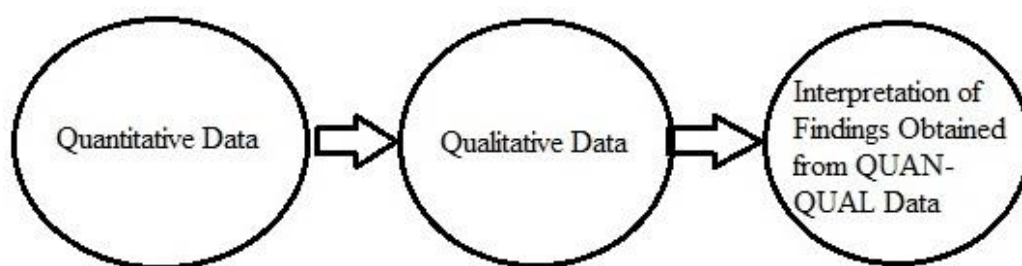


Figure 1. Mixed Method Data Collection (Creswell & Plano Clark, 2007)

In the Occupational Resilience Belief Scale for Teachers and Teacher Candidates scale, which is the first stage of the study participants are expected to fill out one-dimensional questionnaire consisting of 26 questions. In the survey some questions are : ‘I know from my experiences that I can cope with professional difficulties’ , “When I get into a difficult situation at school, I eventually find a way out”, “I share the negative sides that I may experience in the school environment when it is necessary”, “I am that person at peace with myself”, and “I am good at helping my students to solve their problems”. After the participants filled out the questionnaire, the results were analyzed in the questionnaire paper. In the questionnaire paper, there are not enough questions about occupational resilience of especially for early childhood teachers. Nevertheless, preschool is a field with different dynamics compared to other branches and the difficulties encountered may also vary for early childhood teachers. To illustrate, some of the questions in the scale are “When I get into a difficult situation at school, I eventually find a way out”. However, to support this question, an interview question is needed that would provide detailed

information about what kind of difficulties preschool teachers face in their field and how they overcome these difficulties. Since any dimension related to occupational resilience is not included in the scale, there was a need for an in-depth examination of the subject of occupational resilience by interview. In addition, there is need to collect detailed information on many issues regarding occupational resilience such as the factors affecting professional resilience in the scale, professional satisfaction, and professional burnout, how teachers solve when they encounter a professional difficulty, and how early childhood teachers support their professional resilience has been realized. Therefore, the survey questions needed to be supported with interview protocol to reach more detail information on some issues related to their occupational resilience.

For instance, in the second step of the case, it is needed to support the survey results and provide in-depth information on (a) personal questions about the teaching profession, (b) their professional satisfaction, and (c) occupational resilience involving definition of occupational resilience, importance of occupational resilience and a colleague they consider to be professionally resilient and their characteristics. As related to personal questions about their profession, their favorite professional characteristics, aspects that they think should be developed professionally, how participant early childhood teachers decided on the teaching profession, the aims of early childhood teachers regarding their profession, favorite parts of their jobs, aspects of early childhood teachers' job that challenge them and their strategies to deal with these challenges are needed to investigate. Moreover, with respect to their professional satisfaction, these questions are prepared; how they understand a teacher who has a high job satisfaction, how they see their own job satisfactions, whether teachers feel burnout in their profession and what situations they feel burnout, and what they do to overcome it when they feel like this. In relation to occupational resilience, these interview questions are aimed to be asked; how teachers explain the concept of occupational resilience, their ideas about the importance of having occupational resilience for a teacher, whether they have a

colleague who they think is occupationally resilient, and what characteristics or behaviors of their colleagues they consider to be occupationally resilient.

Furthermore, the current study has the purpose of investigating early childhood teachers’ self-reported practices about (a) evaluating their own professional resilience, (b) factors that affect their occupational resilience positively or negatively, (c) what they do when they encounter an occupational challenge and/or problem, and (d) what they are doing to increase their occupational resilience. These questions prepared to be asked; how they evaluate their own occupational resilience level with a score ranging from 7 to 10, what characteristics made them professionally resilient, the factors early childhood teachers’ occupational resilience positively or negatively, what early childhood teachers do when they encounter with a professional difficulty and/or problem, and what early childhood teachers do to increase their occupational resilience.

The present study has three main research questions and two main data sources. To make it clearer, there is table down below that indicates the research questions and data collection sources of the current study.

Table 2.
Research Questions and Data Collection Sources

Research Questions	Data Collection Sources
1) What is the level of in-service early childhood teachers’ occupational resilience beliefs?	Questionnaire
Do in-service early childhood teachers’ occupational resilience beliefs differ with respect to age, education level, professional experience, participation in professional development activities, number of children in the class, the type of school they work in? (1.a, 1.b, 1.c, 1.d, 1.e, 1.f)	Questionnaire
2) What are the views of in-service early childhood teachers on occupational resilience?	Interview
3) What are the self-reported practices of in-service early childhood teachers on occupational resilience?	Interview

3.3. Sampling and Participants

The participants of the study were selected from public and private preschools located in different districts of Izmir. Participants were early childhood teacher who are actively working in a preschool. Although the convenience sampling was utilized while choosing the participants, different public and private preschool of 6 districts of the same city provides researcher with a high level of variety of data about the research topic.

The participants of this research include early childhood teacher working at private and public preschools in Gaziemir, Balçova, Bornova, Buca, Karabağlar and Konak districts of Izmir. It consists of participants who are currently actively teaching in a preschool institution (N=233, N=21). In the process of the selection of participants, the accessibility and willingness of the participants were taken into consideration. Convenience sampling method was used for sample selection. Convenience sampling means researching a number of participations according to their easy accessibility for the researcher (Etikan et. all, 2016). It is argued that the sample is probable not the representative of the research being investigated and so, this issue limits the researcher's ability in terms of the generalizability of the research findings to a wider population (Creswell, 2007). In the quantitative part which is the first step of the study, participants (N=233) from different public and private preschools responded to Occupational Resilience Belief Scale for Teachers and Teacher Candidates (OMDÖ). In the qualitative part as the second step of the study, volunteer early childhood teachers (N=21) were administered to a semi-structured one-on-one interview protocol. In the second and qualitative part of the study, interview protocol was conducted with volunteer in-service teachers who participated in the first and quantitative step of the study. The demographic information of the participants in the quantitative data process was demonstrated in Table 3.

Table 3.*Demographic Data of the Research Participants for Quantitative Part*

Gender	Frequency	%
Female	233	100
Male	0	0
Age	Frequency	%
18-23	20	8,6
24-29	44	18,9
30-35	59	25,3
36-41	58	24,9
42-47	33	14,2
48-53	14	6,0
54+	5	2,1
Years of Experience	Frequency	%
1-5	45	19,3
6-10	54	23,2
11-15	68	29,2
16-20	31	13,3
21-25	23	9,9
26-30	5	2,1
31+	7	3,0
Educational Background	Frequency	%
High School graduate	29	12.4
2-Year High School graduate	44	18.9
Open Education University Bachelor's degree	18	7.7
Bachelor's degree	136	58.4
Post Graduate degree	6	2,6
Type of Institution	Frequency	%
Private Preschools	82	35,2
Public Independent Preschools	95	40,8
Public Preschools in Primary Schools	56	24
Number of Children in Class	Frequency	%
10 and under	27	11,6
11-15	87	37,3
16-20	79	33,9
21-25	39	16,7
26-30	1	4

Table 3. (continued)

Age Group of Children	Frequency	%
36-48 Months	38	16, 3
48-60 Months	98	42, 1
60-72 Months	88	37, 8
Mixed Age Group	9	3,8
Attending Professional Activities	Frequency	%
Yes	227	97, 4
No	6	2, 6

Table 4.*Demographic Data of the Research Participants for Qualitative Part*

Participant	Educational Degree	Gender	Type of School	Years of Experience	Class Size	Age Group
T1	OEUUD	Female	Public	15	17	60 Months
T2	BD	Female	Public	13	20	60 Months
T3	OEUUD	Female	Public	14	14	60-72 Months
T4	BD	Female	Public	15	14	48 Months
T5	BD	Female	Public	1	20	60 Months
T6	BD	Female	Public	1	13	36-72 Months
T7	BD	Female	Public	10	16	60-72 Months
T8	BD	Female	Public	10	16	60 Months
T9	BD	Female	Public	9	25	36-60 Months
T10	OEFCDG	Female	Private	1	10	36-48 Months
T11	HSG	Female	Private	11	10	48-60 Months
T12	BD	Female	Public	23	14	48-60 Months
T13	BD	Female	Public	16	16	60-72 Months
T14	BD	Female	Public	15	20	60 Months
T15	OEUUD	Female	Public	11	18	48-60 Months
T16	BD	Female	Public	10	22	60 Months
T17	BD	Female	Public	1	19	60 Months
T18	OEUUD	Female	Public	17	26	48-72 Months
T19	2-YCG	Female	Private	6	15	60-72 Months
T20	BD	Female	Private	10	14	36-48 Months
T21	BD	Female	Private	13	14	36 Months

* Open Education University Undergraduate Degree

*2-Year College Graduate

* Bachelor Degree

*Open Education Faculty Child Development Graduate

* High School Graduate

3.4. Data Collection Instruments

In the present study, data were obtained from preschool teachers by means of three different instruments. First, demographic information form for early childhood teachers was developed and utilized by the researcher comprising questions about teachers' gender, age, educational level, professional years of experience, number of children in the class, the age group of children in the class, participating professional development activities and type of institution they worked at (private or public). Secondly, the occupational resilience of early childhood teachers was investigated with the "Occupational Resilience Belief Scale for Teachers and Teacher Candidates (OMDÖ)" (Tagay & Demir, 2016). Finally, a semi-structured interview was conducted with the participants who voluntarily participate in one-on-one interviews during the data collection process in order to reach the views of early childhood teachers on occupational resilience. The tools used in this research are presented as a basis (see Table 5).

Table 5.

Instruments and Variables

Instruments	Variables
Demographic Information Form	Gender Age Educational level Professional years of experience The number of children in the class The age group of children Participating professional development activities The type of institution they worked at
Occupational Resilience Belief Scale for Teachers and Teacher Candidates (OMDÖ) (Tagay& Demir, 2016)	26 items (Single factor)
A Semi-Structured Interview Form	Demographic Information Form (6 questions) Questions about Occupational Resilience (17 questions)

3.4.1. Demographic Information Form

To collect information about demographic, professional and educational backgrounds of participant early childhood teachers, a demographic information form was developed by the researcher. This demographic information form consists of a total of 9 questions, including the gender, age, educational background, professional years of experience, participation in professional development activities, the subject of these activities, the number of children in the class, the age group of the children in the class and the type of school they work at.

3.4.2. Quantitative Instrument

The "Occupational Resilience Belief Scale for Teachers and Teacher Candidates" was developed by Tagay & Demir (2016) to measure the occupational resilience levels of early childhood teachers and teacher candidates. In the current study, the scale was used because the scale analyses the occupational resilience beliefs of teachers. The permission to utilize the scale was obtained (see Appendix C). The scale consists of 26 statements and one dimension in total. The reliability of the scale is determined by measuring the Cronbach Alpha Coefficient. The Cronbach alpha coefficient value is reported for 26 statements, and one dimension was 0.93. As seen, the scale is highly reliable. There is no reverse scored among the items on the scale. The scale is a 5-point Likert-type rating. Evaluation statements are "(Completely Agree -4.20-5.00)", "(Mostly Agree -3.40-4, 19)", "(Moderately Agree 2.60-3.39)", "(A Little Agree -1.80-2.59)" and "(Never Disagree -1,00-1,79)". The high score from the scale is an indication that teachers have occupational resilience. The scale includes questions regarding teachers' occupational resilience such as "I share the negativities that I may experience in the school environment when necessary", "I do not give up trying to reach my problematic and maladjusted students", "I am a determined person about my job", and "I am good at helping my students solve their problems" (see Appendix E).

3.4.3. Qualitative Instrument

A semi-structured interview protocol developed by the researcher was the qualitative instrument of the study in order to support the information gathered from the early childhood teachers in the quantitative part. Semi-structured interviews have advantage to provide deep conversation and the nature of such interviews is considered as generative and flexible, thus arousing new thoughts (Kakilla, 2021). The interview protocol includes open-ended questions that are aimed to reflect pre-service teachers' beliefs with respect to occupational resilience. Interview questions are prepared in the light of the related literature and the research questions of the study. Before the interview protocol took its final form, an item pool was prepared considering the literature about the study. 12 interview questions were prepared and shared with three early childhood education department field experts to get their opinions in terms of both the content and format of the protocol. After preparing the interview questions, a draft was sent to an early childhood expert who specializing in the department of early childhood education and working as an academician. Research questions were revised, and 4 questions were added after getting the expert opinions. Some of the questions were also divided into two or three questions and definition of the occupational satisfaction and occupational resilience were added before asking the related questions.

In the next step, a pilot study was conducted by the researcher to test whether the questions were understandable by the participants and was related to the research questions. The major aim of the pilot studies is to gather information to control the usefulness of the developed instruments, to affirm the predetermined direction or to describe the hypothesis for the research (Kaur et al., 2017). Preliminary research allows the researchers to reach the negotiation or confirmation about the studied phenomena though making connections between the previously obtained findings (Dźwigoł, 2020). After the pilot study, some changes were made in the interview protocol. For example, the question “ What does the concept of professional resilience mean to you?” before sharing the

definition of occupational resilience. In this way, the researcher intends to reach information regarding pre-service teachers' perception of occupational resilience. Furthermore, the question "How do you follow new ideas in your field?" was added to the interview protocol in the demographic information part. Hence, the pilot study ensures the questions to be fluent and coherent in the interview protocol. It contributed to the interview form to be more purposive and organized both in terms of appearance and content.

As a result of the pilot study, 6 demographic information questions and 17 - open-ended questions to be asked were taken in the final form of the interview protocol (see Appendix F). In the first part of the protocol, questions regarding the demographic information were asked to the participants. Thereafter, participants were asked the questions about their views with respect to occupational resilience and their self-reported practices about occupational resilience.

3.5. Data Collection Procedures

In the research, the occupational resilience beliefs of pre-school teachers working in private, and public kindergartens in different districts of İzmir were examined and their occupational resilience beliefs were examined according to variables such as their professional experience, age, and educational status. Another aim of the research is to reach the opinions of teachers about occupational resilience by using semi-structured interview form, one of the qualitative data collection methods, which cannot be reached through quantitative data collection. The researcher obtained the necessary permission from the field expert who developed the scale in order to use the "Occupational Resilience Belief Scale for Teachers and Teacher Candidates (OMDS)" to be used in the study. Before starting the research, the researcher obtained the necessary permissions from the University Ethics Committee. Ethics Committee of a state university approved to carry out the study with the protocol number 0070-ODTUİAEK-2022. Then, the data collection process was started by the

researcher after obtaining the necessary permission from the Ministry of National Education. After the researcher's permission, the Demographic Form and the Occupational Resilience Belief Scale for Teachers and Teacher Candidates (OMRS) were collected through face-to-face accessible samples. In the second stage, voluntary participants who stated that they want to participate in the one-on-one interview, which is the second stage of the study at the end of the survey, were invited to semi-structured interviews at the appropriate time and place.

The collection of quantitative was taken approximately 2 months. In order to reach the teachers during the data collection process, face-to-face communication was established with the teachers. According to their answers to a question in the questionnaire about voluntary participation in the second stage, the researcher was contacted the 21 volunteer participants with the contact addresses they shared with them in order to determine a suitable day for the interview. Interviews were lasted approximately 25 minutes.

3.6. Data Analysis

The collected data was transferred to SPSS 24 data files and missing data was checked. Some outliers and missing scores were eliminated and were not included in the research. The occupational resilience of early childhood teachers was analyzed to determine the differences between the variables (gender, age, educational background, professional experience, participation in professional development activities, number of children in the class, type of school they work in, and age group they teach). One-way ANOVA was used for this analysis.

In the second stage, the audio recordings of the interviews were transcribed for content analysis. Descriptive analysis method was used to summarize and interpret the collected data. In this method of analysis, the researcher often quotes interviews. In descriptive analysis, the researcher first determines a framework based on the research questions of the research, the conceptual

framework, or the interview and observation findings. Then the researcher reads the data based on the frames. Finally, the researcher makes meaningful connections between the findings. An inter-coder, who is a Master student in early childhood education department, reliability technique was used to improve the reliability and verifiability of the qualitative results of the present study. To ensure the validity of the study, the codes were compared with another expert from the field of early childhood education.

3.7. Pilot Study

A pilot study was conducted with 36 in-service early childhood teachers working in public and private preschools which are operated by MoNE in Karabağlar, Konak and Gaziemir districts of Izmir. The convenience sampling method was utilized during the data collection process. According to Fraenkel et al., (2015), the convenience sampling as a type of nonrandom sampling method includes data collection process from a convenient group of participants available to participate in the study. Two of the participants who participate in the quantitative part of the study were volunteered in the semi-structured interview protocol. After the completing the questionnaires, a pilot study in the qualitative part of the research was carried out with two volunteer early childhood teachers. In the pilot study of quantitative step of the research, Mean and Standard Deviation Results for In-Service Early Childhood Teachers is presented in the following Table 6.

Table 6.

Mean and Standard Deviation Results for In-Service Early Childhood Teachers

	M	SD	Skewness	Kurtosis
Total Score of Occupational Resilience Beliefs Scale	117,5000	10,35788	-,660	-,769

Mean score for in-service early childhood teachers for Occupational Resilience Belief Scale was found 117,500 with the standard deviation of 10, 35788. As the Table demonstrated that Skewness and Kurtosis values are between -,660 and -,769.

3.8. The Trustworthiness of the Study

This following part presents information about the methods contributing to the validity and reliability of the instruments with respect to the trustworthiness of the research.

3.8.1. Validity

Validity refers to which extend an instrument measure what it is designed to measure (Blumberg et al., 2005; Whiston, 2012). The measurement of a research instrument is needed to be correct for the concepts of the research (Pallant, 2011). As stated by Fraenkel & Wallen, (2003, p. 158) ‘‘the conclusions researchers draw is based on the information they obtain using these instruments’’. Thus, the appropriately chosen instruments are critical for the data collection process. Overall, the following procedures were utilized to validate the instruments and the data.

For the content validity, the expert opinion of academics was taken in order to make certain the content validity of the research. By the advice of the expert opinions, the unclear and inappropriate questions were amended or discarded from the study. Accordingly, the content and construct validity of the instrument was edited after getting the feedback of the reviewers. The small participant group attended to the final form the interviews and the questionnaire of the study to check the clarity of questions in the interview and statements in the questionnaire.

For internal validity, the congruence of the study results with the reality is mainly related with the internal validity. Furthermore, to which extent the observation and measurement of the researcher approximate what is aimed to measure is another deal of the internal validity (Zohrabi, 2013). The researcher tried to utilize different types of instruments such as interview protocol and questionnaire in order to strength the validity of the research findings and evaluation. Through triangulation it is possible to collect data from both qualitative and quantitative methods in order to ensure the results. With the method of ensuring internal validity, member checking was used. Participants received the interpretation and the results of the study in order to confirm. This way allows the researcher to control the trustfulness of the data.

In addition to qualitative part, instrumentation might lead to some threats to the internal validity of the study. According to Fraenkel et al. (2012), subjects are chosen based on specific characteristics in studies, but the selected individuals or groups might differ from each other in respect of important characteristics which can influence the findings of the study. In the current study, in-service early childhood teachers working in private and public preschools operated by MoNE in different districts of Izmir were chosen as the sample group assuming that similar characteristics shared by participants such as living in the same city and similar ages.

Fraenkel et al. (2015) explained that characteristics of the data collector(s), instrument decay, and/or the bias of the data collector(s) are possible instrumentation treats to the study. There might be an influence on the outcomes of the study because of the characteristics of the data collector(s). For this reason, the same researcher gathered the data of this present study, and the data collector characteristics were the same for all participant in-service early childhood teachers. Instrument decay can also be a treat by scoring the instrument in a different way or making changes in the origin of the instrument (Fraenkel Wallen & Hyun, 2012). Thus, data collection instrument was scored according to the nature of the scale without any changing. Moreover, all scales

were printed in the same format to make the scoring process easy. The data collector also got necessary training in order to conduct the data collection procedure so that there is no changing in the data in any way. As a result, data collector characteristics, the instrument decay, and the bias of the data collector were not considered as a threat to the internal validity of the study.

3.8.2. Reliability

Reliability means the consistent results of the measurement with equal values (Blumberg et al., 2005). When the source of the data is a single researcher, it creates a concern every time since there is no particular guard against the effect of the researcher's subjectivity (Babbie, 2010). Hence, the reliability is considered significant for the more accurate results in any kind of research. In the current study, the researcher used a technique called as inter-coder agreement. The researcher conducted the coding process separately with another researcher who is a Master candidate in early childhood education. Researcher initiates to utilize intercoder reliability test in order to increase the reliability of interview transcripts' data analysis. Intercoder reliability refers to numerical value of the agreement between different coders in relation to how the coding of the same data should be (O'Connor & Joffe 2020). In this coding process, both researchers independently coded the same quotes of 5 participants' data and then examined the differences and similarities between the existing codings together. The same process was applied to the rest of the data set. Cohen's kappa and percentage agreements are the common indicators of the intercoder reliability (Cheung & Tai, 2021). In this study, the inter-coder reliability was found as .86. The formula was utilized to measure the inter-coder reliability explained in Miles and Huberman (1994).

$$\text{reliability} = \frac{\text{number of agreements}}{\text{number of agreements} + \text{disagreements}}$$

Figure 2: The Formula for Inter- Coder Agreement

(Miles & Huberman, 1994)

CHAPTER 4

FINDINGS

*‘Fall seven times, stand up eight’
Japanese Proverb*

This chapter includes two sections of the quantitative results and qualitative findings of the study. The first section presents information about the results of the quantitative data gathered from Occupational Resilience Belief Scale for Teachers and Teacher Candidates Questionnaire. The preliminary data analysis, descriptive statistics and inferential statistics are presented in the first section. Preliminary analyses, including the missing values, outliers and normality are demonstrated in order to meet the assumptions essential for the analysis of the study. Then, the descriptive statistics consisting of the characteristics of the participants and variables of the study are included, a one-way between-groups analysis of variance (ANOVA) are conducted. Finally, the findings of the one-way between-groups analysis of variance (ANOVA) are reported.

In the second section, results obtained through the semi-structured interview protocol in the qualitative data process are demonstrated. The demographic information of the participants is indicated. The researcher presented the findings with respect to the categories formed through the coding of the data set. The categories with the codes in a separate manner are presented.

4.1. Quantitative Results of the Study

4.1.1. Preliminary Data Analysis

Preliminary data analysis was conducted to ensure the assumptions which are essential for the statistical analysis of the study. Preliminary data analyses encompass checking missing data, outliers and normality assumption, were conducted using the IBM SPSS 24.0 package program.

4.1.1.1. Missing Data Analysis

Pallant (2016) stated that it is not common to reach complete set of data from every case, especially conducting research about human beings. Thus, it is important to check the missing values from the data file.

Tabachnick and Fidell (2007) explained that if there are missing values including only a few data such as 5% or less in a random pattern in a large data set, the problems are not considered as so serious and nearly all procedures to deal with missing data produce similar consequences. On the other hand, much more data in a small or moderately sized data set might cause very serious problems. In the present study, there are no missing values in the demographic data of the participant early childhood teachers except age and the number of children in the class. The questionnaires which included missing data of more than 5% were excluded from the research. Every missing item which was less than 5% in The Occupational Resilience Belief Inventory was replaced with the mean value of that item which is an option to handle with missing values through calculating the mean value for the variable and replace every missing value with mean (Pallant, 2016).

4.1.1.2. Outliers

Outliers are the data points which are quite high and low and out of the main cluster of values. It is worth to check the extreme outliers since they can seriously influence some analysis. Therefore, some statistical analysis suggests to remove the extreme outliers from the data set while others recommend to recode those outliers into a value that it is not so extreme (Pallant, 2016).

There are some techniques in order to check the outliers. At the Histogram, if there are data points positioned at the tails of the distribution, these values are the potential outliers. In the Boxplot, outliers are located three box-lengths away from the edge of the box and identified with the asterisk *. Further, outliers have a significant impact on the mean value determined by the 5% Trimmed Mean in each dimension. If the trimmed mean and the mean value are quite different from each other, further investigation for these data points can required (Pallant, 2016). The current study considers all of the techniques mentioned above while checking outliers.

4.1.1.3. Normality

The Skewness value provides information about the symmetry of the distribution. On the other hand, Kurtosis value presents an indication of the peakedness of the distribution. If the skewness and kurtosis value is obtained as 0, it would then be accepted as perfectly normal. However, this is not a commonly seen in social sciences (Pallant, 2016). According to Tabachnick and Fidell (2007), the Skewness and Kurtosis values between the range of -1 and $+1$ may be accepted as a good value and the Skewness and Kurtosis values within the range of -2 and $+2$ may be regarded as acceptable. In the present study, the skewness and kurtosis the continuous variable was checked to assess the normality and they were found to be within the range of -2 and $+2$ (see Table 7)

Table 7.

Skewness and Kurtosis Value of the Continuous Variable

Variable	Skewness	Kurtosis
Occupational Resilience Belief Scale (ORBS)	-, 836	, 343

4.2. Results of Demographic Data

Demographic characteristics of the participants in the current study includes age, gender, educational background, years of experience, the type of institution they work at, the number of children at class, the age group of children and whether teachers participate in professional development activities or not. The demographic variables of the participant in-service early childhood teachers are demonstrated in the following part.

4.2.1. Demographic Data of the Participant In-Service Early Childhood Teachers

233 in-service early childhood teachers completed the questionnaire in total. When their educational background was examined, it was found that 29 teachers (12.4 %) were high school graduate; 43 teachers (18.5 %) were 2-Year High School graduate; 18 teachers (7.7 %) held an Open Education University Bachelor's degree; 136 teachers (58.4 %) held a Bachelor's degree; 6 teachers (2.6 %) were Post Graduate degree and 1 teacher (.4%) was categorized in other degree.

Years of experience of the participant early childhood teachers of participant early childhood teachers were as follows: 45 teachers had years of experience between the range of 1-5 (19.3%); the majority of the teachers had 11-15 years of experience (29.2%) and 54 teachers had 6-10 years of experience (23.2%); there were teachers who had 16-20 (13.3%), 21-25 (9.9%), 26-30 (5%), 31+ (7%) years of experience.

Gender of participants in-service early childhood teachers had the distribution that 233 teachers were female (100 %), and male teachers were reported as 0 (0%).

Age group of participant teachers were distributed that 20 teachers were between the age group 18-23 (8.6%); teachers between 24-29 age group were (18.9%); there were teachers between the age group of 30-35 (25.3%), 36-41 (24.9%), 42-47 (14.2%), 48-53 (6.0%) and 54+ (2.1%).

Types of institution were distributed that 82 private preschools (35.2%), 95 public independent preschools (40.8%) and 56 public preschools in primary schools (24%).

Age groups of children were as follows: 36-48 Months of children were reported as 38 (16.3%); 48-60 Months of children were 98 (42.1%); 60-72 Months of children were 88 (37.8%) and 9 teachers reported that they have mixed age group in their classroom (3.9%).

The number of children in the class were distributed that children in the number of 10 and under were reported as 27 (11.6%); 11-15 children were 87 times reported (37.3%); 16-20 children in the class were 79 (33.9%); 21-25 children were 39 times reported (16.7%) and 26-30 children in the class were 1 (.4%).

Information regarding the early childhood teachers' participation in professional development activities was as follow: 227 teachers reported that they participate in professional development activities (97.4%) and 6 teachers did not participate in those activities (2.6 %).

4.3. The Level of In-Service Early Childhood Teachers' Occupational Resilience Beliefs

The descriptive statistics analysis for the entire ORBS yielded a mean value of 117.81 (SD=9.884, Min=84, Max=130). The mean scores ranged between 4.29 and 4.76 for the items. The Cronbach Alpha coefficient for the reliability score of ORBS (26 items) was found 0.93.

Table 8.

Mean Values and Standard Deviations for the ORBS Items

Item rated from 1 to 5 1(Never Agree), 2 (I somewhat agree), 3 (Moderately Agree), 4 (Mostly Agree), 5(I totally agree)		
	M	SD
1. When I look at a situation or event, I can see different aspects of it.	4.37	.645
2. I know from my experiences that I can cope with professional difficulties.	4.38	.653
3. I tend to improve myself in matters that I feel lacking in my profession.	4.58	.575
4. I can see the fun side of events at school.	4.52	.609
5. When I get into a difficult situation at school, I eventually find a way out.	4.43	.654
6. I believe that I can solve the negativities that may occur at school.	4.36	.695
7. I believe that I will achieve remarkable success in my profession.	4.47	.670
8. I do not hesitate to express my views to other people at school.	4.48	.720
9. I can seek the opinions of my colleagues when necessary.	4.29	.766
10. I express my criticism clearly in the school environment.	4.71	.550
11. I share the negativities that I may experience in the school environment when necessary.	4.40	.713
12. When I think about what I have done so far, I say that I have done good things for my profession.	4.56	.547
13. I am proud of my achievements in my profession	4.58	.612
14. I don't lose faith in myself in difficult times.	4.30	.741
15. My students trust me when it comes to an important topic.	4.75	.489
16. I can overcome difficulties with a little effort.	4.59	.596
17. I am a person at peace with myself.	4.62	.605
18. I can multitask at the same time.	4.50	.651

Table 8. (continued)

19. I am a determined person about my job.	4.65	.561
20. I am confident about my job.	4.73	.480
21. I can handle with difficult students.	4.36	.669
22. I do not avoid asking for help in solving my students' problems	4.76	.467
23. I do not give up trying to reach my problematic and maladjusted students.	4.63	.566
24. I am good at helping my students solve their problems	4.49	.603
25. I am aware that I have an impact on the lives of my students.	4.73	.484
26. I can control behaviours that negatively affect activities in the classroom.	4.54	.587

In Occupational Resilience Belief Scale for Teachers and Teacher Candidates as the five-point Likert type, 1 refers to the lowest level while 5 refers to the highest level. In the ORBS, there are 26 items to assess occupational resilience beliefs of in-service early childhood teachers. The findings of the descriptive statistics reveal that the mean value of early childhood teachers' occupational resilience beliefs was close to 130, which is the highest score that can be gained from the Occupational Resilience Belief Scale (M=117.81, SD=9.884, Min=84, Max=130). The mean scores for each question in the questionnaire were highly above the moderate level (3) and were close to the highest level. It can be inferred that the participant early childhood teachers had high occupational resilience beliefs from the items on the scale (see Table 7). Early childhood teachers had the highest mean scores in item 22 (M = 4.76, SD = .46), item 15 (M = 4.75, SD = .48), item 20 (M = 4.73, SD = .48) and item 25 (M= 4.73, SD= .48). It can be interpreted that most of the participant early childhood teachers can ask for help in solving the problems of students. Further, participants reported that students trust themselves when it comes to an important topic. In contrast, early childhood teachers had the lowest mean scores in item 9 (M = 4.29, SD = .76), which includes an expression of seeking the opinions of the colleagues when needed, item 14 (M = 4.30, SD = .74), which includes the statement of don't lose faith in myself in difficult times, item 6 (M = 4.36, SD = .69), which is about believing that she/he solve the negativities that may occur at

school, and item 21 ($M= 4.36$, $SD= .66$), which includes the statement about handling difficult students.

4.3.1. The Level of In-Service Early Childhood Teachers' Occupational Resilience Beliefs According to Demographic Variables

One-way between-groups ANOVA was used to test whether there are significant mean scores among the three groups on the dependent variable (Pallant, 2016). A one-way between groups was conducted in order to investigate whether there was a significant difference among early childhood teachers' occupational resilience beliefs in terms their age, gender, education level, professional experience, participation in professional development activities, number of children in the class, the type of school they work in and the age group they teach. Occupational resilience beliefs were the dependent variable and other variables including age, gender, education level, professional experience, participation in professional development activities, number of children in the class, the type of school they work in and the age group they teach were the independent variable.

4.3.1.1. Educational Background and Total Occupational Resilience Belief

A one-way between groups of analysis was conducted to explore the impact of educational background on the levels of occupational resilience beliefs, as measured by the Occupational Resilience Belief Scale for Teachers and Teacher Candidates. Participants were divided into five categories (Group 1: High school graduate; Group 2: 2-Year High School graduate; Group 3: Open Education University Bachelor's degree; Group 4: Bachelor's degree; Group 5: Post Graduate degree). There was a statistically significant difference at the $p<.05$ level on the ORBS scores for the five groups [$F(4,228)=3.177$, $p=.01$]. Despite reaching statistical significance, the actual difference in mean scores between the groups was medium. The effect size, calculated using eta squared, was .05. Post-hoc comparisons using the Gabriel test indicated that Group 2 ($M = 120.89$, SD

= 8.86) is significantly different from Group 5 (M = 109.67, SD = 14.841). It can be summarized that 2-Year High School graduate and Post Graduate degree have an impact on total occupational resilience scores (see Table 9).

According to Field (2013), Gabriel test can be used in cases where the number of samples between groups is close but not equal.

Table 9.

ANOVA results of educational background on occupational resilience beliefs

	Sum of Squares	DF	Mean Square	F	Sig
Between Groups	1196.698	4	299.175	3.177	.014
Within Groups	21469.611	228	94.165		
Total	22666.309	232			

4.3.1.2. Years of Experience and Total Occupational Resilience Belief

A one-way between groups of analysis was conducted to explore the impact of years of experience on the levels of occupational resilience beliefs, as measured by the Occupational Resilience Belief Scale for Teachers and Teacher Candidates. Participants were divided into seven categories (Group 1: 1-5 years; Group 2: 6-10 years; Group 3: 11-15 years; Group 4: 16-20 years; Group 5: 21-25 years; Group 6: 26-30 years; Group 7: 31+ years). There was not a statistically significant difference at the $p < .05$ level on the ORBS scores for the seven groups [F (6,226)=.837, $p = .543$]. Eta square is calculated to find effect size, it is .00. Instead of there is a statistical difference, the actual difference between mean scores is found quite small. It can be concluded that occupational resilience beliefs are not affected by the years of experience (see Table 10)

Table 10.*ANOVA results of years of experience on occupational resilience beliefs*

	Sum of Squares	DF	Mean Square	F	Sig
Between Groups	492,523	6	82.087	.837	.543
Within Groups	22173.786	226	98.114		
Total	22666.309	232			

4.3.1.3. Type of Institutions and Total Occupational Resilience Belief

The number of children in classroom was investigated whether the variable has an influence on total occupational resilience beliefs. A one-way between groups ANOVA was conducted in order to examine occupational resilience beliefs are affected by the type of institutions. Type of institutions were divided into three categories (Group 1: Private Preschools; Group 2: Public Independent Preschools; Group 3: Public Preschools in Primary Schools). There is a significantly difference between type of institutions and total occupational resilience score at $p < .05$ levels for three groups: [F (2,230) = 8.119, $p = .000$]. Despite reaching statistical significance, the actual difference in mean scores between the groups was medium. The effect size, calculated using eta squared, was .06. Post-hoc comparisons using the Tukey HSD test indicated that Group 1 (M = 121.00, SD = 7.511) is significantly different from Group 2 (M = 115.18, SD = 10.678). It can be summarized that private preschools and public independent preschools have an impact on total occupational resilience scores (see Table 11).

Table 11.*ANOVA results of type of institutions on occupational resilience beliefs*

	Sum of Squares	DF	Mean Square	F	Sig
Between Groups	1494.798	2	747.399	8.119	.000
Within Groups	21171.511	230	92.050		
Total	22666.309	232			

4.3.1.4. The Number of Children in Class and Total Occupational Resilience Belief

The number of children in class was examined in terms of whether total occupational resilience score is affected by the variable. A one-way ANOVA test was implemented in order to investigate the differences between the number of children and occupational resilience score. In the number of children category participants were divided into five categories (Group 1: 10 and under; Group 2: 11-15; Group 3: 16-20; Group 4: 21-25; Group 5: 26-30). There is not significantly difference between number of children and total occupational resilience score at $p < .05$ level for five groups: $F(3,228) = .756$, $p = .555$. In sum, number of children in the class does not impact on teachers' total occupational resilience score (see the Table 12).

Table 12.

ANOVA results of the number of children on occupational resilience beliefs

	Sum of Squares	DF	Mean Square	F	Sig
Between Groups	296.502	4	74.125	.756	.555
Within Groups	22369.807	228	98.113		
Total	22666.309	232			

4.3.1.5. Age Group of Participant Teachers and Total Occupational Resilience Belief

One-way between groups of analysis was conducted to explore the impact of age of participants teachers on the levels of occupational resilience beliefs, as measured by the Occupational Resilience Belief Scale for Teachers and Teacher Candidates. Participants were divided into seven categories (Group 1: 18-23; Group 2: 24-29; Group 3: 30-35; Group 4: 36-41; Group 5: 42-47; Group 6: 248-53; Group 7: 54+). There was not a statistically significant difference at the $p < .05$ level on the ORBS scores for the seven groups [$F(6,226) = .780$, $p = .586$].

Eta square is calculated to find effect size, it is .00. The actual difference between mean scores is found quite small. It can be concluded that occupational resilience beliefs are not affected by age of in-service early childhood teachers (see Table 13)

Table 13.

ANOVA results of age of participant teachers on occupational resilience beliefs

	Sum of Squares	DF	Mean Square	F	Sig
Between Groups	459.938	6	76.656	.780	.586
Within Groups	22206.371	226	98.258		
Total	22666.309	232			

4.3.1.6. Participating Professional Activities and Total Occupational Resilience Belief

Participation of in-service early childhood teachers in professional development activities was analyzed as a variable of occupational resilience. T-test analyses were conducted to investigate the difference between attending professional development activities or not and occupational resilience.

Table 14.

T-Test Comparison of Total Occupational Resilience Score and Participation in Professional Development Activities

Attending Prof. Dev. Act.	N	Mean	Std. Deviation	t	p
No	6	108.67	13.736	-2.236	.021
Yes	227	118.05	9.687		

An independent-samples t-test was conducted to compare the occupational resilience scores for attending professional development activities or not. Teachers' who participated professional development activities ($M = 118.05$, SD

=9.687) and not participated professional development activities ($M = 108.67$, $SD = 13.736$); $t(231) = -2.236$, $p = .021$, two-tailed, mean score is significantly different. The magnitude of the differences in the means (mean difference = -9.382, 95% CI: -17.362 to -1.402) was very small (eta squared = 0.02).

4.4. Qualitative Results of the Study

4.4.1. Demographic Information of the Participants

The data were collected from a number of public and private preschools which are affiliated with the Ministry of National Education in Izmir, Turkey. We can see that 21 female participants from five private preschools and 16 public preschools participated in the semi-structured interview process. The real names of the in-service early childhood teachers were not utilized in the study and the researcher used titles from T1 to T21 in order to keep the real identification of the participants and schools. Interviews were held with the participants, who shared their contact information by agreeing to participate in the semi-structured interview, which was the second stage of the study, by confirming the information in the questionnaire.

The researcher asked questions regarding demographic information about the in-service early childhood teachers before the interview protocol. Demographic information of the participant teachers as follow: The service years of participant teachers ranged from 1 to 23. Educational background of the teachers was Bachelor Degree, High School Graduate, Open Education University Undergraduate Degree, 2-Year College Graduate and Open Education Faculty Child Development Graduate. Based on the information shared during the interview, some of the participants graduated from vocational high schools. These participants would mostly possess more experiences in their professional field. Further, as recorded that 10 to 26 number of children are in their classes and the age group of children were ranged from 36 Months to 72 Months.

However, some of the participant teachers shared that they have mixed age group in their classes.

The qualitative part of the research aimed to indicate a deep understanding about teacher's occupational resilience views and their self-reported practices in connection with their occupational resilience in classroom. Their responses were analyzed and interpreted in relation to interview questions. The findings are represented depending on the teachers' views and self-reported experiences on resilience in professional manner.

The findings of the qualitative study are explained in respect of all research questions under their related question title.

4.4.2. The Views of In-Service Early Childhood Teachers on Occupational Resilience

In relation to the second research question that investigates early childhood in-service teachers' views about occupational resilience, the questions asked to the participants were grouped into (a) personal questions about the teaching profession, (b) their professional satisfaction, and (c) occupational resilience involving definition of occupational resilience, importance of occupational resilience and a colleague they consider to be professionally resilient and their characteristics.

4.4.2.1. Personal Questions about the Teaching Profession

The aim of the first interview question was to investigate in-service early childhood teachers' beliefs in relation to their favorite professional characteristics as well as the features that they think should be developed professionally. It was recorded that in-service early childhood teachers thought about their favorite professional characteristics under the three main categories which were personality aspect, child aspect and professional aspect. Thus, the

answers of early childhood teachers were classified under fourteen themes from personality aspect, six themes from child aspect and seven themes from professional aspect, as shown in table 15.

Table 15.

Favorite Professional Characteristics of In-Service Teachers

Categories	Codes	Participant Early Childhood Teachers
Personality Aspect	Patient	T1 T2 T3 T6 T7 T9 T11 T12 T13 T18 T19
	Open to differences	T4 T8
	Being childlike	T5 T6
	Determined	T11
	Planned	T11 T20
	Kind but firm	T14 T21
	Staying in the moment	T15
	Selfless	T16
	Being understanding	T18
	Love playing games	T7 T21
	Being professional to colleges	T19
	Open to criticism	T19
	Being practical	T20
	Energetic	T21
Follow the innovations	T4	
Improve yourself	T4 T19	
Child Aspect	Understanding emotions of children	T17
	Love children	T2 T3 T9 T10 T12 T13 T17
	Having fun with the kids	T5 T6 T19
	Spending time with children	T7
	Giving importance to children's areas of interest	T20
	Communicating well with children	T14 T16 T17T19

Table 15. (continued)

Professional Aspect	Planning how to teach	T7
	Communicating well with parents	T8 T17 T18
	Concentrating on the all development of children	T9
	Establishing the passive-active balance	T4
	Working on school-family cooperation	T20
	Informing children about the unplanned process	T15
	Good at classroom management skills	T16
	Planning activities to the developmental characteristics of children	T17

*The table reflects more than one answer of each participant.

Personality Aspect: A great number of participant in-service preschool teachers responded the question of favourite professional characteristics by sharing characteristics about their personalities. Participant teachers stated that the most favourite characteristic of them is to be patient. They stated that being patient helps them be respond to surprised or challenging situations without being aggressive and make the right decisions in adverse circumstances.

With regard to personality characteristics, participants T19 stated that:

Being professional towards my colleagues is my favourite feature. I don't take anything personally and like to be criticized. When I am criticized, I become aware of my negative sides and try to reduce these sides, I am very aware of my shortcomings. I am very aware of the areas where I am lacking. I love to chat with my teachers to improve these and I never think of this as a deficiency.

Child Aspect: Teachers also shared their ideas about their characteristics under the category of child aspect. Many participants asserted that they love children (n=8). They explained that the love they feel for children makes them more combative and altruistic in all circumstances.

For instance, participant T17 defined their favourite characteristics as follows:

I love children, I was worried before, but after I started my career, I loved children and realized that I somehow understood their feelings. Children can approach me with pure love and share their feelings easily.

Professional Aspect: In addition to personality and child aspect, participants also stated their ideas categorized under the professional aspect. Communicating well with parents is shared as one of the favourite characteristics by some of the participants. They explained that effective communication with parents is very important for efficient learning process. Therefore, their well communication skills with parents are among their favourite characteristics. T9 expressed her opinion by saying that:

I do not focus on a single development area. Early childhood teachers generally give importance to art activities and sit down and do most of them themselves. For example, the child cuts the work nicely and teacher does the pasting herself. I try to prioritize all areas of development; I see them all equally and I don't care that the product is too perfect in such art events. If it is the child's work, the rest is not important.

After sharing favourite professional characteristics, in-service early childhood teachers were also asked about aspects that they think should be developed professionally. Except for one participant, the rest of the participants stated that they have features that they think should be developed professionally. All of the participants expressed that there are some aspects should be developed professionally. Two categories which are professional and personal aspects were defined in this regard. Table 16 presents responses of participants in relation to the aspects that they consider to be developed professionally.

Table 16.*Aspects Should Be Developed Professionally of In-Service Teachers*

Categories	Codes	Participant Early Childhood Teachers
Professional Aspect	Developing in the field of guidance	T3 T15
	Developing in the field of special education	T4 T7 T17
	Developing in the use of technology	T6 T14 T18 T21
	Developing classroom management skills	T7
	Developing hand skills	T8 T13
	Developing practices in science and math activities	T9
	Developing in music activities	T19
	Learning more finger games	T19
	Developing approaches to parents and children	T20
	Keeping up with current information	T2 T10
	Increasing knowledge about educational approaches	T12
	Gaining more experience	T17
	Personal Aspect	Being open to innovations
Tolerating when children failure		T5
Learning foreign language		T12 T21
Being calm and patient		T8
Time management		T21
Speaking fluently		T21
Using energy more efficiently		T1
Any aspects to develop	T11	

*The table reflects more than one answer of each participant.

Professional Aspect: Early childhood teachers responded the question about aspects that they think should be developed professionally under twelve themes from the professional aspect category. According to participants in the study, they shared that they need to develop their certain skills and knowledge to be efficient in their professional area. Developing in the field of special education and the use of technology are the among the most shared answers. Teachers stated that they do not have enough knowledge in the field of special education and that they have difficulty in this regard, so they need to develop in this field. In addition, in the developing and changing technological life, some participants expressed that they did not feel enough to adapt technology in the field of education. They shared that they could also improve, especially regarding educational games, assessment, or video stories. According to participant T3, who need to develop her knowledge in the field of guidance, explained her thoughts as follows:

I think we need to develop more from the field of guidance. There is no guidance teachers in most of the pre-school institutions, as assignments are made based on the number. We also teach these children with the status of guidance counsellor, but we do not have enough information on this subject. We can more or less explain information such as the determination of developmental levels. However, we may have difficulties in documenting it with technical knowledge. We are not teachers of this field. Maybe we can be given a different education on this subject. For example, when a student with autism comes, we can distinguish some behaviour, but we cannot fully understand certain behaviours. We need to direct the child to the guidance service. But since there is no service, even if we direct it to RAM here, it is up to the family. If they don't want it, they don't. I think that if we could solve it ourselves, this problem would go away.

Personal Aspect: Besides the professional aspect, in-service early childhood teachers also shared their ideas in terms of personal aspect. Two of the participants mentioned about learning foreign language. They explained how important it is to know a foreign language, especially in the early childhood field, in terms of being able to follow different sources and new studies. Relation to this aspect, participant T16 stated that:

No matter how much I say I follow innovations, I can improve in terms of doing different and original things. I would like to be more open to innovations.

Furthermore, participant T5 reflected that:

Sometimes I strongly believe that when children can't do something, they should do it. And I'm disappointed when they can't. I don't have much tolerance for failure. I need to be more tolerant about this.

Any aspects to develop: One of the participants stated that she does not have any features that she thinks should be developed professionally for the time being.

The interview question two was intended to gain information about how participant early childhood teachers decided on the teaching profession. In response to teachers' expressions, three categories, which are child related, regarding personal reasons and related to the profession, were created. The sharing of the in-service teachers was classified under the themes in the Table 17.

Table 17.

How Preschool Teachers Decided on the Teaching Profession

Category	Codes	Participant Early Childhood Teachers
Child related	Preschool children's natural and sincere behavior	T1 T15
Regarding personal reasons	Interested in children's books	T2
	Love children	T2 T9 T12 T13 T17 T20
	Childhood dream	T4 T11 T18 T19
	Enthusiasm for research and reading	T3
	Loved my early childhood teacher	T6
	For family reasons	T8 T20
	Love the early childhood education field	T14 T16 T21

Table 17. (continued)

Related to the profession	Ability to explain things was also very high	T5 T7
	Communicating well with the children	T5 T7 T19
	Compliance with the characteristics I like and the requirements of the profession	T17
	To do a useful work for the society	T5 T10

*The table reflects more than one answer of each participant.

Child related: Early childhood teachers expressed that they decided on the teaching profession because of preschool children's natural and sincere behaviours. They stated that pre-schoolers act spontaneously and there is no artificiality in their behaviours. They behave the way they are. Their natural and sincere behaviours have been reported as a factor.

With regard to the expression, participant T1 explained that

When I evaluated all professions, I thought that I could do this job best. The reason is that children aged 3-6 are natural and sincere. It makes me happy that they can express everything, positive or negative, as they are. That's why I chose this profession.

Regarding personal reasons: In conjunction with the decision of early childhood teachers on the teaching profession, participant teachers also commented that some personal reasons gave an impact on choosing this occupation. One of the participant teachers shared that the reason why she wanted to do this job was because of her interest in children's books. It was stated that the pictures, content, world, and imagination of children's books are very attractive and intriguing. A great number of preschool teachers explained that their love of children is a factor in their choice of this profession. As related to this issue, participant T6 reported that

When I started kindergarten at the age of 6, I loved the teacher and I said I will be a early childhood teachers. I haven't changed my mind since then. I still love my job.

Related to the profession: In relation to deciding on this profession, participant teachers expressed they communicate well with the children. Spending pleasant time with children and being able to communicate with them is explained as one of the factors in choosing this profession. In response to this question, participant T5 stated that

It was very difficult for me. I studied radio and television in high school. I studied International Relations at university and then quit. It forced me to study law. If you want to do something for your country, I think you should start with the child. Therefore, I thought that my own ideas would be useful. The best job for me to do this was teaching. I used to get along very well with children but getting along with 20 children is something different. I believed my ability to explain things.

The interview question three was aimed to examine the aims of early childhood teachers regarding their profession. Besides, it was also asked to participants how many of these goals they can achieve while doing their jobs. It was seen that early childhood teachers' aims related to their professions were categorized under four themes including child aspect, equal opportunity in education, program aspect and teacher aspect. The table 18 demonstrates the classification of aims of in-service early childhood teachers related to their profession.

Table 18.

The Aims of Early Childhood Teachers as Related to Their Profession

Category	Codes	Participant Early Childhood Teachers
Child aspect	Bringing children beyond their current level	T1 T6 T16 T17
	To enable children to grow up with a strong character	T1
	Helping them love school	T9 T3
	Enabling children to be better prepared for primary school	T7 T9 T16

Table 18. (continued)

	To bring children to the required level in all development areas	T7 T9 T16 T18 T21
	Raising them as conscientious individuals with moral values	T7 T14
	Enable them to grow up as self-confident and self-sufficient individuals	T8 T15 T20
	Discovering the good aspects of the child and providing opportunities to develop these aspects	T15
Equal opportunity in education	To provide children from families with low socio-economic status with the knowledge and skills they need	T2
	Contribute by reaching many children and their families	T4
Program aspect	Establish a love-based discipline	T3
	To teach how to use technology correctly	T10
	Integrating children with real games, toys, soil, and street games	T10
	Provide children with an education where they can express themselves	T12 T15
	Let them know about success and failure with other emotion	T17
	To educate children within the framework of constantly developing, innovative and new education models	T19
	To give children free thinking and problem-solving skills	T20

Table 18. (continued)

Teacher aspect	To be a good and effective teacher	T4 T5 T13 T19
	To make them love and remember their teachers	T3 T6 T9 T17
	To receive positive feedback in terms of professional competence	T5
	Continue my graduate education	T16
	To leave a positive mark on children's lives as a teacher	T11 T20 T21

*The table reflects more than one answer of each participant.

Child aspect: A majority of participant teachers stated that they have purpose of bringing children to the required level in all development areas. It is explained that they aim to be able to reach the level that children should reach by taking into account their age in all areas of development. With respect to aims of early childhood teachers regarding their profession, participant T8 shared that

Since we work with very young children, we want them to grow up as self-confident and self-sufficient individuals rather than math or art activities. Let him express himself, be self-sufficient, realize himself, this is my biggest goal. I think I can do this with the responsibilities I give him in the classroom. I try to achieve my goal by making the child active with the responsibilities I give to the family in communication with the family.

Equal opportunity in education: One of the participants expressed that she aims to provide children from families with low socio-economic status with the knowledge and skills they need. As stated, participant teacher has the purpose of equipping children with the necessary knowledge and skills because of the socio-economic and socio-cultural levels of the families in the region where they work. Another participant teacher shared her purpose as contributing by reaching many children and their families. She emphasized that the more children and families she can reach and contribute to throughout her career, the better she will feel in her profession.

As related to the question, participant T2 shared that

....Because we work in a region where there are children from families with low socio-economic status and from regions with weak socio-cultural backgrounds. I think the more I can give to those children, the more I can be a light in their lives. I try to help them gain the knowledge and skills they will need in their lives. I think I did my best on this. Of course, it is necessary to do more, but I feel that it has touched their hearts in some way.

Program aspect: Two of the other participant teachers stated that they aim to provide children with an education where they can express themselves. They stated that they aim for children to be able to express themselves freely and express their thoughts comfortably in a social environment.

Regarding this question, participant T10 stated that

I aim to direct children towards the good and the beautiful without allowing them to be exposed to technology for long periods of time. This is my sole purpose as a kindergarten teacher. Generation Z is in technology and there are many points that we cannot use correctly. Especially working mothers can have many behaviours such as calming their children, feeding them, giving phones and tablets. At school, we try to remove it as much as possible and integrate it with real games, toys, and soil and street games.

Teacher aspect: Some of the participant teachers expressed their aims as to be a good and effective teacher. Four of the early childhood teachers shared their aims to make them love and remember their teachers. They stated that they wanted children to remember themselves and to feel good feelings about their teachers in the future. Some other teachers have the purpose of leaving a positive mark on children's lives as a teacher.

As related to this issue, participant T21 shared that

My main goal is to touch a child's soul. One of a child's greatest chances is his parents, his second chance is his teacher. The moment you come across the right teacher, a teacher who understands you, you can miraculously change your most unlucky period. It is always my teachers who change my life. Seeing the positive traces I left on my children when I meet them years later makes me proud, this is how I reach my professional satisfaction. To be someone who

stays beautiful in a child's childhood dream. I have the purpose of being able to add something to someone spiritually.

After sharing their aims regarding their profession, in-service early childhood teachers were also asked about how many of these goals they can achieve while doing their job. Most of the participants expressed that by doing their jobs, they achieve most of their goals. According to their statements, they are at least making a great effort to achieve these goals. One of the participating teachers also reported that she could not reach their goals sufficiently. Table 19 presents responses of participants in relation to reaching their goal as related to their profession.

Table 19.

The Number of Goals Early Childhood Teachers Can Achieve While Doing Their Job

Reports of teachers	F	Reason
Reaching most of the goals	20	
Can reaching most of the goals	1	One year is not enough time to reach all goals

In relation to this question, participant T13 shared that

I aim to succeed in being a good teacher. I think that I have succeeded in this with the feedback I have received from parents and children. You want your children's teachers to be the real ones, they say, so be a teacher, and I think that's what I am.

On the other hand, participant T7 stated that

Honestly, I don't think I can do it all. Not all of them learn the same in their family. Some are more advanced; some require more attention. And this may get better during school time, but you still don't get enough attention. But if 2 years come, the child may be better. The child can learn more. Since he started at the age of 5, he will go to school next year, I am very interested and I try to make him better in every way. I try to take care of everything from holding scissors to recognizing colors, learning numbers, and relationships with friends. I can't do exactly what I want because I take care of all the children, and that's because of the time. I try to do as good as 1 year can be, but it doesn't turn out exactly the way I want.

The fourth interview question examines the early childhood teachers' views whether they have favorite parts of their jobs and if they have what they are. All participant teachers reported that they have favourite parts of their jobs. As can be demonstrated in the Table 20, all participant in-service early childhood teachers stated to have favourite part of their occupation.

Table 20.

How Many Teachers Have Favorite Parts of Their Job

Reports of teachers	F
Participants answered 'yes'	21

In relation to their answers that they have favourite parts of their jobs, participants also asked to share what they think about favourite parts of their occupation. The table 21 indicates the themes focused on by the teachers' reports regarding their favourite parts in their profession. The Table 21 shows their expressions regarding favourite parts of their jobs are classified in the three categories which are child related, profession related and every aspect.

Table 21.

Early Childhood Teachers' Favorite Parts of in Their Profession

Category	Codes	Participant Early Childhood Teachers
Child related	Children's worlds	T2 T9 T12 T15 T19
	Being together with children	T4 T6 T9 T16
	The innocence of children	T3 T8 T14 T18
	Influencing the development of children	T3 T6 T7 T9 T13 T14 T15 T20
	Childrens' pure love and happiness	T10 T12 T4 T5 T13 T17 T20 T11
	Children's naturalness	T12

Table 21. (continued)

Profession related	Flexibility and ability to act according to the situation, Opportunity education	T21
	Enjoyable	T2
	Being able to learn a lot from children	T8
	A job with high spiritual satisfaction	T5
	Working hours are suitable for a woman	T8
Every aspect		T1

*The table reflects more than one answer of each participant.

Child related: A majority of early childhood teachers stated that the world of children is their favourite part of their profession. They love to see that children's thinking and imagination are limitless. Some teachers also explained that their favourite part in their profession is to be together with children. They emphasized that they enjoyed being together with children and spending time with them. Moreover, some other teachers stated that they love the innocence of children. The reasons behind their answers are the good intentions and innocence of the children's behaviours that they like their working groups in their profession are children. A great majority of early childhood teachers expressed that their favourite part of their profession to see children's pure love and happiness. Teachers stated that children approach them with pure love and happiness, and this makes them more committed to their profession. With respect to this question, participant T2 shared that

...When I ask a question, the children's answers to that question are incredible. Sometimes they surprise me, I record their answers. Childhood is such an incredible world where everything is endless and everything is questioned. This is my favourite part.

Profession related: One of the participant teachers expressed that flexibility and ability to act according to the situation is favourite part of her profession. She

emphasized that being able to evaluate opportunities against changing. Participant T21 explained her ideas in relation to the issue, as seen below

A teacher can do as he wishes in a college as well as in a public school...On the non-standardized side; I like the flexibility, the ability to act according to the situation. I love opportunity training. Having an additional plan is implemented if the child is ready for it and this can be added to the assessment as a note.

The interview question five mainly explores whether there are aspects of early childhood teachers' job that challenge them. Following that question if there are, what these aspects are. Participant teachers also asked how they deal with these difficult situations. The Table 22 presents that all participant early childhood teachers have an aspect of their profession that challenge them.

Table 22.

How Many Teachers Have an Aspect of Their Job That Challenge Them

Answers of teachers	F
Participants answered 'yes'	21

With respect to in-service teachers' views about the aspects of their job that challenge them, the responses of teachers were categorized under five themes including parent related, administrator related, child related, technical related and teacher related. The Table below shows the expressions of early childhood teachers regarding the five-interview question.

Table 23.

In-service Teachers' Views about the Aspects of Their Job that Challenge Them

Category	Codes	Participant Early Childhood Teachers
Parent related	Parents' concerns	T1
	Parent dimension	T4 T8 T14 T16 T17 T18
	Parents' lack of knowledge about education	T9 T12
	Perspective of parents to early childhood teachers	T15T20

Table 23. (continued)

	Parents' expectations	high	T13 T21
Administrator related	Administrator dimension		T16 T19
	Problems with administrations		T21
Child related	Adaptation of children to school in the first weeks		T5
	Individual differences		T6 T17
	Attention and focus periods at a young age		T6
	Children with special needs		T10 T11 T17
	Difficult children with behaviour problems		T14 T10
Technical related	Lack of helper and no time-out		T3
	Lack of material		T3 T12
	Few numbers of schools		T9
	Physical features of the classrooms		T9
	Preschool does not have a separate regulation		T9
	Not being able to be objective to the parents due to commercial concerns in private institutions		T20
	Dress code imposed on early childhood teachers		T20
	To be deemed worthy of a fee far below our financial right, and a wage far below our knowledge		T21
Teacher related	Bringing problems in your private life to the classroom		T5
	Classroom management and setting rules		T2 T7 T17
	Communication dimension		T15 T6

*The table reflects more than one answer of each participant.

Parent related: Most of the participant teachers expressed to have challenges in their professions about parent dimension. They explained that the ability to communicate with parents, the fact that parents do not have enough information about the field, child rearing styles and the communication style they establish with teachers can sometimes create difficulties. Participant T13 explained her ideas with respect to the question, as follows

Parents, not children, can sometimes be the challenging party. Their expectations can sometimes reach very different dimensions. Each child's development is very different, but there may be parents who do not accept their child's development as it is, and parents who try to interfere in education excessively...

Administrator related: Some participants commented that administration dimension makes them be challenged. One of the participants also recorded that she is challenging when problems exist with administrations. In relation to this matter, participant T19 commented that

In particular, the thing that forced me in my first institution was mostly the management. When I was working in that institution, I was always unhappy. Then, when I came to this institution, I realized that I am not tired of my profession. I have a fatigue towards the manager. Problems with managers can be challenging. If the management is bad, you cannot do anything at all and you will not be upgraded in any way. All these are difficult situations when your teaching is blocked, the areas where we can act flexibly, not seeing the teacher as a teacher, approaching them as workers, not even saying good morning as a social rule, keeping the parents in the background, limiting their imagination, preventing being a developing teacher.

Child related: Some teachers stated that there may be difficulties when planning the education of children with special needs and arranging their relations with their friends. Some other participant teachers explained that difficult children with behaviour problems might be challenging for them. It can be difficult to adapt children with problem behaviour into the classroom, to establish good relations with their friends, to try to maintain order in the classroom.

Associated with this issue, participant T5 stated that

...All of the children are different from each other; it was a little difficult to get used to. The first weeks were especially difficult. It is not easy for children to get used to school, to get used to the classroom, to get used to the order. After getting used to it from the outside, everything continues as it is on track...

Technical related: Participants explained that lack of material is a challenge for teachers. They stated that lack of materials can be a problem when considering the need for the use of materials and different materials in a pre-school environment. Participant T3 shared that

We stay without leaving the classroom. There are 14 children now, but sometimes this happens at 20-25. We work without assistants. We have a helper in the hallway here, but it's a bigger problem in primary schools. We don't have the right to recess. Yes, this may be a problem in this age group, but sometimes we cannot even meet our laboratory water needs. Lack of materials in schools is one of the most difficult issues for me...

Teacher related: Some teachers said that classroom management and setting rules are challenging both for teachers and children. The process of children adapting to the rules and trying to establish order in the classroom can be challenging. It was stated that it was not easy to overcome the behavioural problems and other difficulties that occurred in this process. Participant T2 stated that

Losing leadership in the classroom is a very difficult thing for the preschool class. When there is a mess in the classroom, you may not be able to get it back together no matter what you do. This is the most difficult thing for me. When one or two active children in the class suddenly affect the class and make the whole class active, sometimes it is really difficult to calm the class again and to reach well managed classroom climate.

As related to the challenges early childhood teachers face with, their views regarding how they deal with the difficult situations are also investigated. The themes were formed under the title of parental and administrative challenges, technical difficulties, teacher related challenges and child related difficulties. The categories of their responses to the question are presented in the table 24.

Table 24.*Early Childhood Teachers' Dealing with These Difficult Situations*

Category	Codes	Participant Early Childhood Teachers
Parental and administrative challenges	Informing parents and mutual exchange of ideas	T1 T8
	Effective communication and an understanding attitude	T4 T13 T16 T18
	Holding online meetings for parent about the developmental characteristics of their children and the behaviours	T9
	Solving things by sacrificing ourselves	T15
	By changing the institution	T19
	Be patient and calm	T20
	Fulfilling responsibilities to the best	T20
	Setting clear boundaries	T21
	Analyzing the situation well and adjusting the communication accordingly	T21
	Technical difficulties	Making up for our own deficiencies
Constantly reminding, explaining the reasons of the rules		T7
Consulting my fellow teachers		T7
In collaboration with many organizations		T12
Teacher related challenges	Leaving problems outside the door	T5
	Finding something that will catch the children's attention	T2
	Looking from the children's point of view and seeing that they can grieve with me	T5

Table 24. (continued)

Child difficulties	related	Obtaining information about the child by communicating with the parent	T6
		Making continuous researches on special education and increasing my level of knowledge	T0
		Following expert psychologists	T10
		With support from our special education teacher	T10
		Communicate well with the family in order to progress	T11
		With family interviews and the help of the guidance service	T14
		Can be difficult at first, but then the harmony is achieved	T17

*The table reflects more than one answer of each participant.

Parental and administrative challenges: Majority of preschool teachers stated that they deal with the challenging issues with effective communication and an understanding attitude. They stated that they were able to cope with difficult and stressful situations by having positive and effective communication skills and an understanding and positive attitude. As related to the question, participant T9 commented that

Parent education, after the children reach the age of 3, should be provided about the development of their children periodically every year, for example every 6 months. It should be determined as a maximum of 6 months. Parents also do not know the developmental characteristics of their children and this should be mandatory. If the family is given the right education, we can see an improvement in the child or we can change the problematic behaviours that we want to change. I hold online meetings on Zoom about the developmental characteristics of 5-year-old children and the behaviours we need to gain. But in order to be more professional, we need an application that the state should carry out. The current situation in the child is noticed more in preschool period, and the family should be educated in this regard.

Technical difficulties: One of the participant teachers stated that problems were solved by making up for their own deficiencies. It was stated that they completed the deficiencies by meeting the missing materials by themselves. Another teacher stated to deal with difficulties through constantly reminding, explaining the reasons of the rules in the class. It was stated that the difficulties in classroom management and the difficulties in adopting the rules were overcome in this way. In relation to this question, participant teacher explained consulting the fellow teachers is a strategy of overcoming difficulties. Another teacher expressed that it was handled the challenging situations through collaboration with many organizations. Associated with this question, participant T12 explained that

Material is very important in our field. There were times when I had a hard time working at disadvantaged schools due to the lack of materials. Somehow, we tried to cope. We have cooperated with many organizations. I struggled a lot due to lack of material...

Teacher related challenges: Participant teacher stated that leaving problems outside the door is a way of dealing problematic situations. According to another participant teacher expression, difficult issues were handled through finding something that will catch the children's attention. Another participant teacher commented that looking from the children's point of view and seeing that they can grieve with her is utilized when facing with difficult situations. Participant T2 shared that

I start counting 1 2 3 4 out loud, increasing my tone of voice. When I say 10, everyone is looking at me. Then I need to do something quickly to collect them. I am implementing a transition event or other event. I find something to take their attention.

Child related difficulties: Participant teacher stated that obtaining information about the child by communicating with the parent is utilized. Another teacher expressed that challenging situations were handled by making continuous research on special education and increasing her level of knowledge. In addition to following expert psychologists, another participant teacher shared that with support from the special education teacher can be helpful. Following

communicating well with the family to progress, early childhood teacher explained that problematic situations were struggled with family interviews and the help of the guidance service. Another teacher also shared that it might be difficult at first but the harmony among children is achieved.

As related to the interview question, participant T10 reflected that

We have difficult children. I am sensitive about children with special needs, there is an inclusion child in each of my class. I have a hard time dealing with them, but my enthusiasm increases as I learn something new every day. I learn by constantly reading and following psychologists who are experts in this field. I apply the methods I learned from them. We also have a special education teacher and we get support from the special education teacher.

4.4.2.2. Professional Satisfaction of In-Service Early Childhood Teachers

The sixth interview question investigates how in-service preschool teacher understands a teacher who has a high level of the job satisfaction. In-service preschool teachers thought about how they understand a teacher who has a high job satisfaction was recorded under the four main categories which were personal characteristics, well-being of teachers, professional efforts and feedback from/to stakeholders. Hence, the answers of preschool teachers were classified under five themes from personal characteristics, six themes from well-being of teachers, six themes from and seven themes from professional efforts, and four themes from feedback from/to stakeholders as shown in table 25.

Table 25.*Understanding That A Teacher's Job Satisfaction Is High*

Category	Codes	Participant Early Childhood Teachers
Personal Characteristics	For being selfless and sacrificing	T11
	For being patient and prudent	T12
	Thinking solution-oriented	T20
	How to manage anger and the crisis	T8 T20
	From the way s/he treats those around her/his	T3 T8
Well-being of Teachers	Feeling like doing a hobby rather than going to work	T1
	Enjoying being in the classroom	T14 T16
	Go to school happy or leave school happy	T2 T3 T4 T9 T14 T16 T17 T18 T20
	How does s/he get out of her/his class?	T5
	From the teacher's body language	T6 T7 T8 T15
	Not being psychologically tired	T1
	Professional Efforts	Communicated well with the class group
Making their plans ahead of time		T4
If willing and happy in the profession		T3 T7 T9 T13 T16 T17 T21
From the activities in her/his class		T7 T8 T17
Actively generating ideas in a job		T8
If s/he can do the planned activities		T15
Feedback from/to Stakeholders		From children's behaviour
	Positive feedback from parents	T10
	If s/he can give the child what he needs to gain	T21
	Giving positive feedback to the parents	T19

*The table reflects more than one answer of each participant.

Personal Characteristics: One of preschool teacher expressed that they understand a teacher who has a high job satisfaction from personal characteristics of teachers. Being selfless and sacrificing, being patient and prudent, thinking solution-oriented are the features of highly satisfied teacher in the profession. In addition to how to manage anger and the crisis, the way teacher treats people around is another way of understanding a teacher has high level of job satisfaction. With respect to this matter, participant T20 stated that

...If he/she makes an effort without anger or boredom and seeks a solution when he/she encounters a situation related to the child or in the institution, his/her professional satisfaction is high. If teacher is highly satisfied with the job, s/he really tries to solve the existing situation instead of running away.

Well-being of Teachers: A great majority of preschool teachers stated that going to school happy or leaving school happy is a way of understanding that teacher has a high level of job satisfaction. In addition to how a teacher gets out of her/his class, highly satisfied teachers in the profession are understood from the teacher's body language. It has been stated that the teacher's facial expression can be understood, for example, whether s/he looks happy or not. Participant T5 commented that

If s/he is running when s/he is out of work, s/he is not satisfied and s/he is doing that job because of financial resources. I think it's understandable when the shift is over because not everyone is very happy when you wake up in the morning, but if you leave work happily, I think you've reached professional satisfaction. Sometimes I can't even get out. I think that teaching, which should not be seen as a job, is a little different. Of course, there is fatigue, we are up all day, we do not have a break, but if you can forget that tiredness, I think you have reached that satisfaction.

Professional Efforts: Many teachers shared that, if a teacher is willing and happy in the profession, the teacher is highly satisfied in the job. It has been stated that if a teacher does the responsibilities of the profession willingly and with pleasure, that is, how the teacher does his/her job also shows the teachers' professional satisfaction. It is also understood that a teacher has high job

satisfaction from the activities in her/his class. With respect to this issue, participant T8 explained that

Or does s/he generate ideas in each job, share his/her ideas, actively participate in studies, do the same activity for years. We can understand by looking at them.

Feedback from/to Stakeholders: Most of teachers stated that if a teacher is highly satisfied, it can be understood from children's' behaviours. Some behaviours such as children's behaviour in the classroom, whether they behave in accordance with the rules, and their communication with each other and their teachers can show the job satisfaction of a teacher. Participant T10 commented that

If the child goes here happily every night, I think his job satisfaction is high. Apart from that, if the parent gives you positive feedback, this is a high level of professional satisfaction.

The seventh research question of the current study focuses on in-service teacher' views about how they see their own job satisfactions. As can be seen in the Table 26, most of the participant early childhood teachers reported that they have a high level of job satisfaction and some of the participants expressed that they do not have job satisfaction in a high level.

Table 26.

Reflection of Teachers' Job Satisfaction

Categories	F
Yes	17
No	4

Seventeen in-service early childhood teachers reported that they have high level of job satisfaction. In relation to this matter, participant T17 commented that

Yes, maybe it's because I'm new to the teaching profession. But I love my job. I am very happy while doing my job. While preparing something for children, while doing research, thinking about what I can add with them, I do it willingly and sincerely.

In addition, participant T19 stated that

I can say that I am satisfied as professionally now, as I have not had any problems with the parents for 1.5 years, there are no problems with my children, and our principal says, after every activity, how your children know this, and gives this example to the new teachers.

With respect to this question, participant T15 shared that

I don't think. Despite my efforts, I cannot do many things due to some procedures. We think, we design, but we cannot put it into action. At some point procedures prevent us from putting into practice what we have designed.

Participant T20 also reflected that

I don't agree with that. In order to achieve this, I need to work harder, learn more, and be together with more children. I need to see that I am helping more children. I should get more positive feedback so I guess I'll be satisfied then. I don't want to give up trying. When I'm satisfied, I guess I'll give up. That's why I don't want to say that I've never had enough of my job.

Participant T2 shared that

I don't agree with it at the moment, because while our country is going through many economic difficulties, the economic situation of teachers is decreasing and life is so expensive, it is not possible for me to get satisfaction from my work in every sense. Because human is a living being that lives with matter and matter. No matter how much we say we are emotional and loving, these are secondary things and you cannot be happy if you cannot provide your financial satisfaction. The next day, thinking about how to buy the child's boots, thinking about how to buy my own boots or coat, these concerns about your basic needs get in the way of our own business sense. Apart from that, I love my job and I am happy to be an early childhood teacher ...

The interviewee eight was interested in exploring factors that influence on early childhood teachers' job satisfaction. As presented in Table 27, participants expressed that factors affecting their job satisfaction can be related to the categories of personal, third parties including parents, administrators, child, environment, feedbacks and any factors affect.

Table 27.*Factors Affecting Teachers' Job Satisfaction*

Category	Codes	Participant Early Childhood Teachers	
Personal factors	Financial concerns	T2 T15 T20 T21	
	Familial situations	T8 T12	
	Teaching in an environment where you are needed	T9	
	Commitment to the profession	T2 T4 T14	
	Not to miss your special days	T21	
Factors related to third parties (Parents, administrators, colleagues)	Incompetent administrators	T2	
	Attitude of Administrators	T3 T7 T8 T12 T17 T18 T20	
	Colleagues you work with	T5 T17 T20	
	Giving too much authority to parents	T2	
	Attitude of parents	T4 T5 T6 T7 T12 T15 T16	
	Socio-economic level of families	T9	
	Child factors	Love for children	T4 T11
		Emotional bond with children	T5
Activities with children		T6 T10	
Keeping in touch with the children I graduated		T13	
Communication with children		T5 T7 T17	
Problem behaviours in children		T9	
Dynamics of the classroom		T6	
Environmental factors		Physical conditions of the school	T4 T9 T15 T18
	Economic conditions of schools	T12	
	Number of children	T4 T9	
	Materials	T7	
	Procedures	T15	

Table 27. (continued)

Feedbacks factors	Feedbacks from stakeholders	T4 T6 T10 T11 T13 T19 T21
	Seeing children, I graduated come to good places	T13
Any factors affect		T1

*The table reflects more than one answer of each participant.

Personal factors: Some preschool teachers shared that financial concern is a factor affecting teachers' job satisfaction. It has been stated that if teachers think about the things they need to meet even in their basic needs, they will more likely to experience stress. Thus, this is a situation that affects their professional efficiency. Some other teachers commented that familial situations also influence their satisfaction in their profession. In this sense, it was stated that problems in the family or if the child is sick etc. are also a factor. In addition to teaching in an environment where you are needed, participant teachers shared that commitment to the profession is a factor affecting their job satisfaction. One of preschool teacher reflected that remembering teaches' special days affect their job satisfaction. Participant T9 shared that

You are very important to a child in a village school. The things you teach and the time you spend are precious. This is less in the center, but I think it is higher for children with middle socio-economic levels. Although the children here have problem behaviors, you are still very valuable to them because they have less opportunity to reach certain things. Knowing this is also a factor, I think.

Moreover, participant T12 stated that

This may be due to your own responsibilities. You may experience a feeling of inadequacy from time to time due to a number of different situations in your family since you are a mother or a spouse as well...

Factors related to third parties (parents, administrators, colleagues): A great majority of teachers expressed that attitude of administrators affect their job satisfaction. Following colleagues, you work with, one of participant teachers sated that their job satisfaction is influenced by giving too much authority to

parents. Many preschool teachers explained that attitudes of parents are considered as a factor in this question. Participant T17 expressed that

The people in your work environment definitely affect it. If you are happy with the working environment, your administrators, and the people at your school, it affects your satisfaction. Colleagues at school... parents' attitudes are also effective. Teachers' sharing spirit increases your professional satisfaction.

Child factors: Some teachers reported that their love for children increases their job satisfaction. One of participants stated that emotional bond with children is another factor. Some other teachers reported that their job satisfactions are affected by activities with children. Another factor was stated as keeping in touch with the children teacher graduated. In addition to communication with children, dynamics of the classroom is reported as the factor in this question. In relation to this issue, participant T10 commented that

If we can spend quality time, if activities can create excitement and curiosity for children, if there is no problematic behavior in the activity process, in short, if we can carry out effective activities, if we can spend time with the child effectively, if the child can give correct feedback, the professional satisfaction of the teacher will increase.

Environmental factors: Some teachers shared that physical conditions of a school is a factor in teachers' job satisfaction. Features such as whether the school has a garden, whether there is a game room or whether there is a separate area for eating were explained by the teachers in terms of affecting their job satisfaction. Participant T18 commented that

... The physical conditions of the school affect my professional satisfaction. Whether there is a garden or not, the classrooms are large enough, and the necessary items in the classroom are all factors...

Feedbacks factors: Majority of preschool teachers shared that feedbacks from stakeholders have an influence in their job satisfaction. It has been stated that when there is a positive change in the child, the parent sees it and shares it with the teacher, positive feedback from colleagues or the school administration

brings teachers satisfaction in a professional sense. Furthermore, one of participant teacher explained that seeing children graduated come to good places increases job satisfaction.

Participant T19 shared that

My professional satisfaction is increased from the positive feedbacks received from the children after something I teach, from my principal saying ‘yes, these children really learned this’, nice words from the parents, and when my teacher friends come and ask me something about ‘how did you do it?’. Being asked to trust you when there are many teachers is a factor for professional satisfaction.

Any factors affect: One of the participant early childhood teachers stated that there is nothing affect job satisfaction.

Participant T1 expressed that

I never had such a thought like influencing factor. Why should it affect my satisfaction? It was my choice and I live my choice. I wouldn't let anyone or anything affect that.

The research question nine mainly concerns with whether teachers feel burnout in their profession and what situations they feel burnout. In relation to the ninth question, participants also asked how they overcome this situation when they feel like this. The responses of in-service teachers to the research question nine are demonstrated in table 28. As it can be seen in the table, early childhood teachers expressed that they feel burnout (n=18), they do not feel exhausted (n=2) and one of the participant teachers reported that she is not sure.

Table 28.

How Many Early Childhood Teachers Fell Burnout

Category	F
Yes	18
No	2
Not sure	1

In relation to teachers' feeling about burnout, in-service teachers also asked to express their views about in what situations they feel burnout. Table 29 indicates the categories focused on in-service teachers' thoughts about situations forcing them to feel burnout. In general, in-service teachers' responses categorized under four themes including job responsibilities related, human related, person related and technical related.

Table 29.

Situations That In-Service Early Childhood Teachers Feel Burnout

Category	Codes	Participant Early Childhood Teachers
Job Responsibilities related	Lots of paperwork	T3
	Working with the mixed age group	T6
	Having difficulties in classroom management	T7
	Activities not going well	T6
Human related	Difficult children in the class	T10
	Colleagues	T11
	Attitude of parents	T8 T16
	Emotional difficulties of children	T12
	Inability to communicate with children	T7
	Not getting positive feedback	T21
	Not being helpful to children	T8 T9 T17 T20
	Being obstructed	T21
Person related	Familial situations	T12
	Daily challenges	T18 T19
Technical related	Lack of auxiliary staff	T13
	No break	T13
	Lack of facilities	T15
	Number of children	T9
	Size of the class	T9
	Challenges during the pandemic	T2 T14
	Difficulties in obtaining permission and using reports	T1

*The table reflects more than one answer of each participant.

Job Responsibilities related: Lots of paperwork is reported as a situation that cause teachers feel exhausted. In addition to working with the mixed age group, having difficulties in classroom management makes teachers experience exhaustion. One of the preschool teachers stated that when activities not going well, they can have a sense of exhaustion. As related to situation that in-service preschool teachers feel exhausted, difficult children in the class also causes teachers feel exhausted. With respect to this issue, participant T3 commented that

Sometimes happens. Sometimes unnecessary things happen. There can be a lot of paperwork and this paperwork is not transferred to the next levels. For example, we fill out the progress observation form, but these do not correspond to the next class. The child will go to primary school, but this is not a form transferred to the primary school teacher. I'm typing it and it's in my file. But I already know the characteristics of the child. I am that child's teacher, and in the classroom, I don't know about that child from his family, behavior, skills, etc. I know everything. I am writing that document just to keep it in the file. You want your work to have purpose. But this may be different, MEB can do this from the internet through the system. When that child goes to 1st grade, for example, his teacher can see his form. He may have a prior knowledge of that child. And I can't do it at school because I don't have a chance to do it at school. I leave school and take it home and have to fill it at home. At home, I spend most of the time I need to spare for myself for school.

Human related: Some participants mentioned that they feel burnout if they cannot be helpful to children. The inability to create a positive change in the child, and to provide the child with the learning environments s/he needs and the inability to adequately support the areas of development were shared by teachers as a factor in feeling this feeling. Participant T7 reflected that

Can't it be? When I think that I cannot communicate with children, when I want to do something, I cannot gather the children and motivate them. I feel tired, then I say, am I not suitable for this profession, because I cannot communicate with my children at this time.

Person related: One of participant teacher mentioned that situation in the family affects teacher's feeling in the professional environment. Moreover, daily challenges are reported as the situations that influence teachers' burnout in the teaching.

As related to this question, participant T12 commented that

...For example, I have a very young child, I come to school without sleep, I have to be energetic at school even though I have never been able to rest at home. My child can be sick. When I leave him and come to school, of course, I am emotionally affected...

Technical related: Lack of auxiliary staff makes teachers feel exhausted. As reported, fulfilling many responsibilities in the classroom alone can cause them to feel this emotion. Furthermore, the feeling of exhausted can be existed when having no break. In addition to lack of facilities, participant teacher stated that number of children in the class is another situation that cause them to feel burnout. Another teacher shared that size of the class creates some challenges. It was stated that the problems that arise due to the small size of the class and cannot be solved can lead to the feeling of exhaustion. One of another participant teachers mentioned that difficulties in obtaining permission and using reports can also make teachers experience burnout. Some preschool teachers reported to have challenge during the pandemic that cause them experience burnout. With respect to the matter, participant T9 shared that

...Due to the crowdedness of the class, I normally like to observe the class in free time, but I do not like free time because they move uncontrollably in that time. The class is small and crowded. Sometimes a child comes and says he hit me, but his friend was hit while walking because we cannot pass even while walking...

Associated with the situation that early childhood teachers feel burnout, participants were also asked what they do to overcome it when they feel like this. Participant teachers pointed to solutions applied by themselves, support taking from someone and profession related solutions. Table 30 presents the themes about how early childhood teachers overcome when they feel burnout.

Table 30.*How Early Childhood Teachers Overcome When They Feel Burnout*

Category	Codes	Participant Early Childhood Teachers
Applied by the individual	Spending time with family	T2
	Returning to herself	T2 T7 T10 T18
	Don't let negativity affect anything	T16
	Continuing postgraduate education	T17
	Trying to be calmer	T9 T10 T21
	Taking a break and getting away from the environment for a short time	T10 T19
	Writing thoughts on every platform where opinions about preschool are taken	T13
With support from someone	Consulting other teachers	T6 T18
	Consulting others around her	T8 T20 T21
	Getting help from the guidance service	T17
	Providing an interview with a specialist psychologist in the institution	T10
Related to the profession	Trying to do different activities	T9 T14
	Doing parent involvement activities	T9
	Having good time with children	T11 T18
	Produce alternative ways	T15 T14
	Trying to increase commitment to the profession	T11
	Accepting and fulfilling responsibility	T3

*The table reflects more than one answer of each participant.

Applied by the individual: One of the participant teachers reported that spending time with family is a way of overcoming burnout. Many teachers stated that they return themselves to renew their energies. Teachers shared that they create time for themselves, overcome this feeling with sports activities or other activities they enjoy. Participant T2 shared that

...To overcome this, I spend time with my family. I take care of my children; I dream about their future. I think about what I should do myself. I generally think

that diving into a dreamy world and getting away from it a little bit more relaxing.

With support from someone: Some teachers explained that they overcome when they feel burnout through consulting other teachers. Consulting others around is reported by some other teachers. One of the participant teachers mentioned that she deals with feeling burnout by getting help from the guidance service. Furthermore, another teacher explained providing an interview with a specialist psychologist in the institution is a way of overcoming the experiencing burnout. In this sense, participant T6 commented that

...I have a few teachers who are above me in seniority. I go directly to them and explain the situation. I'd like to get some ideas on what I can do to get their attention. I like consulting and exchanging ideas with the teachers around me.

Related to the profession: Some participant teachers shared that trying to do different activities is used to handle with this feeling. Some other teachers explained that having good time with children makes teachers deal with feeling burnout. Moreover, two of preschool teachers reported to produce alternative ways to existing difficulties. For example, if there are not enough materials or environments to perform an activity, they stated that they produce a different activity to how something else can be performed with the material obtained as an alternative to that activity. Participant T14 explained that

...I would make changes in teaching methods and activities. I would prepare the contents and presentations of the activities in a way that would attract the attention of the children. I would try to change the atmosphere. I would try to change my point of view; I would try to bring difference to children.

4.4.2.3. Occupational Resilience

The interview question ten mainly investigates what in-service early childhood teachers explain the concept of occupational resilience. The responses of in-service teachers to the subject of occupational resilience are presented in table 31. In- service early childhood teachers shared their initial expressions before

researcher explained the definition of occupational resilience. Some of the participants reported the same views about occupational resilience. As demonstrated in the table, in-service teachers reported their ideas under the nine subthemes.

Table 31.

Teachers' Expression about the Concept of Occupational Resilience

Expressions of Teachers	Participant Teachers	Early	Childhood
Not lose motivation	T1 T2 T15 T21		
Not to be burnout	T3 T8 T13		
Not lose your energy	T4 T15 T18		
Patience	T5 T10		
To overcome difficulties	T6 T9 T14 T16		
How to deal with adversity	T7 T19		
Not to give up	T6 T9 T11 T20 T21		
Become stronger and sufficient	T12		
Being able to control your emotions	T17		

*The table reflects more than one answer of each participant.

In respect to expression about the concept of occupational resilience, some teachers stated that occupational resilience is not to lose motivation. They defined it as keeping motivation high at all times despite the negative influences coming from outside.

Participant T1 stated that

Not to lose motivation in the face of positive or negative situations experienced professionally. I mean, you go through a lot of things, but after you walk through the door of that classroom, you continue to laugh and happily tell stories or sing a song even though you feel unhappy. So, I think it actually stems from being a professional.

According to some teachers, occupational resilience means not to be burnout.

They defined it as being able to continue the profession without getting burnout.

T3 stated her opinion in relation to the subject as follows:

It evokes the concept of burnout; do you feel exhausted in your profession or are you durable and can you still stay in this system?

Some other teachers defined the concept of occupational resilience as not to lose your energy.

Participant T4 commented that

Regardless of your age, not to lose anything of your energy. Being able to do your job energetically even if you get older. I regularly look at the pages abroad, I watch with curiosity how the teachers there are generally older and they can do their jobs energetically.

The interview question eleven examines the views of early childhood teachers about what they think that whether having occupational resilience is important for a teacher. As reported in table 32, participant teachers agreed that it is very important to have occupational resilience for a teacher. The reason why they think that it is important was also reported in the table.

Table 32.

Views of Teachers about the Importance of Occupational Resilience for a Teacher and Their Reasons

Views of Teachers	F	Reasons	Codes	Participant Early Childhood Teachers
Agree on the importance	21	Related to the conditions of the profession	Ability to work in difficult areas	T1 T2 T4 T13 T16 T20
			To improve existing conditions	T1 T13
			Working with individuals who are in a critical period	T9 T11 T12 T17 T18
			Not to have a feeling of disgust	T1

Table 32. (continued)

Related to professional development	Supporting their own education by following the current information	T2
	To continue the profession	T3 T6 T7 T14
	Being efficient in your job	T5 T8 T10
	Generating alternative ways	T15
	Being able to manage a process with children	T19
	Adapt to changing profiles of the children and parents	T4 T20
	Be a role model for children to teach them be resilient	T21

*The table reflects more than one answer of each participant.

As presented in the Table 32, all participant early childhood teachers agreed on the importance of having occupational resilience for a teacher. The reasons why participant teacher think that also demonstrated in the Table 32. The responses of the teachers were categorized under two themes comprising the themes of related to the conditions of the profession and related to professional development.

Related to the conditions of the profession: As related to the conditions of the profession, many teachers gave attention to the ability to work in difficult areas. As shared that teachers have the possibility to work in many different and challenging schools. For this reason, occupational resilience is important in adapting to and struggling with these conditions. In relation to this question, participant T1 shared that

It is important because I worked in Hakkari, Yüksekova for 3 years. I worked for 1.5 years in a very remote village of a district of Kars. I cleaned the chimney, lit the stove, and cleaned my classrooms and toilets myself. I swept the

classroom, wiped my windows. I tried myself to acquire many things, I spent a certain amount myself. One of my students vomited on my palm. This did not disgust me... This is what we have right now and we should consider how well we can improve it and how well we can improve the physical conditions of the school...

Related to professional development: Some teachers also explained occupational resilience is significant in order to continue the profession. Otherwise, teachers who do not overcome the difficulties and survive with them cannot continue their occupation. Some other participants expressed the importance of the concept as being efficient in your job. They stated that despite the challenging situations, teachers should be efficient in their profession. Participant T6 also explained that

It definitely matters. If we do not have resilience, we have given up. I do not think it would make any sense to do that job after that day. If we do not have faith in ourselves, if we do not believe in such a thing, not only in teaching, but also in our lives, we will not be successful.

The twelve-interview question aims to examine participant teachers' reports about whether they have a colleague who they think is occupationally resilient. Following that question, participants were also asked what characteristics or behaviours of their colleagues they consider to be occupationally resilient. It was seen that in-service teachers have a colleague who they think is occupationally resilient and their answers regarding the following question is classified under the category of characteristics and behaviours. Thirteen themes are listed under the characteristics category and eleven themes are reported under the behaviours category. As seen in the Table 33, all participant early childhood teachers shared that they all have a colleague who they think is occupationally resilient.

Table 33.*A Colleague of Teachers Who Is Occupationally Resilient*

Reports of teachers	F
Participants answered 'yes'	21

Associated with the responses of teachers, early childhood teachers also asked to share their thoughts about what characteristics or behaviours of their colleagues they consider to be occupationally resilient. Table below indicates the themes determined with the answers of in-service teachers as related to the characteristics or behaviours shared by participants.

Table 34.*Characteristics or Behaviours Considered to be Occupationally Resilient*

Characteristics or Behaviours	Codes	Participant Teachers
Characteristics	Being psychologically resilient	T1 T14
	Not succumb to difficulties	T2 T5 T6 T12 T13 T14 T16 T20
	Energetic and active	T3 T17
	Smiling	T4
	Calm	T4 T11 T19
	Disciplined	T7 T9
	Open to innovations	T8 T9 T17
	Having a fun personality	T7
	Open to improvement and change	T9
	Don't give up and fight again	T10 T15 T21
	Patient	T11 T21
	Having the sense of sharing	T15
	Cold-blooded	T19
Behaviours	Loves to play with kids	T7
	Improving herself in terms of material development	T4
	Attending to professional development activities	T4

Table 34. (continued)

Better able to overcome challenges in the classroom	T7
Managing to attract children's attention with different activities	T7 T9
Doesn't bring another problem to class	T8 T11 T13
Don't complain about the situation	T9
Able to communicate well with children and parents	T12
Ability to produce alternative solutions	T15
Equipped with necessary knowledge and skills	T18
Have effective problem-solving skills	T19

*The table reflects more than one answer of each participant.

Characteristics: Most of teachers commented that the characteristics of their colleagues do not succumb to difficulties. They struggle to overcome any kinds of difficult situations. Three of the preschool teachers explained that their colleagues who are occupationally resilient are calm to challenging conditions. Along with being open to innovations, some teachers mentioned about their occupationally resilient colleagues as don't give up and fight again. Some teachers stated that being psychologically resilient is a characteristic of an occupationally resilient colleague. Participant T4 commented that

I think that all my friends at this school are professionally resilient. We are a younger and more energetic group. When a teacher does something, she does not hide it and we always share it with each other. But we have a teacher, I observe, I see her smiling face all the time, she can always stay positive even if she gets angry...

Behaviours: Some participants explained that their colleagues who are resilient in their profession do not bring another problem to class. They explained that

they would leave any problems there and would not let it affect them in the classroom. With respect to this subject, participant T13 shared that

By evaluating all the possibilities, for example, she prepared this class into a project class by using the current possibilities. We can do this even if we don't have any materials. Moreover, even though she has her own family situations, she does the best she can when it comes to school. Sometimes our own children get sick, but when we come here, we are teachers who forget that our children are sick at home. Teaching is at the forefront for us. This may be the case for many teaching professions, but as pre-school teachers, perhaps when we enter through that door, we always focus on the children here.

4.4.3. The Self-Reported Practices of In-Service Early Childhood Teachers on Occupational Resilience

In relation to the third research question that investigates early childhood in-service teachers' self-reported practices about occupational resilience, the questions asked to the participants were (a) evaluating their own professional resilience, (b) factors that affect their occupational resilience positively or negatively, (c) what they do when they encounter a occupational challenge and/or problem, and (d) What they are doing to increase their occupational resilience.

The thirteen-interview question along with a sub-question was aimed to examine self-evaluation of in-service early childhood teachers in relation to occupational resilience. It was recorded that in-service teachers thought to be occupationally resilient. Besides, their views about the qualities they think that make them occupationally resilient was classified under two themes including personality traits and behaviors, as presented in table 35.

Table 35.

Early Childhood Teachers' Self-Evaluation as Related to Their Occupational Resilience

Reports of Teachers	Rates of Teachers	Participant Early Childhood Teachers
All teachers reported 'to be occupationally resilient'	7	T6 T7 T8 T11
	7-8	T9 T16 T20
	8	T2 T4 T10 T12 T15 T17 T19
	8.5-9	T1
	9	T3 T5 T13 T14 T18
	10	T21

All of the participating early childhood teachers stated that they were professionally resilient. After the participants evaluated their professional resilience by giving a value between 7 and 10, they were asked what characteristics made them professionally resilient. The answers received from the teachers are listed under the two categories including personality traits and behaviors as seen in the table below.

Table 36.

The Qualities Teachers Think That Make Them Occupationally Resilient

Category	Codes	Participant Early Childhood Teachers
Personality Traits	Love to laugh	T1
	Being patient	T2 T3 T5 T10 T11 T13 T17 T19
	Being understanding	T3
	Being conscientious	T8 T9
	Being determined	T11 T21
	Being ambitious	T13
	Being positive	T15
	Being calm	T16
	Being researcher	T19
	Being professional when having a problem with colleagues	T19

Table 36. (continued)

	Open to criticism	T19
	Having leadership features	T13
	Like to share	T13
	Being happy to be helpful to others	T5
Behaviors	Do not hesitate to feel an emotion, even if it is negative	T1
	Do not remain under the influence of any negative emotion for a long time	T1
	Do not allow any negative factors from outside to affect me	T2 T13
	To stay in the moment	T1 T15
	Being formal and set boundaries clearly	T2
	Communicating well with all stakeholders	T3 T4 T16 T19
	Love children	T3 T7 T10 T14
	Good at problem solving	T4
	Always energetic in the class	T4
	Love the teaching profession	T5 T7
	Created my own working conditions	T5
	Do not give up in any difficulties	T6 T18 T21
	Consulting to more experienced teachers	T6
	Positive feedbacks from children	T7
	Faith in the profession	T7
	Not working in difficult conditions before	T8 T20
	Do not like judging people	T12 T16
	Do not discriminate people against religion, language or race	T12
	Do the best if given a task	T13
	Creating alternative ways	T15
	Developing professionally	T17 T18
	Gaining more professional experience	T17
	Improving in managing emotions	T17
	Giving importance to behavior education beyond academic skills	T21

*The table reflects more than one answer of each participant.

Personality Traits: Most of teachers shared that being patient helps them increase their resilience in their professions. They explained that being patient helps them to be more resilient in the face of adversity and to make right decisions by staying calm in any challenging situation. Participant T13 expressed that

I am patient, I am strong, I have leadership qualities. If I am given a task, I will do it. I will overcome it... I am ambitious... If something needs to be done at school, for example, I prepare it and share it with all my friends. It's not like I did it, let everyone be a partner in my success. I think other children can benefit from it as well.

Behaviors: Many teachers expressed that they are occupationally resilient since they communicate well with all stakeholders. Besides, most of teachers stated love the children make them resilient in their occupations. Some of the participants expressed the behavior of do not give up in any difficulties. They stated that moving forward in line with their goals without losing their sense of struggle in a difficult situation is one of the characteristics that makes them resilient in a professional sense. As related to this matter, participant T12 reflected that

I don't like judging people. When a parent or student comes to school, I do not put them in any place in terms of religion, language or race. I don't discriminate between people like that. I have adopted this as a principle throughout my professional life.

The fourteen-interview question aims to explore the factors early childhood teachers' occupational resilience positively or negatively. Responses to the question demonstrated that, participants mainly expressed three factors which are related to teacher, stakeholders and environment. Table 37 presents the themes gathered from the participants' reports to the question.

Table 37.

Factors Affect Early Childhood Teachers' Occupational Resilience Positively or Negatively

Category	Codes	Participant Early Childhood Teachers
Teacher related	Private life	T1 T7 T8 T11
	Well-being of a teacher in the classroom	T1
	Economic conditions	T2
	Developing skills in the profession	T4
	Illness	T8
	Love children	T12
	Willingness in the profession	T4 T18
Stakeholders related	People you work with	T1 T3 T9
	Attitudes of parents	T2 T7 T9 T10 T11 T14 T17 T18 T20
	Communication with parents	T12 T15
	Communication with colleagues	T7 T15 T17 T19
	Administrators	T3 T7 T8 T9 T12 T17 T18 T19 T20
	Negative perspective of people	T3
	Children with behavioral problems	T9 T14
	Being loved by children	T16 T17
	Feedbacks from stakeholders	T3 T5 T6 T10 T16 T19
	Being obstructed	T21
Environment related	Environmental opportunities	T4
	Physical conditions of classrooms	T9 T13 T18
	Materials	T15
	Lack of facilities and time-out	T13 T14

*The table reflects more than one answer of each participant.

Teacher related: Many teachers reported that their private life has an effect in their occupational resilience. It has been stated that some problems in the family or the current situation of the teacher in her private life can affect their professional performance. Participant T4 expressed that

Willingness. Doing a job willingly is the most important factor. I'd say that's 50% of it. ... How much does a teacher about that profession improve herself? How does she support her knowledge and skills, does she gain new knowledge and skills by participating in trainings related to her field. I think this is the remaining 50 percent...

Stakeholders related: Majority of participants reported that attitudes of parents influence their performances in teaching. It was stated that the parents' approach and attitude with the parents all affect the resilience of the teachers in a positive or negative way. Moreover, many participants explained the factor of administrators. It has been stated that the attitudes, behaviours, and communication with the administrators are a factor in their occupational resilience. Many teachers shared feedbacks from stakeholders as a factor in the relevant issue. As the factors that affect early childhood teachers' occupational resilience positively or negatively, participant T10 shared that

Some of our parents may exaggerate a small problem. Our parents, who constantly demoralize and apply pressure in the style of mobbing, pretend to be something that does not exist, and expect more than their child can do, negatively affect our professional performance. On the other hand, positive feedback from parents also positively affects our resilience.

Environment related: Three of the participants stated that physical conditions of classrooms have an influence on their occupational resilience. They explained that the characteristics of the classroom affect the entire order in the classroom including the behaviors of children in the classroom with each other, what activities can be done and what rules should be in the classroom. Moreover, some teachers explained that their occupational resilience is affected by lack of facilities and time-out.

Participant T13 expressed that

The biggest problem is the lack of auxiliary staff. Physical conditions are another factor. If we compare the resilience of a teacher working in a fully equipped kindergarten, of course, both their resilience and motivation are much higher. We are trying to do our best according to the conditions here. We have to do the cleaning and other situations ourselves, so the conditions are difficult for us.

The fifteen-interview question investigates what early childhood teachers do when they encounter with a professional difficulty and/or problem. Responses of the early childhood teachers to the question indicated that, participants' reactions in the encounter of a professional problem and/or difficulty mainly shows four categories which are communication and collaboration, personal and professional development, problem solving skills and process and legal processes. Table 38 demonstrates the categories gathered from the participants reports to the question.

Table 38.

What Early Childhood Teachers Do When They Encounter with a Professional Difficulty and/or Problem

Category	Codes	Participant Early Childhood Teachers
Communication and Collaboration	Strengthening communication with parents	T1 T14
	Working in coordination with other professions	T1 T10
	Consulting to guidance service	T2 T14 T16
	Consulting to colleagues	T2 T4 T6 T7 T17 T18 T19
	Consulting to administration	T2 T7 T9 T16 T19
	Sharing the situation with an outsider	T8
	Trying to communicate effectively	T3 T12 T20
	Meeting with the children	T19

Table 38. (continued)

Personal and professional development	Learning through research	T1 T6 T7 T17 T18 T19 T20
	Improving herself in matters of need	T18
	Being professional to criticism	T19
	Do not give up	T21
Problem solving skills and process	Looking for similar solutions of previous problems	T5
	Trying to solve a problem alone	T9 T13
	Understanding what causes the problem	T10 T11 T12 T14
	Trying to find a different way	T15
	Observing the situation for a while	T9 T11
	Pondering calmly for a while	T8 T19
Legal processes	Legal processes	T20

*The table reflects more than one answer of each participant.

Communication and Collaboration: Three of the participants shared that they consult to guidance service. Most of teachers expressed that they consult to administration. Many teachers also shared that they consult to their colleagues. Regarding this question, participant T14 commented that

If this topic is about a child, I take care of the child personally and talk to the family. I try to find out the reason behind the child's behavior. We talk with our guidance teacher about how we can solve this. We also hold a meeting with our administrator at the beginning and end of the term on guidance for each child. We are talking about a problem if there is a problem with children one by one. We are trying to extinguish that behavior in the classroom. We draw child's attention to a different point. If we need support, we invite our guidance teacher to the class.

Personal and professional development: Many teachers stated that they learn through research. They shared that if they see lack of knowledge about the

situation that create a problem or difficulty, they try to learn by researching academic sources. Participant T20 stated that

If it is related to the child, I research what I can do in terms of education. I would read books, read articles, read the researches and results related to the subject, ...

Problem solving skills and process: Many teachers reflected that they address a problem by understanding what's causing the problem. First, they explained that they were trying to understand what was the source that caused the problem, and then they were focusing on solutions. Participant T5 shared that

At first, I was very emotional, I immediately cried. Now I can find solutions because there are problems that I have encountered before. I am looking for a solution based on the previous incident. Because I have experience and there are similar problems, I try to overcome it by motivating myself by saying that I have done this before, now I can overcome this, without decreasing my motivation.

Legal processes: One of the participant teachers stated they she can consult to legal authorities. She emphasized that if it is a serious problem and if she has tried all possible solutions and could not find a positive solution, she can try legal ways as the last solution. Participant T20 commented that

The last solution I could resort to would be legal remedies.

The interview question sixteen aims to understand what early childhood teachers do to increase their occupational resilience. Following these questions, participant also asked to express whether they see the positive contributions of these to their practice. Table 39 shows the themes gathered from the participants' answers to the question. Responses of teachers to the question were categorized under two themes including professional development and managing daily life more effectively.

Table 39.*What Early Childhood Teachers Do to Increase Their Occupational Resilience*

Category	Codes	Participant Early Childhood Teachers	
Professional Development	Developing knowledge in profession	T1 T3 T9 T12 T14 T15 T16 T17 T19 T21	
	Exploring children's interests	T5	
	Participating in personal development activities	T3 T12	
	Managing emotions in profession	T1 T17	
	Continue Master education	T2	
	Coming to class prepared	T4	
	Reflection of herself	T11 T19	
	Exchange ideas with colleagues	T7 T12 T19	
	Contacting relevant departments	T13	
	Developing empathy skills	T15	
	Communicating well with children	T15 T18	
	Not seeing teaching as a job and doing it with enthusiasm	T18	
	Developing a positive perspective	T20	
	Manage daily life more effectively	Starting the day early	T4
	Trying to be more energetic	T4	
To do sport	T5 T6		
Communicating well with the people in private life	T8		
Getting support from a psychological expert	T10		
Taking time for myself	T11 T13 T14 T19		
Trying to do hobbies	T12 T14		
Start the day happily	T15		

*The table reflects more than one answer of each participant.

Professional Development: Majority of participants stated that they develop their knowledge in profession to increase their occupational resilience. The participants stated that the preschool field is very comprehensive and that they have increased their knowledge in their fields to improve themselves and be more resilient in a professional sense, and that they support themselves in this sense. As related to this matter, participant T11 expressed that

...When I leave school, I take time for myself for the first half hour, thinking about what I did today, what I couldn't do, what I did for the children. I consider the positive and negative aspects. If I have a negative side, I try to fix it the next day. If it is positive, I increase it somehow.

Manage daily life more effectively: Many participants reflected that they take time for themselves. They shared that by creating time for themselves, they renew their energy, decrease the stress of the day, and feel more positive. Two of the participants expressed that they do sports. Some participants try to do their hobbies. Participants T13 stated that

... It is very good for me to rest in a quiet environment and listen to the silence. The mind is rested, the noise here may be disturbing to most people, but we do not have such a thing, we can hear everyone at the same time in that mess and we can help all of them. After leaving the classroom, staying in a quiet environment for 15-20 minutes and resting helps me regain the resilience and energy I need for the next day.

In relation to the sixteen-interview question, participants were asked that whether they have positive contributions of these two in their practices. In addition, how they see positive contributions of these in their teaching profession. All participant in-service early childhood teachers reported that they have positive contributions of their strategies they explained in their occupation. Two categorized were demonstrated in the table which are teaching profession related and person related. The table 40 presents the answers of the early childhood teachers.

Table 40.*Positive Contributions of these to Early Childhood Teachers in Practice*

Category	Codes	Participant Early Childhood Teachers	
Teaching Profession related	Affecting the classroom atmosphere	T1	
	Accessing up-to-date information	T2 T9 T16 T17 T21	
	Improving yourself in the areas you have lack of information	T2 T3 T14 T16 T17 T19 T21	
	Affecting classroom management positively	T4	
	Easy to bond with children	T5	
	Shared experiences, thoughts, etc. contribute a lot to each other	T7 T12	
	To establish a healthy communication with the parent	T15	
	Professional motivation does not decrease	T18 T20	
	Person related	Feeling better	T6 T10 T11 T13 T14
	Private life becomes smoother	T8	
Seeing the positive and negative sides with evaluation	T11		
Seeing the shortcomings and looking from a broad perspective	T19		
To be able to continue the day happily	T15		

*The table reflects more than one answer of each participant.

Teaching Profession related: Many preschool teachers explained that they access up-to-date information. A great majority of participants expressed that they improve themselves in the areas you have lack of information. Participant T20 reflected that

Positive thoughts start to overtake negative ones. Your stamina increases. Running has never been for me. There are always alternative jobs, I think the important thing is to try to solve the existing situation. I also have a positive outlook and prefer to fight instead of running away from the current situation. In this way, my professional motivation does not decrease.

Person related: Many participant teachers shared that they feel better. It has been stated that feeling good about themselves also affects their daily and professional lives. In relation to this question, participant T19 commented that

In fact, I know what to do in most things and unfortunately, I evaluate the things I have experienced in the process differently. You can be touchy, you can misunderstand, you can look from a very narrow window. At the end of the day, I think it's best to see it's shortcomings and explain it to yourself when you broadcast it to a wide framework. This is the most important in terms of increasing my professional resilience and success in my teaching. When you make a self-evaluation, it is very useful in removing the information you know from your shell, remembering, and re-evaluating the concepts you look at from a narrow window.

As the last question of the interview, the teachers were asked if they had any comments they would like to add or if there was another question they would like to be asked. Some of the participating early childhood teachers shared their thoughts that they wanted to be asked to this question or that they wanted to add as comments. The table below shows the participating teachers who add their comments and suggest questions that can be added to interview protocol.

Table 41.

Early Childhood Teachers' Questions They Would Like to Add or Want to Be Asked

	Participant Early Childhood Teachers
Comments	T6 T14 T17 T19
Questions Can Be Added	T4 T20

With respect to comments shared by participant teachers, participants' explanations as follow;

Participant T6 mentioned that

In fact, the coordinated and cooperative work of both colleagues and people from different professions increases the resilience of people. Because you cannot do some things alone in this profession, it is necessary to be united.

Participant T14 explained that

With the comments from my environment, I think it is the most challenging field among the branches. After all, teachers are really improving themselves. I graduated from 2006. When I look at it since then, I say that I have added something every year. The group you work with each year definitely adds something to you, you teach them, but they also add something to you. You gain a different perspective from each student. I think that even what you learn from a student with a problem behavior can contribute to many others who are likely to have problems the next year... I think that our faculty should come from the field and have a lot of field experience. I couldn't use many of the things we were taught. You learn when you start your career. You can learn in internship; you can learn from a colleague. While the theoretical information is transferred intensively enough, it is necessary to have enough practical equipment.

Participant T19 shared that

...in fact, they were all interrelated questions, both as a requirement of the profession and because the questions were related to each other. How we should evaluate, what we are, what we should do, what we have become, we evaluated them in these questions. It has been good for me as well.

As related to the category of questions can be added, participant teachers shared the following explanations.

As expressed by participant T21,

Differences in attitudes towards teachers between the public and private sectors. The vacation processes, financial opportunities and rights of teachers in the private sector are not like those in the state. Even with the bus card, private sector teachers cannot have this card, they cannot have a teacher card. Additions can be made to the research about the rights of teachers working between the two institutions. Sometimes they affect our resilience or our burnout.

Participant T4 shared that

Physical structures of classes could be added. Physical structures also affect a teacher, I think. And I think the fact that the class belongs only to that teacher and the children is also affecting. For example, I am the only one using my class this year and I can design it as I want. I can make the arrangements about centers that I want to prepare. I think it has an influence although to a small extent. There may be a larger class.

4.5. Key Findings

In-Service Teachers' Beliefs about Occupational Resilience

- In-service early childhood teachers had the high level of occupational resilience scores (M= 117.81) and the total occupational resilience score is ranged between 84 and 130.
- It was also investigated occupational resilience beliefs of early childhood teachers differ with respect to educational background, the type of institutions and attending professional development activities. However, the results of the present study demonstrated that occupational resilience beliefs of early childhood teachers did not differ with respect to age, professional experience, the number of children in the class, and the age group they teach.
- Participants with 2-Year High School Graduate had the highest score in occupational resilience whereas teachers with Post Graduate degree had the lowest score from the scale.
- There was a significantly difference between type of institutions and total occupational resilience. Occupational resilience scores of teachers working in private schools were higher than those working in independent kindergartens and kindergartens affiliated to primary schools.
- There was not meaningful significance in the occupational resilience beliefs of early childhood teachers according to age and experience years. The occupational resilience beliefs scores of participating early childhood

teachers with 31+ years of experience were higher than those of early childhood teachers with 1-5 years of experience.

- The present study found no significant difference in the occupational resilience beliefs of early childhood teachers by age factor.
- The four items with the highest average are as follows; do not avoid asking for help in solving my students' problems, my students trust me when it comes to an important topic, I am aware that I have an impact on the lives of my students, and I am confident about my job.

In-Service Teachers' Views about Occupational Resilience

- Going to school happy or leaving school happy, being willing and happy in the profession, and behaviours of children are the ways of understanding that teacher has a high level of job satisfaction.
- Most of the participant early childhood teachers reported that they have a high level of job satisfaction (n=17).
- Factors affecting job satisfaction of teachers were explained as financial concerns, attitude of administrators, colleagues you work with, attitudes of parents, and feedbacks from stakeholders.
- Most of the early childhood teachers expressed that they feel exhausted and two of the participants shared they do not feel exhausted.
- Not being helpful to children, daily challenges, attitude of parents, and challenges during the pandemic were shared as some of the situations that cause teachers, they feel burnout.
- Early childhood teachers explained that they overcome when they feel burnout through returning to themselves, consulting other around them, trying to be calmer, having good time with children, and producing alternative ways.
- Teacher shared their views in respect to expression about the concept of occupational resilience; not lose motivation, not to give up, to overcome difficulties, not lose your energy, not to be burnout, patience, how to deal

with adversity, become stronger and sufficient, and being able to control your emotions.

- Participant teachers agreed that it is very important to have occupational resilience for a teacher. The responses of the teachers were categorized under two themes. Related to the conditions of the profession: ability to work in difficult areas, working with individuals who are in a critical period and related to professional development: to continue the profession and being efficient in your job.
- Not succumb to difficulties, open to innovations, being calm, don't give up and fight again, and doesn't bring another problem to class are some of the characteristics or behaviours of teachers' colleagues they consider to be occupationally resilient.

In-Service Teachers' Views about Their Self-Reported Practices on Occupational Resilience

- All of the participating early childhood teachers stated that they were professionally resilient. The participants evaluated their professional resilience by giving a value between 7 and 10.
- Being patient, communicating well with all stakeholders, do not give up in any difficulties, developing professionally are some of characteristics made them professionally resilient.
- Participants mainly expressed three factors which are related to teacher, stakeholders and environment that affect your occupational resilience positively or negatively. Some of these factors were private life, attitudes of parents, communication with colleagues, administrators, and feedbacks from stakeholders.
- Teachers' reactions in the face of a professional problem and/or difficulty mainly demonstrates four categories which are communication and collaboration, personal and professional development, problem solving skills and process and legal processes.

- Majority of teachers shared that they consult to colleagues, consult to administration, learn through research, and understand what causes the problem.
- Early childhood teachers gave attention to professional development and managing daily life more effectively to increase their occupational resilience. Many teachers expressed that they develop knowledge in profession and take time for themselves.
- They evaluated the positive contributions of these in their practice through improving yourself in the areas themselves have lack of information, accessing up-to-date information, and feeling better.

4.6. Synthesis of Quantitative and Qualitative Data

The main concerns of this study were early childhood preservice teachers' beliefs and self-reported practices on occupational resilience. In relation to this, both quantitative and qualitative data was collected respectively. In the data collection process, participant early childhood teachers firstly shared their beliefs quantitatively as related to (a) their occupational resilience levels and (b) what extent the demographic factors such as age, educational background, years of experience, and the number of children have an impact on their occupational resilience. Secondly, semi-structured interviews were conducted with participants about their views and self-reported practices to elaborate on occupational resilience. With this respect, they were administered to respond their views about (a) personal questions about the teaching profession, (b) their professional satisfaction, and (c) occupational resilience involving definition of occupational resilience, importance of occupational resilience and a colleague they consider to be professionally resilient and their characteristics. Also, participants were asked to share their self-reported practices about (a) evaluating their own professional resilience, (b) factors that affect their occupational resilience positively or negatively, (c) what they do when they encounter an

occupational challenge and/or problem, and (d) what they are doing to increase their occupational resilience.

The current study demonstrated that early childhood teachers had the high level of mean score on occupational resilience in the questionnaire. It can be stated that early childhood teachers are resilient in their occupation and can handle possible difficulties and challenges occurred in their working place. Participants answered the items with the highest average are as follows; 'Being aware that I have an impact on the lives of my students', 'Expressing my criticism clearly in the school environment', and 'Do not avoid asking for help in solving my students' problems'. Participants in the current study evaluated themselves as being aware that they have an influence on their children' lives. They can also express their criticism clearly in the school setting and they do not avoid asking for help in solving their students' problems. Likewise, in the qualitative study, all the participant early childhood teachers expressed that they found themselves as resilient in their profession. Most of teachers shared the characteristics made them occupationally resilient as being patient, love children, communicating well with all stakeholders, and do not give up in any difficulties. Many teachers expressed that being patient helps them support their resilience in their teaching. In addition to that, some teachers explained that to do not give up is another characteristic enable them to become professionally resilient. Similarly, according to teachers' expressions in the questionnaire, they know from their experiences that they can cope with professional difficulties. In parallel with the quantitative and qualitative research results, the teachers stated that they were evaluated themselves as being a determined person about their job in quantitative research. Similarly, being determined is shared by the participants as a characteristic made them professionally resilient in qualitative research findings.

It was also found that participant teachers with 2-Year High School Graduate had the highest score in occupational resilience while teachers with Post Graduate degree had the lowest occupational resilience score from the scale. 2-Year High School graduate teachers either experienced few years in the

profession, but they work in a private preschool, or they work in the public preschool, but they spent many years in the profession. One of the teachers working in a private school stated that the conditions of the private school made the teachers more challenging, and they felt the need to constantly improve themselves in order to receive positive feedback and to be competent. Likewise, the mean scores of early childhood teachers working at private schools are slightly higher than other types of schools including independent public preschool and preschool in primary schools in the quantitative part of the study. On the qualitative part, although teachers working in private schools have different educational backgrounds such as Open Education Faculty Child Development Graduate, High School Graduate, 2-Year College Graduate, and bachelor's degree, and they have different professional experiences, ranging from 1 to 13 years, they evaluated themselves as professionally resilient.

There was not a meaningful significance in the occupational resilience beliefs of early childhood teachers in relation to age and years of experience. The occupational resilience beliefs scores of participating early childhood teachers with 31+ years of experience were found as higher than those of early childhood teachers with 1-5 years of experience. Moreover, it is recorded that participant teachers with 54+ and above had higher occupational resilience scores than the participants in other age groups in the questionnaire. In the qualitative analysis, it was found that the participant teacher, who evaluated himself with the highest professional score, had 13 years of professional experience, had a Bachelor degree and worked in a private school. The participant teacher explained that she is a graduate of a vocational high school and has had a long time of experience in early childhood field, including internship practices since those years. Similarly, the teacher with the highest professional experience in qualitative analysis has a Bachelor degree with 23 years of field experience and works in a public school. The participant teacher, who considers herself to be professionally resilient, has the highest years of professional experience among the other participants. In contrast to quantitative analysis, most participants in qualitative analysis have Bachelor degrees and all participants find themselves professionally resilient.

The current study does not demonstrate a statistically difference in the occupational resilience belief score of teachers in relation to the number of children at class. In the Interview, the participating teacher shared that few numbers of schools are one of the factors affecting occupational resilience. He explained that there are not enough schools and that the classes are more crowded, and this creates problems in the classroom due to the lack of space.

There are more complex structures contributing to teacher resilience as demographics, class characteristics were not recorded as decisive factors for teacher resilience. The findings in the quantitative part show similarities with other findings in the literature, as well as different results. Although the findings that will support the quantitative data and examine in-depth have been reached in the qualitative data, many factors affecting the professional resilience of preschool teachers have been shared. Participants shared factors affecting their occupational resilience positively or negatively. Their responses to the question were categorized under teacher, stakeholders and environment factors. In the interview, teachers mostly focused on the factors that decrease their occupational resilience including economic factors, environmental opportunities or negative perspectives of people. In addition, most of participants mentioned about stakeholder factor such as people they work with, attitudes of parents, communication with colleagues, administrators, and feedbacks from stakeholders. Furthermore, many participants early childhood teachers shared that private life is another factor affecting teachers' occupational resilience. The difficulties they experienced in their private lives, their child's illness at home or their health problems were explained as factors affecting their professional performance. In addition, some of the teachers emphasized on environmental factors in teacher resilience. They focused on environmental opportunities, physical conditions of classrooms, materials, and lack of facilities and time-out. It was expressed that the ability of becoming resilience may be influenced by environmental conditions and difficulties.

Despite the factors affecting the professional resilience of the teachers in the interview, all participants stated that they were professionally resilient. These findings were supported by quantitative data in which participants shared that "They know from their experiences that they can cope with professional difficulties", "When they get into a difficult situation at school, they eventually find a way out", "They can overcome difficulties with a little effort", and "They don't lose faith in themselves in difficult times". Many participant teachers expressed that they consult to colleagues and administration, try to communicate effectively, learn through research, and understand what causes the problem when they encounter with a professional difficulty and/or problem. Their responses categorized under the categories of communication and collaboration, personal and professional development, problem solving skills and process and legal processes. Likewise, in the questionnaire, teachers shared that "They can seek the opinions of their colleagues when necessary" and "They do not avoid asking for help in solving their students' problems".

The participant teachers shared their ideas about the definition of occupational resilience. Participants mentioned about the terms of motivation, burnout, energy, patience, overcoming difficulties, dealing with adversity and not giving up. These definitions demonstrate that the participants' views on the concept of occupational resilience focus on some characteristics such as coping with difficulties. However, teachers did not realize that resilience in teachers also enables them to be developed and supported while dealing with adversities.

Many participants expressed that they have high level of job satisfaction. As related to understanding a teacher with a high level of job satisfaction, teachers expressed their views about four main characteristics of a highly satisfied teacher in job, such as personal characteristics, well-being of teacher, professional efforts and feedbacks from stakeholders. Majority of teachers emphasized professional effort: being willing and happy in the profession. Moreover, many teachers stressed well-being of teachers: going to school happy or leaving school happy. A teacher's peaceful expression when leaving the classroom with satisfaction,

happiness and joy on his/her face, and his/her reluctance to enter and/or leave the classroom as quickly as possible were understood as demonstrating the satisfaction of a teacher in the teaching. Teachers in the quantitative study evaluated themselves as “They can see the fun side of events at school”, “They tend to improve themselves in matters that they feel lacking in their profession”, “They believe that they will achieve remarkable success in their profession”, and “When they think about what they have done so far, they say that they have done good things for their profession”.

As related to the factors influencing job satisfaction, teachers shared the factors including personal, third parties (parents, administrators, colleagues), child, environmental and feedbacks. Most of teachers highlighted the significance of third parties (parents, administrators, colleagues); colleagues they work with in terms of impacting on job satisfaction. They also explained administrators and parents as a third parties related factors. Along with this, early childhood teachers pointed at the environmental factors such as physical conditions of the school, materials, economic conditions of schools, number of children and procedures in producing negative effect on job satisfaction. Not all participants agreed with the physical conditions as a problem, and they shared that they do not allow them to decrease their professional motivation since they can deal with this challenge to a large extent. However, physical conditions were also interpreted as a factor influencing their job satisfaction for some participants.

Many participant teachers in the study explained that they feel burnout in the professional manner. Even though teachers have a sense of burnout in their profession, they shared that they still are motivated to maintain their teaching and have a feeling of satisfaction in their teaching. The reasons of teachers' burnout were explained as responsibilities about job, colleagues, parents and difficult children, personal situations, and technical problems which cause them feel burnout. With respect to factors affecting teachers in experience burnout as expressed in the interview, working with the mixed age group, activities not going well, and having difficulties in classroom management are mentioned as

related to job responsibilities reasons. In addition, many teachers expressed that not being helpful to children makes them feel burnout in the profession. In this regard, children's emotional difficulties, inability to communicate with children, attitude of parents, and colleagues are the reasons to experience burnout for teachers. Some teachers also explained the personal situations such as familial situations and daily challenges as the reason which cause them to have a sense of burnout. Some technical related issues including lack of facilities, number of children, size of the class, and lack of auxiliary staff were shared as the reason behind teachers' feeling of job burnout.

Factors affecting teachers' professional satisfaction and professional burnout shows the importance of human factors such as parents, school administration as well as their colleagues. They shared that they all have a colleague who is occupationally resilient. Do not give up and fight again, being calm, having the sense of sharing, and does not bring another problem to class are some of the characteristics and behaviors of participants' occupationally resilient colleagues.

All early childhood teachers believed that resilience is of utmost significance among all teachers working at different branches. They put particular emphasis on early childhood teachers since some participants explained that this field has some unique difficulties as compared to other fields. They all expressed that being occupationally resilient is highly important for a teacher mainly for two reasons: challenging conditions in the profession and professional development reasons. According to early childhood teachers, occupational resilience helps teachers work in schools in difficult conditions. Participants mentioned about ability to work in difficult areas, improving existing conditions, working with individuals who are in a critical period, and not to have a feeling of disgust as related to the conditions of the profession reasons. Many teachers also explained that resilience is needed for a teacher to help teachers keep their professions in addition to its importance to be efficient in their job and adapt to changing profiles of the children and parents.

Majority of teachers explained sharing ideas with colleagues and taking time for themselves to foster their resilience. According to teachers' expressions, they do not utilize a single way to support their resilience. Their responses about increasing their occupational resilience include the strategies of professional development and managing daily life more effectively. Most of teachers shared that they develop their knowledge in profession. In addition, they expressed that they explore children's interests, participate in personal development activities, exchange ideas with colleagues, and communicate well with children. One of the participant teachers mentioned about continue Master education to have more information about the field. They also apply some strategies about managing their daily life more effectively such as taking time for themselves, doing sport, trying to be more energetic, getting support from a psychological expert and communicating well with people in private life.

Participants stated that they give importance to professional development activities. Teachers are aware of the significance of participating in professional development activities such as seminars, educational workshops, and conferences. They all expressed that they have positive effects of these strategies into in their practices mainly for two reasons; teaching profession related, and person related. Many teachers explained that they support themselves in the areas they have lack of information, access up-to-date information, increase their professional motivation, and sharing experiences and thought contribute to each other. They also have contributions of their strategies to their practices through affecting classroom management positively, easily to bond with children, establishing a healthy communication with the parent, and affecting the classroom atmosphere. In the quantitative study, participant teachers evaluated that "They can control behaviors that negatively affect activities in the classroom", "They are confident about their job", and "They can overcome difficulties with a little effort". Moreover, most of the teachers shared that they feel better. One of the participants also stated that see the shortcomings and looking from a broad perspective and another teacher mentioned about being able to continue the day happily. Teachers, in the quantitative part, shared that

“They are a person at peace with themselves” and “They can multitask at the same time”.

Additionally, one of the teachers pointed out the significance of coordinated and cooperative work of colleagues and people from different professions. It has been stated that in this field, people from different professional groups, for example, guidance, health and nutrition specialist, special education, etc. is very important to work cooperatively. Another participant explained the importance of internship practices and shared that practice should be integrated with theoretical knowledge. The importance of internship experiences and field experiences in professional manner was also mentioned and the teacher shared that she learned a lot of information about the profession through practical experience and the time spending in the field. Similarly, 2-Year High School graduate teachers were found to have higher occupational resilience score than teachers in other educational degrees. The 2-Year High School graduates might have had more practicum experience compared to other groups. Furthermore, according to participant teacher, occupational resilience is particularly of utmost significant for preservice teachers since when they become familiar with the realities of the profession, they can more encourage their capacities and equipped with necessary teaching skills against challenging situation before their first practice in the teaching.

CHAPTER 5

DISCUSSION, IMPLICATIONS AND RECOMMENDATIONS

*“Our greatest glory is not in never falling,
but in rising every time we fall.”
Confucius*

This chapter presents the briefs summary of the study and findings on the views of in-service early childhood teachers regarding occupational resilience and their self-reported practices as related to resilience in their profession are included in detailed. Furthermore, discussion of the study’s findings, educational implications and recommendation for further researches are included in this part.

5.1. Summary of the Study

This study is conducted in order to reach occupational resilience beliefs and views of in-service early childhood teachers. In addition, to which extent early childhood teachers' occupational resilience beliefs differentiate according to variables such as gender, age, educational status, professional experience, participation in professional development activities, the number of children in the class, the type of school they work and the age group they teach were also investigated. Additionally, self-reported practices of early childhood teachers in regards to occupational resilience were examined. An explanatory sequential mixed method design was utilized that qualitative data collection was conducted after quantitative research was employed to support the quantitative data with further information. The data was collected from 233 in-service early childhood teachers working in both private and public preschools and 21 volunteer early childhood teachers who completed questionnaire were participated in the semi-structured interview process. In the first part of the research, Occupational Resilience Belief Scale for Teachers and Teacher Candidates were administered

to participants working at the preschools in the districts of Karabağlar, Konak, Buca, Bornova, Balçova and Gaziemir districts of Izmir. In the second part of the study, a semi-structured one-on-one interview process was carried out with volunteer in-service early childhood teachers. In the analysis of the quantitative part, normality assumptions, descriptive statistics, frequencies and percentages were checked and thematic categories were determined from codes derived from the participants' responses during qualitative inquiry.

5.2. Discussion of the Findings

5.2.1. The Level of In-Service Early Childhood Teachers' Occupational Resilience Beliefs

This study has the purpose of investigating in-service early childhood teachers' occupational resilience beliefs. Besides, as a sub-question of the first question, the study aims to examine whether the occupational resilience beliefs of early childhood teachers differ according to some demographic variables such as age, participating in professional development activities, years of experience and the type of school they work at. Teachers need to have a high level of resilience since they have to encounter and handle with several challenging situations in their professional life (Polat & İskender, 2018). The findings of the current study demonstrated that in-service early childhood teachers had the high level of mean score on occupational resilience ($M= 117, 81$). The literature indicates parallel findings to the result of the current research. For instance, based on the study conducted with early childhood school teachers and children in Croatia presented that early childhood teachers have a high level of resilience. The study also shows that teacher with high level of resilience possess a positive attitude towards the significance of preparing programs to establish resilience in children (Bouillet et al., 2014). Firstly, the findings indicated that in-service early childhood teachers had the highest mean occupational resilience beliefs score; in fact, the mean score was close to the highest possible score on the scale. In other words, according to these results, it can be inferred that in-service early

childhood teachers are resilient in their profession and are able to deal with possible difficulties and challenges occurred in their working environment.

Resilience is essential for the ability of a teacher to thrive in the environment of schools (Gu & Day, 2007). The significance of resilience in teachers was also seen by considering that teacher attrition is a current subject in Australia and other financially developed countries since up to 50% of teachers leaving their profession within the first five years of teaching (Arnup & Bowles, 2016). Regarding this issue, some factors have been demonstrated to affect the intention of teachers about continuing or quitting their teaching, comprising job satisfaction, job stress, self-efficacy, and resilience (Day et al., 2009). Resilience has been found to be related to job satisfaction, retention and other positive results for schools and teachers (Mullen et al., 2021), and its major contributions to the effectiveness of teachers and well-being (Gu & Day, 2006). Therefore, it is reasonable to conclude that in-service early childhood school teachers with high occupational resilience beliefs are expected to have a willingness to continue their profession, have high professional satisfaction, cope with professional stress, and be in professional effectiveness and well-being.

The subject of resilience does not have a common accepted definition. It has an unstable concept that comprises behavioral, psychological and cognitive processes in a various condition (Leahy, 2012). As emphasized by Friberg et al. (2003), resilient individuals possess positive attitudes and behaviors to struggle with stressful issues in life. Herrman et al. (2011) stated that resilience refers to the ability or the positive adaptation to sustain or reconstruct psychological health in despite of practicing challenges. To have a high level of resilience is especially significant for a teacher since they must handle with stressful situations, manage their emotions, pursue the learning and development of children and balance between their personal and professional lives (Tait, 2008). Thus, the questions recorded as the highest mean score obtained from the scale can conclude that that early childhood teachers are able to deal with stressors in

their private and working environment as well as holding positive attitude towards protecting their psychological health in adverse situations.

When the results of the survey are evaluated, the items with the highest average are as follows; ‘Being aware that I have an impact on the lives of my students’, ‘Expressing my criticism clearly in the school environment’, and ‘Do not avoid asking for help in solving my students' problems’. Participant teachers in the current study evaluated themselves as being aware that they have an impact on their children’ lives. It is so important for teachers to be professionally resilient since positive outcomes of students can occur with enhanced teacher resilience (Sapolsky, 2004; Thieman et al, 2012). Psychological resilience in children is impacted by the occupational resilience beliefs of early childhood teachers (Bouillet et al, 2014). Therefore, teachers, as important role models in pupils’ lives, have a critical part in promoting resilience (Hattie, & Gan, 2011). It can be concluded that participant in-service early childhood teachers are aware of their influence on their children’s’ lives in terms of fostering children’s resilience as well. In addition, as reported by participant teachers, they can express their criticism clearly in the school environment and they do not avoid asking for help in solving their students’ problems. This evaluation of teachers demonstrates that they feel comfortable is asking help from their colleagues and freely share their thoughts in school setting. This emphasizes the school climate contributes to school experiences of teacher in many important ways. Studies also show that positive school atmosphere reduces the rates of teacher turnover (Ingersoll, 2001) and supports teacher satisfaction (Taylor & Tashakkori, 1995). From this result, it can be said that how teachers perceive the school environment in which they work is also a factor in their professional resilience.

Secondly, it was also compared the mean scores of in-service early childhood teachers in terms of some demographic information including age, educational status, professional experience, participation in professional development activities, and the type of school they work. In this current study, there was a statistical significance in the occupational resilience beliefs of in-service early

childhood teacher in terms of educational background. 2-Year High School graduate and Post Graduate degree have an impact on total occupational resilience scores. When descriptive statistics were conducted, it was recorded that participants with 2-Year High School Graduate had the highest score in occupational resilience whereas teachers with Post Graduate degree had the lowest score from the scale. The literature contains parallel findings to this one. For example, Morris (2002) concluded that the teachers who have a master and bachelor degree were recorded no statistically significant result of higher levels of resilience than the other levels of degrees in any of the seven categories of resilient characteristics in the study. On the other hand, it was reported that was a slight difference in EFL teachers' resilience according to different educational backgrounds. EFL teachers with master's degrees were found to have a higher level of resilience than teachers with only bachelor's degrees (Chu & Liu, 2022). In that study, EFL teachers' teaching experiences and training when they pursue master's education were assumed as the factor in this difference among teachers with different education degrees.

As a result, in light of the previous studies and the current study, it can be inferred that educational levels of teachers may be related to teachers' occupational resilience beliefs in different ways. Teachers with higher academic qualifications may have more professional resilience (Zografou, 2016; Stavradi & Karagianni, 2020), while teachers with 2-Year High School degrees may also have higher occupational resilience. This can show us that the concept of occupational resilience is a more complex structure that can be affected by other factors. For example, the reason behind this finding of the current study may be the years the early childhood teachers experience in the profession and in which institution they teach. This finding might mean that 2-Year High School graduate teachers either spent few years in the profession, but they work in a private school, or they work in the public preschool, but they have many years in the profession. The possible source for their high occupational resilience beliefs of 2-Year High School graduate teachers can be either the years of experience or the type of institution. The 2-Year High School graduates might have had more

practicum experience compared to other groups. Thus, this can also be explained in relation to the nature of teacher training programs. To conclude, there are possible explanations about the effect of educational background on in-service early childhood teachers' occupational resilience beliefs. Nevertheless, in order to comprehend the contributions of each factor and to investigate the other possible explanations, it is needed to examine the subject in a more detailed way. Therefore, it can be inferred that teacher resilience is an improbable characteristic through training and intervention rather than a simply innate trait (Wang, 2021) and that dynamic and interactive nature of the teacher education program should be implemented that can help building teacher resiliency.

In this current study, there was a significantly difference between type of institutions and total occupational resilience score. Different results were revealed in other studies in the literature. According to the statistical analyses of the study conducted with Greek EFL teachers, no differences were found in the resilience levels of teacher working in the public or the private institutions (Stavraki & Karagianni, 2020). In the present study, while the average occupational resilience scores of teachers working in private schools, independent kindergartens and kindergartens affiliated to primary schools are close to each other, the mean scores of early childhood teachers working at private schools are slightly higher than other types of schools including independent public preschool and preschool in primary schools. In the light of this finding, a possible conclusion is that the absence of permanent employment, low wages as well as longer working hours has led to more challenging working conditions in private sector. It may be explained by the fact that teachers in the private sectors develop strategies and protective factors that help them become more resilient to adverse conditions. Furthermore, regarding the differences between private and public-school systems, a possible conclusion is that the teaching experience of teachers can be affected by the characteristics of the school. Socio-economic location and environment of school have a role in influencing teachers and their working lives (Stoll & Louis, 2007). These findings may be explained that although they encounter different kinds of

difficulties in their working environment, they possess essential strategies that help them handle with challenges and be resilient. It might be possible to say that working conditions, school context, and other workplace related characteristics might foster teachers to become more resilient against the difficulties and challenges in their school and classroom environment. It is important to support school atmosphere and the relation between teachers and children in schools, especially larger schools in disadvantaged areas are addressed to be extremely significant in enhancing job satisfaction and performance of teachers (OECD, 2009). Thus, it can be inferred that by understanding the climate in schools and considering their opportunities and features, efforts should be expended in order to increase the productivity of teachers and their resilience to difficulties in terms of both physical and social relations within the school. In this way, even though the needs, requirements and characteristics of the schools' change, the resilience of the teachers against the difficulties in the changing school environment can be supported to be in high levels.

This study also found that there was not a meaningful significance in the occupational resilience beliefs of early childhood teachers according to age and experience years. Similar findings were also found in other studies. For instance, other studies conducted by Harrisson et al., 2002, Kırımoğlu et al., 2010, and Yalçın, 2013 have found out that there was no meaningful difference in the resilience levels of teachers by years of experience. Another study shows that the years in the service do not have a positive influence on resilience (Bowles & Arnup, 2016). However, studies in the literature found different results regarding the effect of experience in the resilience beliefs of teachers. In most studies, similar findings have been reported (Zografou, 2016; Velesioti et al., 2018; Koudigeli, 2017; Pearce & Morrison, 2011) that the subject of resilience is correlated with the years of teaching experience. In a study, it was investigated whether there is a significant difference between the occupational resilience beliefs of in-service early childhood teachers and pre-service teachers. The result of the study indicates that in-service teachers found to have high level of

resilience in their profession and there is a significant difference in the occupational resilience beliefs of early childhood teachers and pre-service early childhood education teachers (Dönmez et al., 2018). The reason for this difference may be that teachers have more experience, have their own classes and spend more active time in the school atmosphere. It is possible to conclude that in-service teachers expose to more different experiences in the school and class atmosphere, and they learn how to how to teach and manage children effectively and received much feedback from stakeholders. Therefore, it might be said that experience years may have an effect in determining the resilience beliefs of teachers in some cases. This issue can be explained that teachers experience a number of different situations throughout their teaching career and some these events can be very stressful. They needed to develop their resilience in the profession when they face to these difficulties and challenges experiences during their teaching. In the light of this, it can be said that years of experience can be found as a decisive factor to affect the level of teachers' resilience in some studies. For instance, in the present study, the occupational resilience beliefs scores of participating early childhood teachers with 31+ years of experience were higher than those of early childhood teachers with 1-5 years of experience. Similarly, it was proposed that teachers with more than fifteen years of experience in teaching tend to be more resilient (Velesiotti et al., 2018; Koudigeli, 2017). Moreover, it was appeared in other studies that older and with more years of experience teachers get better score of resilience (Velesiotti, 2018; Zografou, 2016; Martínez-Martí & Ruch 2017; Chen et al. 2016).

Since age is closely related to years of experience in various cases, similar findings have been displayed. The findings of the study differ from previous research findings revealing that resilience change according to age and years of experience factors. According to (Polat & İskender, 2018), it was found that there was no meaningful difference in the resilience levels of teachers in terms of their age and experience in the profession. Similarly, the findings from other studies also present that the level of resilience was not affected by age factor (Harrisson et al., 2002; Maddi et al., 2006; Genç, 2014). Moreover, age in a

number of researches does not find as a decisive variable in determining resilience of teachers (Beutel et al. 2009; Brouskeli et al., 2018). Likewise, other studies found out that Sezgin (2012; Ülker et al., 2013) age and occupational seniority did not have a significant relationship with psychological resilience. In another study conducted by Morris (2002), the middle age (26 – 30 years) teachers were found any statistically significant result in the higher levels of resilience than the other age groups in any of the seven categories of resilient characteristics. The present study found no significant difference in the occupational resilience beliefs of early childhood teachers by age factor. A number of studies indicate that age is not a decisive factor in determining the resilience of teachers (Chan, 2003; Sezgin, 2009; Siourla, 2018; Daniilidou, 2018). However, when the literature about resilience-age correlation is investigated, different findings are found. Yalçın (2013) demonstrated that teachers between the ages of 41-50 show the highest level of resilience perception. In the current study, although the average scores are close to each other, it is seen that the occupational resilience scores of the 54+ and above participant teachers are higher than the participants in other age groups. Literature reveals that older generation has high level of resilience typically than others (Lundman et al., 2007; Campbell-Sills et al., 2009). The same results were found in the studies conducted with children that teachers evaluated 7 years old children' resilience levels were higher than the 6 years old and 5 years old children were higher than the 4 years old (Miljević-Riđički et. al.,2017).

In conclusion, it can be explained that it remains unclear whether the years spent in the profession and getting on the years might separately or both support or decrease the resilience. Taking the findings of the studies into attention along with significant findings indicated in the related literature, it can be assumed that there might be other factors contributing to the teachers' resilience more strongly than the demographic and classroom characteristics investigated in this study. It is clearly manifested that teachers' resilience is susceptible to an array of protective and risk factors (Chu & Liu, 2022). Specifically, a large number of risk factors including individual and contextual characteristics affecting teacher

resilience have been identified such as intention to leave (Arnup & Bowles, 2016), classroom management, unsupportive administrations, problematic relationships with children/parent and/or colleagues (Gibbs & Miller, 2014; Castro et al., 2010), teacher burnout (Leroux, 2018), and lack of resources (Gu and Day, 2013; Gibbs & Miller, 2014) are some of the stress sources and challenges to teacher resilience. In relation to protective factors affecting resilience of teachers, self-efficacy (Beltman et al., 2011; Li et al., 2019; Hong, 2012; Mansfield et al., 2016), good children's outcomes and support from parents/administrations (Leroux, 2018), demonstrating a positive attitude (Yost, 2006), and hope (Huisman et al., 2010) are also appeared to foster teacher resilience. A possible conclusion can be presented that there are more complex characteristics affecting teacher resilience and since demographics, class characteristics were not found to be decisive factors for teacher resilience, qualitative studies would be implemented in the future to investigate the characteristics of early childhood teachers in more depth and to seek some of additional factors such as affective parameters indicated by teachers.

As a result, the findings and existing studies demonstrated that early childhood teachers' occupational resilience beliefs were related to many factors. Different from previous studies, this study focused on in-service early childhood teachers' occupational resilience beliefs. It can be claimed that the findings of the current study appeared to be consistent with the findings of the existing studies in the literature. However, with reference to demographic variables investigated in the study, the findings are contradictory to some extent. Although the findings of the present study are in line with other studies in some aspects, this study presented contradictory findings in other aspects. In general, the findings of the study demonstrated that the majority of demographic variables, professional and class characteristics have not been found a decisive factor in determining resilience in in-service early childhood teachers. Previous studies mainly examined teachers' occupational resilience in different branches or resilience of individuals. Although researcher could find a limited number of studies which explored early childhood teachers' occupational resilience beliefs in terms of age, educational

background and years of experience, the current study investigated the subject in a detailed way to broaden the understanding of early childhood teachers' occupational resilience beliefs.

5.2.2. The Views of In-Service Early Childhood Teachers' Regarding Occupational Resilience

Teacher resilience is expressed as being addressed by job satisfaction, commitment to the profession, self-efficacy in teaching, wellbeing, motivation and the sense of identity in profession (Papatraianou & Le Cornu 2014; Day & Hong 2016). In relation to the resilience and job satisfaction, the study shows that there is a significant positive relation between resilience and job satisfaction levels (Polat & İskender, 2018). Most of the participants in the study explained that they have high level of job satisfaction. This may be explained with teacher's expressions about the favourite parts of their jobs. Many teachers emphasized that child related factors such as influencing the development of children, children's pure love and happiness, their worlds, and being together with children affect their satisfaction in their teaching. It can be said that child related characteristics may be a contributor factor to early childhood teachers' feeling of job satisfaction and motivation. Thus, their self-evaluation about their high job satisfaction level might be explained by the fact that this profession is chosen with a very conscious decision possibly affected by altruism and intrinsic motivation. In accordance with this, they also reflected themselves as being resilient in their profession. Hence, it seems possible to say that early childhood in-service teachers who feel satisfied in their jobs also become occupationally resilient and have the power to deal with adversities in their teaching.

Teachers' job satisfaction has a crucial role, not only for academic career, but also for promoting teaching and learning quality and even for a development of nation which can influence the effectiveness and strength of school system (Wang & Tran, 2015). Therefore, it can be explained that the importance of job satisfaction related to the efficiency of teachers in a school environment and

working with eager and enthusiasm. For instance, participant T17 commented that '*...I love my job. I am very happy while doing my job. While preparing something for children, while doing research, thinking about what I can add with them, I do it willingly and sincerely*'. It can be said that teacher's professional satisfaction ensures high motivation and this contributes to performance and success of a teacher at school. Literature coincides with this finding that having a sense of happiness and satisfaction of a teacher regarding organization influences the all process in maintaining their jobs, thus it plays a role in a school system on the whole (Sadasa, 2013). It can be understood that all of these affect teachers' professional satisfaction, their motivation at work, their performance and thus their success at school. In addition, finding a consistency that teachers' with highly job satisfied can experience resilience in their profession may reveal that high job satisfaction is also a concept related to their occupational resilience.

In relation to understanding a teacher with a high level of job satisfaction, in-service teachers shared their views about four main features of a highly satisfied teacher in job, including personal characteristics, well-being of teacher, professional efforts and feedbacks from stakeholders. A great number of teachers highlighted professional effort: being willing and happy in the profession. In-service teachers in the study think that working in a happy manner, preparing effective activities for children, and actively generating ideas with other teachers appear to be the behaviours/characteristics of understanding a teacher who is highly satisfied in their profession. Therefore, in accordance with the literature (Rezaee et al., 2018), having performance in a high level of productivity and efficiency has been a goal of an organization in a high priority. In this purpose, a work staff with highly satisfied is seen as essential to reach more productive performance in an organization. A possible conclusion can be made that teachers need to work collaboratively in a school and their motivation and having a sense of enthusiasm can encourage each other to support the school environment. Among these, most of the teachers put great emphasis on well-being of teachers: going to school happy or leaving school happy. A teacher's peaceful expression when leaving the classroom with satisfaction, happiness and joy on his/her face,

and his/her reluctance to enter and/or leave the classroom as quickly as possible were interpreted as an expression showing the satisfaction of a teacher in the profession. According to the results, it can be concluded that a teacher's willingness to do his/her job shows his/her passion for profession. Thus, it could be expressed that job satisfaction contributed to the overall commitment to and productivity in the school setting (Baluyos et al., 2019). Considering the comments given by the participants, it can reasonably be seen that the characteristics that teachers observe in a teacher with job satisfaction can be seen as a teacher's professional efficiency, passion and commitment to the school environment. Therefore, it can also be concluded that in terms of enhancing teachers' job satisfaction, how to work on supporting well-being of teachers are needed to be investigated since ‘ ‘the well-being of both teachers and learners are intricately connected’ (Mercer et al., 2016, p. 224).

As associated with the factors affecting job satisfaction, participants explained these factors; personal, third parties (parents, administrators, colleagues), child, environmental and feedbacks. Major number of participants emphasized the importance of third parties (parents, administrators, colleagues); colleagues they work with in terms of affecting job satisfaction. Compatible with the literature that Chen Weiqi (1998) stated that the relationship with colleagues and social acknowledgement has an influence on job satisfaction of teachers. Thus, it can be inferred that in-service teachers consider good relationships with colleagues as the significant factor in determining job satisfaction. They seem to be aware of the fact that teaching is a team work rather than individuality and making positive relationships help them to feel more connected and be supported. For instance, T20 stated that *'If I see the eagerness, determination and motivation in my colleagues and they make an effort while carrying out a process together, my job satisfaction will increase.'* In the light of this expression, it could be effective to prepare team building working environment in the schools that help a group collaborate on a shared purpose are the key opportunities for teacher collaboration and improving teacher satisfaction.

They also point at administrators and parents as a third parties related factors. For example, Zhang Zhongshan (2000) presented in the study that in addition to relationship among colleagues, leadership of school administration, and the profession itself helps teachers be satisfied basically. In similar manner, a positive relationship is found between job satisfactions of teachers and supportive collaborative relationships with colleagues, good relationships with administrators and parents, professional development opportunities and shared knowledge and experiences in a school climate, and collaborative teachers (Hakanen et al., 2006; Simbula et al., 2011; Fernet et al., 2013; Struyven & Vanthournout, 2014). These can point out that strong relationships with school management and colleagues are positively related to teachers' commitment and job satisfaction as well as their well-being. It can be concluded that in a school atmosphere where healthy relationship formed between teachers, school management and parents help the teachers feel more satisfied in the profession. The factors affecting teachers' job satisfactions were also examined in other research studies. Regarding this case, literature also shows that (Crossman & Harris, 2006) environmental situations such as working setting, demographic variables such as gender, age and psychological factors may influence the teachers' job satisfaction. As parallel to the literature, in-service teachers explained the environmental factors including physical conditions of the school, materials, economic conditions of schools, number of children and procedures in creating negative impact on job satisfaction of teachers. It appears that early childhood in-service teachers give importance to maintaining their profession by having high level of satisfaction. However, as expressed by the participants in the interviews that they had some factors affecting their job satisfaction. It seems probable that while some of the participants in the study emphasized that physical conditions are not a problem and do not allow them to reduce their professional motivation because they can handle it to a large extent, physical conditions were also reported as a factor affecting their occupational satisfaction for some participants. Therefore, although it is not always possible to increase the quality of the physical conditions, the relationships, as another strong factor in this issue, between teachers and other stakeholders including parents,

colleagues and administrators can be supported to create a positive climate in the school for teachers' performance and motivation.

Besides job satisfaction of teachers mentioned above, in-service early childhood teachers also shared their views regarding the subject of burnout. It has been stated in previous studies that there is a significant negative correlation between burnout and resilience (Polat & İskender, 2018; Lammers et al., 2013; Andrew et al., 2016). Teachers who have the sense of burnout are not more likely to be appreciated with their occupation and feel committed to the school setting (Nagar, 2012). It is mentioned above that teacher job satisfaction has an important effect on the well-being of teachers since teacher who are satisfied in their job are less impacted by burnout and stress (Skaalvik & Skaalvik, 2011). In addition, it was expressed in the literature that people will be less influenced by challenging conditions in the workplace when they become more resilient. Thus, individuals exhibit a lower level of burnout (Polat & İskender, 2018). However, most of participant teachers in the study reported that they feel burnout in the professional sense. Although teachers feel burnout in their profession, they expressed that they still have passion to continue their teaching and possess a feeling of satisfaction in their profession. In the light of this, it can be inferred that teachers with high levels of resilience are able to develop adaptive strategies to adverse situations and succeed in dealing with difficulties. The reasons behind teachers' burnout were presented as responsibilities about job, colleagues, parents and difficult children, personal situations, and technical problems which make them experience burnout. The literature provides information as parallel to the findings that there are many possible reasons of teacher burnout. These causes include lack of adequate resources (Kyriacou & Chien, 2004), misbehaviors of children (Aloe et al., 2014), countless responsibilities even including 'other duties' as not listed in job description (Scriven, 1994), and stress in working environment (Yu et al., 2015) increase burnout of teachers. Furthermore, compassion fatigue which teachers feel exhausted, sad, depressed or helpless while trying to give affective support to their children (Cordaro, 2020) and high demands on job can result in decreasing teachers' self-efficacy

and well-being (Skaalvik & Skaalvik, 2018). Working environment plays as a main role in influencing burnout (Maslach, Schaufeli & Leiter, 2001). In relation to factors causing teachers experience burnout, as expressed in the interview, children's emotional difficulties are one of the reasons to experience burnout. In this regard, it is appeared that there is significant relation between teacher-children's relationships in terms of burnout risk. For instance, T12 commented that *'I experience burnout when it is very difficult from time to time in emotional problems in children.'* This indicates that children' misbehavior or emotional difficulties were considered the main stressful events which cause burnout in teachers by affecting their well-being. Likewise, according to different researchers (Tsouloupas et al., 2010; Chang, 2009), teachers' burnout and negative emotions were strongly affected when children's misbehaviors occur. Therefore, this may result in the requirement of the pedagogical knowledge and continuing education of teachers as critical component in this process. Programs including pedagogical practices could be prepared to support teachers' knowledge and practices for children with emotional/behavioral difficulties and the curriculums further developed to meet the learning needs of teachers.

Before sharing the definition of occupational resilience, the participant teachers expressed their ideas about what it means for them. Participants mentioned about the subjects of motivation, burnout, energy, patience, overcoming difficulties, dealing with adversity and not giving up. All of the participants concentrated on struggling with challenges or some kinds of traits such as motivation or patience that are needed for resilience. These definitions indicate that the participants' thoughts on the concept of occupational resilience focus on behaviors such as enduring and coping with difficulties, instead of being able to develop and learn while struggling with difficulties. Resilience as a personal quality enables teachers to overcome stress factors in their workplace and encourages them to thrive instead of only surviving (Gloria et al., 2013). However, none of the participant teachers in this study emphasized this point. Resilience does not only mean to equip with necessary features to overcome adversities but also improve herself/himself while challenging. Several researchers provided different

definitions about the subject of resilience just like the definitions provided by the participant teachers in the study. A possible explanation to the variety of definitions about resilience can be that resilience is the property consists of complex structures. These definitions shared by participants in the interview are in line with the literature. For instance, the term draws attention to the ability of an individual or a thing to overcome when the encounter of difficulty- to return or recover to the normal situation even after facing with the abnormal, unexpected and alarming event (McAslan, 2010). It can be seen from the definitions of teachers that it is not possible to characterize the term professional resilience with a single definition because resilience is described as dynamic, contextual, personal concept in the studies (Nolan, Taker, & Stagnitti, 2014). Therefore, resilience in the literature is defined ‘’ as a dynamic construct that emerges within the interplay between individuals’ strengths and self-efficacy and social environments in which they live and work’’ (Yonezawa et al., 2011, p. 916).

All early childhood teachers emphasized that resilience is of great importance among all teachers working at different grades. However, they especially gave attention to early childhood teachers and the field’s particular challenges among other grades. They expressed that early childhood teachers are subjected to several stress sources in the profession, including constant change, lack of knowledge about the profession and caring with children who have difficult behaviors (Poyner, 2016). Several personal and performance outcomes are affected by occupational stress (Ree et al, 2015). Teachers explained that being occupationally resilient is utmost significance for a teacher because of challenging conditions in the profession and professional development reasons. It was stated in the literature that as a compelling profession, resilience in teachers or the ability to resist toward routine stressors and setbacks is of great significance for all educational fields since it might produce a number of positive results (Wang, 2021). Participants shared the importance of resilience in teachers with professional related reasons: being efficient in their job because resilience has been related to several positive component containing curiosity, energy,

optimism, openness to experience and zest (Tugade & Fredrickson, 2004) which all these plays very valuable role in the workplace. The expressions of the teachers who have experience in the field can be clearly indicated that these help teachers perform more efficiently in their school environment. As explained by the participants, resilience in teachers is also needed to enable teachers to continue their professions. In relation to many studies, resilience has been identified as an essential feature for teachers in order to maintain their intention to teaching (Doney, 2012; Gu & Day 2013; Castro, Kelly, & Shih, 2010). It can be concluded that teachers need a certain level of resilience against all these possible difficulties in order to continue their profession without being stuck with the difficulties they face in their profession. For instance, participants shared that occupational resilience provides teachers with the ability to work in schools in difficult conditions. In this regard, participant T1 expressed that *'It is important because I worked in Hakkari, Yüksekova for 3 years. I worked for 1.5 years in a very remote village of a district of Kars. ... We should consider how well we can improve it and how well we can improve the physical conditions of the school'*. Teachers consider occupational resilience as the subject they need when particularly facing and struggling with many challenges in their workplace (Polat & İskender, 2018). In addition to the ability to work in schools with difficult conditions, teachers can develop themselves professionally due to having occupational resilience.

Factors affecting teachers' professional satisfaction and professional burnout can reveal how important the human factors such as parents, school administration but especially their colleagues are. All early childhood teachers stated that they all have a colleague who they think is occupationally resilient. Teachers shared some characteristics or behaviours of their occupational resilient colleagues. As related to literature, some characteristics of resilient teachers are presented such as self-esteem, introspection, confidence, seeking help, optimism, interest in technology, updating, creativity, the sense of humor, empathy, motivation, and problem-solving, (Boon, 2020; Harris, 2021; Mansfield et al., 2016). In addition to literature, teachers in the present study explained that do not give up and fight

again, being calm, having the sense of sharing, and does not bring another problem to class are some of the characteristics and behaviours of participants' occupationally resilient colleagues. As parallel to the literature, it was also demonstrated that resilience teachers are more open to new ideas and have better approaches to meet the needs of children (Cousins & Walker, 2000). However, most of teachers explained the characteristics of their occupationally resilient colleagues as 'not to succumb to difficulties'. It can be inferred that teachers consider the importance of becoming resilient to increase their tolerance for difficult work conditions as they are aware of the challenges that they can face with throughout their professional career. Since the teaching profession does not have a specific place, fixed conditions, region, etc., it can be understood that it is necessary to be resilient in the profession in order to perform effectively under all conditions. Furthermore, teachers' explanations about characteristics/behaviours of their occupational resilient colleagues are not only related to their colleagues' performance in the school atmosphere but also all other teachers and school staffs because of the continuous interactions among each other. Therefore, it should be investigated whether and how the pattern of social interactions among group members affects the resilience of group.

5.2.3. In-Service Early Childhood Teachers' Self-Reported Practices Regarding Occupational Resilience

All of the participant early childhood teachers stated that they found themselves as occupationally resilient. Çetin (2019) emphasized that having high level of occupational resilience may encourage teachers to be effective. Çelikten et al., (2005) shared the list of the characteristics of effective teachers and the most outstanding of these is being patient and resistant to conditions as well as managing emotions. Many teachers explained the characteristics made them professionally resilient as being patient, communicating well with all stakeholders, love children, and do not give up in any difficulties. Most of teachers explained that being patient helps them increase their resilience in their professions. For instance, the teacher (T2) of the qualitative part of the study

expressed that being patient and resistant to outside factors have a positive effect on the occupational resilience. The teacher stated that *“I can say that I am patient. I do not allow negative factors from outside to affect me”*. The possible reason for why this characteristic is mostly emphasized that a surprise event or a problem situation may occur at any time in a preschool classroom, but if the teacher acts patiently without making a sudden decision or getting angry, they might not feel much burnout in the profession and become more ready to problematic events in the school or classroom environment. Studies in the literature have shown that people, who have less stress or mental distress, who are patient and psychologically resilient, are happier and have better psychological health (Ulukan & Ulukan, 2021). Moreover, the components of a resilient person are optimism, self-esteem, personal competence, social competence, problem-solving skills, self-efficacy, social resources, insight, independence, creativity, humour, control, hardiness, family cohesion, spiritual influences, and initiative (Windle et al., 2011). Some of the participants expressed that not give up in any difficulties is a behavior shown by an occupationally resilient teacher. The literature also points out that a resilient teacher does not fall down when encountering challenging situations, reacts positive attitude to tough experiences, is more satisfied with the job, is proud of her/him, has a sense of accomplishment, and component (Howard and Johnson, 2004). In general, it seems that teachers have well associated the definition of professional resilience with the characteristics of a teacher who is professionally resilient. There might be two main reasons regarding this issue. Firstly, given that the average of the teachers’ years of experience in this study was 10.57 years, it can be said that founding themselves as occupationally resilient and the characteristics made them professionally resilient such as being patient are related to their teaching experience. It can be interpreted that resilience might be enhanced with the years of teaching experience and this is supported by the comment of Botou et al. (2017, p. 148) stated that, “[o]lder and with more years of service teachers predominate in resilience”. Secondly, regardless of the duration in the teaching experiences, teachers’ other distinctive characteristics such as commitment to profession, self-efficacy, and professional identity and

sociocultural components might more contribute to them (Chu et al., 2021; Gu, 2018).

Participants expressed factors which affect their occupational resilience positively or negatively. Their responses to the question were categorized under teacher, stakeholders and environment factors. Teachers in the interview mostly focused on the factors that lower their professional resilience such as economic conditions, environmental opportunities or negative perspectives of people. However, the literature supports that positive emotions such as joy, satisfaction, and interest have been seen to enhance resilience (Amstadter et al., 2014; Kashdan et al., 2006; Emmons & Shelton, 2002). Furthermore, there are some external and internal protector factors of teachers which include having positive values, communicating with stakeholders well, being highly motivated, being courageous, having a sense of humour, managing emotions and being successful (Price et al., 2012). In the related literature, it has been proposed that social support has a significant effect on workplace resilience (Jackson et al., 2007). As parallel to the literature, many participants in the current study emphasize on stakeholder's factor. A number of different components have been suggested to establish psychological resilience. They mentioned about the factors related to stakeholder: people they work with, attitudes of parents, communication with colleagues, administrators, and feedbacks from stakeholders. This may result from the contextual protective factors such as effective, caring and open leadership style and rapport with colleagues that may also affect teachers' resilience (Karagianni & Papaefthymiou-Lytra, 2018). The fact that teachers see the stakeholder factor as a powerful factor affecting their professional resilience reveals how all the stakeholders of education influence each other and how important a healthy and good communication and relationship is. Furthermore, most of participants early childhood teachers stated that private life, attitudes of parents, communication with colleagues, administrators, and feedbacks from stakeholders are some of the factors affecting teachers' occupational resilience. One of the teachers (T7) stated that "*School administration, communication with parents, communication with other teachers. Sometimes even our private life can*

affect it.”This finding makes us think about the internal and external factors support and/or diminish the resilience of teachers in the profession. Moreover, some of the teachers pointed to environmental factors in the subject of resilience. They focused on environmental opportunities, physical conditions of classrooms, materials, and lack of facilities and time-out. It was stated that the ability of becoming resilience might depend on environmental situations and difficulties. Because of the effect of contextual factors, it might be needed to support teacher resilience through multipronged way to resilient adaptation and functioning in school climate (Mullen et al., 2021). In addition, Brunetti and Marston’s (2018) findings pointed out that multi-directional development of teachers that are cultivated through continuing professional engagement, collaboration, balance and leadership might give rise to increasing resilience in teacher and agency. Participant early childhood teacher (T4) mentioned about the factor of professional development on resilience that “ *How much do you advance yourself in that profession? I think this is the remaining factor that affects professional resilience.*” This is of great importance since maintaining or leaving the profession is determined by teacher’s level of resistance to any kind of difficulties and challenging conditions. Participant teachers also attracted attention to the role of occupational resilience in keeping the profession against to any difficulties. Therefore, Mansfield and colleagues (2016) highlighted that both contextual and personal challenges are the source based on teachers’ plan to leave the profession. Overall, the teachers’ various expression about the factors affecting their occupational resilience may result from multiple internal and external protective resources have greatly contributed to the enhancement of early childhood teachers’ resilience and quality.

The participant early childhood teachers’ views on what they do when they encounter with a professional difficulty and/or problem was also analysed. According to Ee and Chang (2010), resilient adults can solve problems effectively, stay motivated, and receive some kind of meaning from challenging situations and difficulties. They resist to challenges through approaching optimistically and persist in the encounter with a difficult event. Teacher

resilience includes the skills and qualities since it is required for teachers to have self-confidence, self-discipline perseverance, good sense, positive relations, flexibility, and skills to solve and manage problematic events or situations (Tenorio-Vilchez, 2021). These qualities or skills are critical since they help teachers struggle with a problem and/or a difficulty by thinking about the best solution way among other options. In this sense, most of the participant teachers explained that they consult to colleagues and administration, try to communicate effectively, learn through research, and understand what causes the problem. For instance, one of the participants (T1) stated that “ *If it is relevant to my student, in such a case, I choose to research and learn. The more I read, the more I learn.*” Teachers' tendency to do research or to try to eliminate their lack of knowledge also reflects the teachers' opinion that problems or difficulties can be solved by research and readings related to the relevant field. Thus, the teachers may be aware of in which areas they need to develop their knowledge to handle with difficulties.

In the literature, a number of studies have been conducted for a long time about factors and some demographic variables affecting job stress, burnout, and exhaustion of teachers (Farber, 1984; Capel, 1992; Brewer & McMahan, 2003; Yong, & Yue, 2007; Schwarzer & Hallum, 2008; Bruce, 2009; Gluschkoff et al., 2016; Richards et al., 2018; Bozkuş, 2018). However, it is not always possible to remove the factors influencing teachers' stress in workplace environment and burnout factors to stay and/or leave the profession. Therefore, enhancing resilience of teachers is of great importance since teachers who decide to keep their profession and stay in the classroom are more likely to indicate features of resilience (Mullen et al., 2021). According to Ungar (2011), resilience might be increased through individual capacity in addition to contextual support. In this sense, resilience can be described as “relative, developmental and dynamic, manifesting itself as a result of a dynamic process within a given context” (Gu & Day, 2007, p.1305). Most of participant teachers mentioned about sharing ideas with colleagues, and taking time for themselves to increase their resilience. This shows that teachers do not apply a single strategy to increase their resilience. The

reason might be that resilience is not a simple construct that can be fostered through implementing only one strategy since it comprises the multi-layers of systems including social, emotional, mental and psychical aspects. For instance, in addition to the strategies they can apply professionally, they also utilize methods such as taking time for themselves, doing sport, trying to be more energetic, getting support from a psychological expert and communicating well with people in private life. This may result from that being professionally resilient is not only possible by being competent and strong in the working environment, but also shows the necessity of well-being in private life. Furthermore, participant early childhood teachers in the study explained that they contact relevant department, managing emotions in profession, developing empathy skills, and communicating well with children. All these strategies can be utilized to better manage relationships with all stakeholders. Supporting these strategies shared by the participants, resilient teachers maintain a work-life balance (Johnson et al., 2014) and participate in continuing professional development (Patterson et al., 2004). Participant teachers in the study expressed the necessity of managing their daily life more effectively in order to enhance their occupational resilience. To illustrate, one of participant teacher (T11) explained that *“I usually take time for myself. When I leave school, I take time for myself for the first half hour, I think about what I did and what I couldn't do today.”* It can be inferred that self-reflection of teachers might help them develop professionally, increase their confidence, and looking at that process for better analysis. In this sense, it can also be concluded that participant early childhood teachers recognized the significance of boosting resilience and they are utilizing some strategies to support their resilience.

As parallel to the literature, research has been found that training in the subject of resilience has a positive effect on subjective well-being outcomes including depression, negative mood, anxiety and stress and mental health (Robertson et al., 2015). Other studies in the literature presented that some teachers engaging in several teaching programs which helped them establish their resilience. Participant teachers stated that they give importance to professional development

activities. For examples, one of the participants (T14) stated that “ *I also improve myself through trainings, interviews etc.*” Teachers are aware of the importance of involving in seminars, educational workshops, and conferences which enhance academic skills of teachers and encourage them to solve their problems (Baruani et al., 2021). Early childhood teachers in the study found positive contributions of these strategies into in their practices. Most of the teachers stated that they improve themselves in the areas they have lack of information, access up-to-date information, and feel better in a personal manner. In the light of this, it can be concluded that teachers’ self-efficacy in the profession and their subjective well-being play a great role in their resilience to overcome adversities in their occupation as well as sustaining their emotional state positively. In parallel with the related literature, resilience teachers also have joy and continue their profession longer since resilience enables teacher develop capacities to protect themselves from both negative and positive environmental stressors (Baruani et al., 2021). Considering all the mentioned above, it can be said that early childhood educators need to engage in professional learning experiences to support their professional advancement and, thus they are likely to gain the essential knowledge to manage their reactions to a range of situations they may encounter in their profession.

As regard to the views of in-service early childhood teachers about occupational resilience, one of the teachers pointed out the importance of coordinated and cooperative work of both colleagues and people from different professions. Although the relationship between perceived stress of teachers, goal-oriented cooperation between colleagues, and support of one another has been investigated rarely, findings of study revealed that support from colleagues’ functions as a source for teachers and has a positive effect on teachers’ performance (Wolgast & Fischer, 2017). This might be result from that teachers’ sharing with each other and creating a positive communication environment in pre-school education institutions enable teachers to work in a more peaceful and productive environment. It can be said that teachers can be more resilient in the face of difficulties in such a positive school environment. Another participant

expressed the importance of internship practices and stated that practice should be integrated with theoretical information. As Baylan (2021) indicated that the teaching internship provides a contextualized space for preservice teachers to see into the interaction of theory and practice in the real classroom setting. When preservice teachers get familiar with the realities of the profession, they can reach opportunities to encourage their capacities and they can test their readiness against challenging situation initial to beginning their first practice in the teaching profession. This comment, given by a teacher with 15 years experiences demonstrate that while practice is supported by theory, theory also should not be away from practical knowledge. This may result in the importance for early childhood pre-service teachers to develop their professional experience while they are undergraduate programs, to learn how to exhibit the necessary reactions to the possible difficulties they may encounter in the field.

5.3. Educational Implications of the Study

5.3.1. Implications Related to the Occupational Resilience Beliefs and Views of In-Service Early Childhood Teachers and Self-reported Views in Practices Regarding Their Occupational Resilience

The current study investigated the occupational resilience beliefs of in-service early childhood teachers and whether some demographic variables have an effect on the occupational resilience of early childhood teachers: age, educational status, professional experience, participation in professional development activities, the number of children in the class, the type of school they work and the age group they teach. This study also explored the views of early childhood teachers about occupational resilience. Their views and self-reported practices about occupational resilience were examined in the matter of the study. The findings of the study provide early childhood teachers, preservice teachers and teacher educators with some ways to enhance the occupational resilience of early childhood teachers. These findings also present some recommendations for teacher education programs.

According to the findings of this study, early childhood teachers had a high level of the occupational resilience belief. In addition, as early childhood teachers stated that they are aware of the importance of occupational resilience. They emphasized the significance of the concept of occupational resilience in coping with the difficulties and stress factors they encounter in their daily and professional lives. As a result of the findings of this study, early childhood teachers might reflect themselves about their occupational resilience. They may have more self-awareness and knowledge about their occupational resilience in early childhood education settings.

Early childhood teachers are exposed to several stress factors in their occupations that might cause them different responses including attrition and burnout (Poyner, 2016). One of the ways for teachers to cope with burnout and stress might be to present them professional development activities through offering strategies that enhance resilience and establish protective factors (Maier-Höfer, 2015). Therefore, training programs could be organized for early childhood teachers to encourage them to be more resilient in their professions. Through participating in trainings programs, the early childhood teachers who identify their positive features as well as the deficiencies in this manner might professionally improve themselves to be more resilient in their teaching. In this respect, schools' administrations could also attempt to demand from MoNE to prepare seminars and teacher education activities. Thus, early childhood teachers may be supported to handle with difficulties and professional stressors and raise their occupational resilience beliefs to the highest level. As stated by the participating teachers, cooperation and communication with other stakeholders are effective in overcoming difficulties. For this reason, school administration and other teachers can also be trained to develop collaboration and effective communication skills and to create a positive working atmosphere.

In respect of teacher training programs in Turkey, the findings of the present study might be helpful in recognizing the significance of occupational resilience beliefs for early childhood teachers to support their teachers' resilience in the

profession. Thus, when the importance of the findings to be obtained from this study is examined in terms of teacher training programs in Turkey, pre-service teachers can be developed in such a way that their professional resilience can be at a high level while they are equipped with the necessary professional knowledge and skills. In this context, occupational resilience can be prepared as an elective course or integrated into all other courses in universities so that the occupational resilience of pre-service teachers is at a high level. During the interviews, one of the participating teachers talked about the effect of internship experiences on preparing for the profession and gaining professional resilience. Based on this view, pre-service teachers in the internship process can be observed more carefully and comprehensively, their professional development can be followed, and their positive and deficient aspects can be better evaluated.

5.4. Limitations and Recommendations for Future Studies

The current study comprises some limitations and recommendations that should be taken into consideration during the interpretation of the findings. These limitations and recommendations for future studies are presented below.

The first limitation is related to sampling procedure of the participants. The participants of this study were selected from public and private preschool schools in different districts of Izmir. The sample of the study was only limited to this, and this issue might create a limitation for the generalizability of the study findings. Studies with larger samples from different districts of Turkey may be conducted. Thus, it is likely to reach more generalizable results.

The second limitation is related to the measurement of all the variables. As all the participants reflect their self-reported views or beliefs in all the measurements, this case might create some bias or incorrect information. There may be some information that teachers may be unwilling to share or have a tendency to misrepresent. In the purpose of controlling this treat, researcher can reach many teachers as could be about their participation in the study. Moreover,

it was assumed that participating teachers answered the questions sincerely and honestly as well as their responses reflected their own beliefs and ideas.

The present study included the in-service early childhood teachers working in both private and public preschools operated by MoNE in the Karabağlar, Konak, Buca, Bornova, Balçova and Gaziemir districts of Izmir. Although attention was paid to the selection of the participants in a way that would create diversity in terms of demographic variables, teachers with enough different variables may not have been reached. For example, in terms of educational background variable, teachers with Master's and Doctorate degrees can be reached more. In addition, all participants are female. Male early childhood teachers could not be reached in this study. However, the inclusion of male early childhood teachers in the next studies will enable the analysis of the results according to the gender variable. Therefore, further research might comprise expanded sample of in-service early childhood teachers besides preschools in different districts of Izmir and in other cities in Turkey.

Data from only in-service early childhood teachers were gathered in this study. Teachers from other fields might also be included in further research in order to reach different findings. Thus, further studies can be conducted with teachers from different branches. Although the beliefs of teachers from other branches about occupational resilience have been studied, their views on occupational resilience can be addressed in future studies. In this way, the answers for many questions such as the difficulties experienced by teachers in other fields, ways of their solutions, and factors affecting their professional resilience may have been reached.

In addition to in-service early childhood teachers, preservice early childhood teachers could be included in future studies on the occupational resilience beliefs. Further studies could also investigate whether preservice teachers' occupational resilience beliefs differ with respect to their demographic information. Furthermore, a qualitative study can be carried out, including the

opinions of pre-school teacher candidates on professional resilience. Conducting a study in which more detailed information about their views can be gathered can also provide information about the situations that teachers may experience and feel when they enter the real classroom environment.

In relation to the design of the study, some recommendations can be presented. Although the data was collected from both using quantitative and qualitative methods, observation could also be added as measures in order to support validity and reliability of the study's results since questionnaire and interview protocol are the self-reported measures. Since as stated by Demetriou et al. (2015), there might be a possibility of bias in self-reported questionnaires that might produce invalid responses.

Furthermore, experimental studies or correlation studies can be conducted in relation to the subject of occupational resilience. Additionally, different from a cross sectional design, how in-service early childhood teachers' beliefs and views are developed throughout the process of their teacher education program and their practical lives could be studied with longitudinal study. By this way, it can be shed light on making necessary arrangements in teacher training programs in order to ensure that teachers can be resilient in the professional sense they started their career in the future.

In the current study, Occupational Resilience Belief Scale for Teachers and Teacher Candidates was utilized to obtain data from in-service early childhood teachers. However, the same scale was also used to collect data on professional resilience from teachers working in other fields. A scale could also be developed to examine occupational resilience beliefs of only early childhood teachers and teacher candidates. Hence, further studies can be conducted by using a different scale only developed for early childhood teachers regarding occupational resilience.

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APPENDICES

APPENDIX A: APPROVAL OF 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

Sayı: 28620816 /

14 OCAK 2022

Konu : Değerlendirme Sonucu

Gönderen: ODTÜ İnsan Araştırmaları Etik Kurulu (İAEK)

İlgi : İnsan Araştırmaları Etik Kurulu Başvurusu

Sayın Feyza TANTEKİN ERDEN

Danışmanlığımı yürüttüğünüz Öznur GÜMÜŞTEKİN'in "Okul Öncesi Öğretmenlerinin Mesleki Dayanıklılık İnançları ve Mesleki Dayanıklılığa İlişkin Görüşleri" başlıklı araştırmanız İnsan Araştırmaları Etik Kurulu tarafından uygun görülmüş ve 0070-ODTÜİAEK-2022 protokol numarası ile onaylanmıştır.

Saygılarımızla bilgilerinize sunarız.

Prof. Dr. Mine MISIRLISOY
İAEK Başkan

APPENDIX B: PERMISSION FROM MINISTRY OF NATIONAL EDUCATION



T.C.
İZMİR VALİLİĞİ
İl Millî Eğitim Müdürlüğü

Sayı : E-12018877-604.01.02-45161445
Konu : Araştırma İzni

07.03.2022

DAĞITIM YERLERİNE

- İlgi : a) MEB Yenilik ve Eğitim Teknolojileri Genel Müdürlüğünün 21.01.2020 tarihli ve 81576613-10.06.02-E.1563890 sayılı yazısı (Genelge 2020/2).
b) Orta Doğu Teknik Üniversitesi Rektörlüğünün bila tarihli ve 282 sayılı yazımız.
c) Valilik Makamının 04.03.2022 tarihli ve 12018877-604.01.02-44968207 sayılı Onayı.

Orta Doğu Teknik Üniversitesi Temel Eğitim Anabilim Dalı yüksek lisans programı öğrencisi Öznur GÜMÜŞTEKİN' in, "Okul Öncesi Öğretmenlerinin Mesleki Dayanıklılık İnançları ve Mesleki Dayanıklılığa İlişkin Görüşleri" konulu tez çalışmasını ekli listede belirtilen okullarda uygulama isteği Valilik Makamının ilgi (c) Onayı ile uygun görülmüştür.

Söz konusu ölçeklerin ekli listede belirtilen okullarda 2021-2022 eğitim öğretim yılında, eğitim öğretimi aksatmayacak ve eğitim kurumu yöneticilerinin uygun gördüğü şekilde, araştırma yapılmadan önce araştırmanın yapılacağı okullar tarafından "Millî Eğitim Bakanlığına Bağlı Her Tür Okul ve Kurumlarda Yapılmasına İzin Verilen Araştırma Uygulamasında, Olabilecek Zararları Karşılama Taahhüdü" adlı ek'in araştırmacı tarafından doldurulması gerekmektedir.

Araştırmacı tarafından yapılan araştırmanın tamamlanmasından itibaren en geç iki hafta içinde Araştırmanın Teslimine İlişkin Taahhütname Tutanağı doldurulup araştırmanın CD' ye aktarılması sağlanarak Müdürlüğümüze gönderilmesi gerekmektedir.

Bilgilerinizi ve gereğini arz / rica ederim.

İlker ERARSLAN
Müdür a.
Müdür Yardımcısı

Ek:

- 1- Valilik Onayı (1 Sayfa)
- 2- Araştırma Değerlendirme Formu (1 Sayfa)
- 3- Anket Formları (10 Sayfa)
- 4- Araştırma Teslim Tutanağı (1 Sayfa)
- 5- Fiziki Zararları Karşılama Taahhütname (1 Sayfa)

Dağıtım:

Orta Doğu Teknik Üniversitesi
Gaziemir, Balçova, Buca, Bornova,
Karabağlar, Konak İlçe MEM.

Adres : Fevzipaşa mh. 452 sk. no:15 konak/ İZMİR

Bu belge güvenli elektronik imza ile imzalanmıştır.

Belge Doğrulama Adresi : <https://www.turkiye.gov.tr/meb-ebys>


Telefon No : 0 (232) 280 36 31
E-Posta: strateji35_1@meb.gov.tr
Kep Adresi : meb@hs01.kep.tr

Bilgi için: Duda ALP Bilgisayar İşletmeni
Unvan : Bilgisayar İşletmeni
İnternet Adresi: _____
Faks: _____

Bu evrak güvenli elektronik imza ile imzalanmıştır. <https://evraksorgu.meb.gov.tr> adresinden 032d-0de1-3170-9b41-de23 kodu ile teyit edilebilir.

APPENDIX C: PERMISSION FOR SCALE

Re: Öğretmen ve Öğretmen Adayları İçin Mesleki Dayanıklılık İnancı Ölçeği- Kullanım İz 08-10-2021 (17:11:05 +03)

 Metin (2 KB)

Merhaba Öznur ölçeği kullanabilirsin. dosyalar ekte. Kolaylıklar dilerim.

Assoc. Prof. Dr. Özlem TAGAY

Mehmet Akif Ersoy University
Education Sciences

Counseling and Guidance Department

APPENDIX D: DEMOGRAPHIC INFORMATION FORM FOR PRESCHOOL TEACHERS

Değerli Öğretmenler,

Bu form Okul Öncesi öğretmenlerinin mesleki dayanıklılığa ilişkin inanışlarını belirlemeyi amaçlayan ifadeleri içermektedir. Soruların doğru ya da yanlış cevabı olmadığı gibi bu ankette verilen yargıları **sizi en iyi ifade ettiğini düşündüğünüz** şıkları işaretleyerek yanıt vermeniz gerekmektedir. Araştırma bilimsel bir nitelik taşıdığından hiçbir maddeyi **boş bırakmadan** cevaplamanız önemlidir. Araştırma, kimlik bilgileri gibi kişisel rahatsızlık verecek sorular veya uygulamalar içermemektedir. Bu çalışma kapsamında elde edilen veriler yalnızca araştırmacı tarafından gerçekleştirilecek olan bilimsel çalışmalar kapsamında kullanılacak ve başka hiçbir kurum ve kuruluş ile paylaşılmayacaktır.

Anketin doldurulmasının ardından, anketten elde edilecek verilerin desteklenmesi ve zenginleştirilmesi amacıyla, anketin içerisinde yer alan bilgilendirmede görüşmeye katılmak istiyorum diyen katılımcılarla ortalama 25 dakika süren görüşme yapılacaktır.

Katkılarınızdan dolayı teşekkür eder, sağlıklı ve mutlu günler dileriz.

Kişisel Bilgi Formu

1. Yaşınız:
2. Cinsiyetiniz: () Kadın () Erkek
3. Öğrenim durumunuz:
 - () Lise Mezunu
 - () 2 Yıllık Yüksekokul Mezunu
 - () Açık Öğretim Üniversitesi Lisans Mezunu
 - () Lisans Mezunu
 - () Yüksek Lisans Mezunu
 - () Doktora Mezunu

Diğer (lütfen açıklayınız).....

4. Kaç yıldır öğretmenlik yapmaktasınız?.....

5. Sınıfınızda kaç çocuk var?

10 ve daha az

11-15

16-20

21-25

26-30

31 ve üzeri

6.Çalıştığınız kurum türü:

Özel Anaokulu

Özel Anasınıfı

Devlet Anaokulu

Devlet Anasınıfı

Kurum Anaokulu

Diğer (Lütfen açıklayınız).....

7. Sınıfınızdaki çocukların yaş grubu:

36-48 Ay

48-60 Ay

60-72 Ay

8. Daha önce profesyonel gelişiminize dair aşağıdaki etkinliklerden hangilerine katıldınız? (Uygun olan seçenekleri işaretleyiniz.)

Kongre

Seminer

Sertifika Programı

Konferans

Atölye Çalışmaları

Hiçbiri

Diğer (Lütfen açıklayınız).....

9. Yukarıdaki soruya bir ya da birkaç şıkkı işaretleyerek yanıt verdiyseniz bu etkinliklerin hangi konuda olduğunu kısaca belirtir misiniz?

.....

**APPENDIX E: OCCUPATIONAL RESILIENCE BELIEF SCALE FOR
TEACHERS AND PRESERVICE TEACHERS**

**ÖĞRETMEN VE ÖĞRETMEN ADAYLARI İÇİN MESLEKİ
DAYANIKLILIK İNANCI ÖLÇEĞİ (OMDÖ)**

		Hiç Katılmıyorum	Biraz katılmıyorum	Orta derecede katılmıyorum	Çoğunlukla katılmıyorum	Tamamen Katılmıyorum
Açıklama: Bu envantere mesleki yaşantınıza ilişkin ifadeler bulunmaktadır. Aşağıda belirtilen ifadeleri sizi en uygun vansıttığımı düşündüğünüz seçeneği işaretleyerek doldurunuz. Derecelendirme şekli (5) “tamamen katılıyorum”; (4) “çoğunlukla katılıyorum”; (3) “orta derecede katılıyorum”; (2) “biraz katılıyorum”; (1) “hiç katılmıyorum” şeklindedir. Lütfen, hiçbir maddeyi boş bırakmadığınıza emin olunuz.						
1	Bir durum ya da olaya baktığımda onun farklı yönlerini görebilirim.	1	2	3	4	5
2	Yaşadıklarımın biliyorum ki ben mesleki güçlükler ile başa çıkabiliyorum.	1	2	3	4	5
3	Mesleğimde eksik olduğumu hissettiğim konularda kendimi geliştirme eğilimindeyim.	1	2	3	4	5
4	Okuldaki olayların eğlenceli yönlerini görebilirim.	1	2	3	4	5
5	Okulda zor bir durumda kaldığımda eninde sonunda bir çıkış yolubulurum.	1	2	3	4	5
6	Okulda yaşanabilecek olumsuzlukları çözebileceğime inanıyorum.	1	2	3	4	5
7	Mesleğimde kayda değer başarılar elde edeceğime inanırım.	1	2	3	4	5
8	Görüşlerimi okuldaki diğer insanlara ifade etmekten çekinmem.	1	2	3	4	5
9	Gerektiğinde meslektaşlarımla görüşlerine başvurabilirim.	1	2	3	4	5
10	Okul ortamında eleştirilerimi net ifade ederim.	1	2	3	4	5

11	Okul ortamında yaşayabileceğim olumsuzlukları gerektiğinde paylaşıyorum.	1	2	3	4	5
12	Şu ana kadar yaptıklarımı düşünüyorum da mesleğim adına iyi şeyler yapmışım diyorum.	1	2	3	4	5
13	Mesleğimdeki başarılarımla gurur duyuyorum.	1	2	3	4	5
14	Zor zamanlarda kendime olan inancımı kaybetmem.	1	2	3	4	5
15	Önemli bir konu söz konusunda olduğunda öğrencilerim bana güvenir.	1	2	3	4	5
16	Biraz çaba ile güçlüklerin üstesinden gelebilirim.	1	2	3	4	5
17	Kendimle barışık bir insanımdır.	1	2	3	4	5
18	Aynı anda birden fazla görevi yerine getirebilirim.	1	2	3	4	5
19	İşim konusunda kararlı bir insanımdır.	1	2	3	4	5
20	Mesleğin konusunda kendime güvenirim	1	2	3	4	5
21	Zor öğrencilerle başa çıkabiliyorum	1	2	3	4	5
22	Öğrencilerimin sorunlarını çözebilmek için yardım istemekten kaçınmam.	1	2	3	4	5
23	Problemlili ve uyumsuz öğrencilerime ulaşmaya çalışmaktan vazgeçmem	1	2	3	4	5
24	Öğrencilerimin sorunlarını çözmelerine yardımcı olmakta başarılıyım	1	2	3	4	5
25	Öğrencilerimin yaşamlarına etki ettiğimin bilincindeyim	1	2	3	4	5
26	Sınıfta etkinlikleri olumsuz yönde etkileyen davranışları kontroledebilirim.	1	2	3	4	5

APPENDIX F: INTERVIEW PROTOCOL

1. Hangi okuldan ve hangi bölümden mezunsunuz?
2. Kaç yıldır öğretmenlik yapmaktasınız?
3. Çalıştığınız okul devlet okulu mu, özel okul mu?
4. Sınıfınızda toplam kaç çocuk var?
5. Sınıfınızdaki çocukların yaş grubu nedir?
6. Alanınızdaki yenilikleri nasıl takip ediyorsunuz?

Katılımcıların Mesleki Dayanıklılık Hakkındaki Görüşleri

1. Mesleki anlamda en sevdiğiniz özellikleriniz nelerdir? Mesleki olarak geliştirilmesi gerektiğini düşündüğünüz bir yönünüz var mıdır? Varsa, lütfen biraz açıklar mısınız?
2. Öğretmenlik mesleğini yapmaya nasıl karar verdiniz?
3. Mesleğinizle ilgili amaçlarınız nelerdir? Mesleğinizi yaparken bu amaçların ne kadarını gerçekleştirebiliyorsunuz?
4. Mesleğinizin sevdiğiniz tarafları var mıdır? Varsa nelerdir?
5. Mesleğinizin sizi zorlayan tarafları var mıdır? Varsa nelerdir? Bu zor durumlarla nasıl başa çıkarsınız?

Sıradaki soruyu sormadan önce mesleki doyum kavramının tanımını kısaca sizinle paylaşmak istiyorum. Bu tanımdan hareketle birazdan soracağım soruya daha rahat cevap verebileceğinizi düşünüyorum.

Mesleki Doyum Kavramının Tanımı: “Çalışan bireylerin yaptıkları bir mesleğin üyesi olmaktan hoşnut olması” (Kuzgun & Bacanlı, 2012, s.79) iş doyumunu ya da iş tatmini olarak da adlandırılan mesleki doyum kavramını tanımlamaktadır.

6. Bir öğretmenin mesleğinde iş doyumunun yüksek olduğu nasıl anlaşılır?
7. Siz mesleki anlamda iş doyumunuzun yüksek olduğunu düşünüyor musunuz?
8. Mesleki doyumunuzu etkileyen faktörlerin neler olduğunu düşünüyorsunuz?

9. Mesleğinizde kendinizi tükenmiş hissettiğiniz zamanlarınız oluyor mu? Hangi durumlarda kendinizi tükenmiş hissediyorsunuz? Böyle hissettiğiniz zamanlarda bunun üstesinden gelmek için neler yapıyorsunuz?

10. Mesleki dayanıklılık kavramı size ne çağrıştırıyor?

Ben sizinle kısa bir şekilde mesleki dayanıklılık kavramının tanımını paylaşmak istiyorum. Bu sayede soracağım diğer soruların daha anlaşılır olacağını düşünüyorum.

Mesleki Dayanıklılık Kavramının Tanımı: “ Öğretmenlik mesleği dayanıklılık inancı, öğretmenlik mesleğinin zor koşullarına uyum sağlayabileceğine ve engellerle başa çıkabileceğine ve mesleğine bağlılığını sürdürebileceğine inanç olarak tanımlanmıştır” (Tagay & Demir, 2016, p. 1606).

11. Sizce mesleki dayanıklılığa sahip olmak bir öğretmen için önemli midir? Neden?

12. Mesleki anlamda dayanıklı olduğunuzu düşündüğünüz bir meslektaşınız var mı? Hangi özelliklerinden veya davranışlarından dolayı mesleki anlamda dayanıklı olduğunuzu düşünüyorsunuz?

13. Peki, siz mesleki anlamda dayanıklı olduğunuzu düşünüyor musunuz? 1’den 10’a kadar bir değer vermenizi istesem mesleki dayanıklılığınıza nasıl bir değer verirsiniz? Biraz açıklayınız?

Evet ise;

- Sizce sizi mesleki olarak dayanıklı yapan özellikleriniz nelerdir?

Hayır ise;

- Neden böyle düşünüyorsunuz?

14. Mesleki olarak dayanıklılığınızı olumlu ya da olumsuz etkileyen faktörler nelerdir?

15. Mesleki anlamda bir zorlukla ve/veya problemle karşılaştığınızda neler yaparsınız? Biraz açıklayınız?

16. Mesleki dayanıklılığınızı arttırmak için neler yapıyorsunuz? Bunların size uygulamada olumlu katkılarını görüyor musunuz? Nasıl?

17. Benim sormak istediđim sorular bunlardı. Sizin eklemek istediđiniz veya sorulmasını istediđiniz başka bir soru var mıdır?

APPENDIX F: CONSENT FORM

Bu çalışma ODTÜ Okul Öncesi Eğitimi Bölümü öğretim elemanlarından Prof. Dr. Feyza TANTEKİN ERDEN danışmanlığında, yüksek lisans öğrencisi Öznur GÜMÜŞTEKİN tarafından yürütülmektedir. Bu form sizi araştırma koşulları hakkında bilgilendirmek için hazırlanmıştır.

Çalışmanın Amacı Nedir?

Çalışmanın amacı görev yapmakta olan okul öncesi öğretmenlerinin mesleki dayanıklılık inançlarına ve mesleki dayanıklılığa ilişkin görüşlerine yönelik karma araştırma yöntemi kullanılarak veri toplamaktır. Araştırma kapsamında okul öncesi öğretmenlerinin mesleki dayanıklılık inançlarının cinsiyet, yaş, eğitim durumu, mesleki deneyim, mesleki gelişim faaliyetlerine katılım, sınıftaki çocuk sayısı, çalıştıkları okul türü ve öğretmenlik yaptıkları yaş grubu gibi değişkenlere göre ne derecede değiştiği de incelenecektir.

Bize Nasıl Yardımcı Olmanızı İsteyeceğiz?

Araştırmaya katılmayı kabul ederseniz sizden ‘Öğretmen ve Öğretmen Adayları İçin Mesleki Dayanıklılık İnancı ’ anketini doldurmanız beklenecektir. Bu anketi doldurmanız yaklaşık 5-10 dakikanızı alacaktır. Anketin doldurulmasının ardından, anketten elde edilecek verilerin desteklenmesi amacıyla, anketin içerisinde yer alan bilgilendirmede görüşmeye katılmak istiyorum diyen katılımcılarla ortalama 25 dakika süren görüşme yapılacaktır. Görüşme soruları açık uçlu soruları içermekle birlikte kimlik bilgileri gibi kişisel rahatsızlık verecek sorular içermemektedir. Görüşmelerde, herhangi bir veri kaybının oluşumunu engellemek amacıyla ses kaydı alınacaktır.

Katılımınızla ilgili bilmeniz gerekenler:

Bu çalışmaya katılmak tamamen gönüllülük esasına dayalıdır. Herhangi bir yaptırıma veya cezaya maruz kalmadan çalışmaya katılmayı reddedebilir veya çalışmayı bırakabilirsiniz. Ankette ya da görüşme formunda isminizi ve kimlik bilginizi içeren hiçbir soru bulunmamaktadır. Ancak, katılım sırasında sorulardan ya da herhangi başka bir nedenden ötürü kendinizi rahatsız hissetmeniz durumunda cevaplandırma işlemi yarıda bırakabilirsiniz.

Araştırmaya katılanlardan toplanan veriler tamamen gizli tutulacak, veriler ve kimlik bilgileri herhangi bir şekilde eşleştirilmeyecektir. Katılımcılardan elde edilecek bilgiler toplu halde değerlendirilecek ve toplanan verilere sadece araştırmacılar ulaşabilecektir. Bu araştırmanın sonuçları bilimsel ve profesyonel yayınlarda veya eğitim amaçlı kullanılabilir, fakat katılımcıların kimliği gizli tutulacaktır. Görüşme sonunda, bu çalışmayla ilgili sorularınız cevaplanacaktır. Çalışmaya katıldığınız için şimdiden teşekkür ederiz.

Riskler:

Çalışma herhangi bir risk içermemektedir.

Araştırmayla ilgili daha fazla bilgi almak isterseniz:

Okul Öncesi Eğitimi Bölümü öğretim üyelerinden Prof. Dr. Feyza ERDEN (E-posta: ffeyza@metu.edu.tr) ya da araştırmacı Öznur GÜMÜŞTEKİN (E-posta: gumustekin.oznur@metu.edu.tr) ile iletişim kurabilirsiniz.

Yukarıdaki bilgileri okudum ve bu çalışmaya tamamen gönüllü olarak katılıyorum. Verdiğim bilgilerin bilimsel amaçlı yayımlarda kullanılmasını kabul ediyorum.

(Formu doldurup imzaladıktan sonra uygulayıcıya geri veriniz).

İsim Soyad

Tarih

İmza

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APPENDIX G: TURKISH SUMMARY/TÜRKÇE ÖZET

GİRİŞ

Hayatın bir noktasında herhangi bir zorlukla karşılaşmış ve bununla uğraşmak zorunda kalan insanlarla karşılaşmak mümkündür. Veya birçok kişi finansal sorunlar yaşamıştır. Belki de insanların özel hayatlarında onları hayal kırıklığına uğratan bir ilişki olmuştur. Ayrıca hayatlarındaki önemli şeyleri kontrol edemediklerini hissedebilirler. İnsanların iş hayatında stresli ve yoğun zamanlar geçirirken, aynı anda üstesinden gelmeleri gereken sorunlar ve zorluklar yaşamaları çok olasıdır. Özetle, insanlar hayatta farklı türden zorluklarla karşı karşıya kalırlar. Bunlar, sevdikleri birini kaybetmeye neden olan kişisel krizler, kaza veya tıbbi acil durum gibi korkunç olaylar, istismar, ciddi hastalık, işini kaybetme veya mali sorunlar olabilir. Hayatının bir döneminde bu stresörleri yaşamış veya şu anda bu ve benzeri sorunları yaşayan kişiler olabilir. Ne yazık ki insanların hayatlarının sonraki dönemlerinde bu stresli olayları yaşamaları olasıdır. Bu kaçınılmaz olayların bir sonucu olarak, birçok kişi geçici sıkıntıdan uzun vadeli ciddi psikopatolojiye kadar bir dizi psikolojik tepki gösterir (Abramson, 2015).

İnsanlar hayatlarını değiştiren zorlayıcı deneyimler ve stresli durumlarla nasıl başa çıkıyor? Tüm bu zor durumları hayattan çıkarmak mümkün değildir. Bu nedenle insanların başa çıkma becerileri kazanmaları ve çok zorlu yaşam deneyimlerinden geçmeleri gerekmektedir. Bu başa çıkma becerilerinden biri de dayanıklılıktır. Kısacası psikolojik dayanıklılık, bireylerin travma, trajik olaylar, tehditler, olumsuz durumlar ve ciddi sağlık sorunları, aile ve ilişki sorunları, işyeri ve finansal sorunlar gibi stresörlerin önemli kaynakları ile karşılaşmalarında olumlu uyum geliştirmeleri sürecidir (American Psychological Association, 2014).

Özellikle öğretmenlerde bu özelliğin sistemli bir şekilde geliştirilmesi ve yerleştirilmesi için sınırlı sayıda pratik uygulama sağlanmış olmasına rağmen, tüm dünyada öğretim süreci ve öğretmen eğitiminde önemli bir etkiye sahiptir (Wang, 2021). Bu çok önemlidir, çünkü öğretmenler eğitimin her aşamasında yadsınamaz önemli bir rol oynamaktadır. Wright (2010), sadece öğretmenlerin etkililiğini destekleyerek eğitimi iyileştirmenin mümkün olduğunu ifade etmektedir. Öğretmenlik mesleği, artan tükenmişlik seviyesi ve işyeri stresi (Shkëmb ve diğerleri 2015; Harmsen ve diğerleri 2016) nedeniyle çalışma ortamlarında refahlarını korumak gibi günlük zorluklarla dolu olduğu için en stresli mesleklerden biri olarak kabul edilmektedir (Au ve diğerleri, 2016). Ayrıca öğretmenlerin mesleğini sürdürme (Jones & Youngs, 2012) veya mesleğini bırakmaya niyet etme (Newberry & Allsop, 2017) kararlarını da etkilediği düşünülmektedir. Thieman vd., (2014) tarafından belirtildiği gibi, yüksek düzeyde dayanıklılığa sahip olmak öğretmenlere stresli işlerin daha etkili bir şekilde üstesinden gelebilmelerini ve fiziksel ve zihinsel enerji sağladığından, mesleğe yeni başlayan öğretmenleri mesleklerini sürdürmeleri için motive etmede katkı sağlayan bir unsurdur.

Tüm öğretmenler arasında, okul öncesi öğretmenleri, araştırmacıların ve profesyonellerin dikkatini çekmesi gereken farklı zorluklar ve mesleki stresle karşı karşıyadır (Hu ve diğerleri, 2019). Okul öncesi öğretmenlerinin mesleki dayanıklılık davranışlarını araştırmak için mevcut çalışma, mesleki dayanıklılık inançlarını incelemeye odaklanmıştır. Öğretmenlerin demografik özellikleri ile ilgili olarak, en çok araştırılan parametrelerden biri olan yaş ile ilgili çelişkili sonuçlar ortaya konmuştur. Yaş faktörü ile ilgili olarak bazı araştırmalarda yaşın dayanıklılık düzeyi üzerinde etkisi olmadığı ortaya çıkmıştır (Brouskeli vd., 2018; Danililidou, 2018; Siourla, 2018; Sezgin, 2012; Genç, 2014). Benzer şekilde öğretmenlerin dayanıklılık düzeylerinde yaşlarına ve öğretmenlikteki deneyim yıllarına göre anlamlı bir farklılık olmadığı bildirilmiştir (Polat ve İskender, 2018). Akademik geçmişe ilişkin olarak, araştırma bulgularının çoğu öğretmenlerin dayanıklılıklarının eğitim geçmişlerinden etkilenmediğini bildirir de (Botou ve diğerleri, 2017; Siourla, 2018; Zografou, 2016). Stavraki ve

Karagianni (2020) tam tersi, doktora veya doktora devam etmekte olan İngilizce öğretmenlerinin öğretmenlerin dayanıklılık ölçeğinin bir boyutunda yüksek ortalama puanına sahip oldukları görülmektedir. Stavrakı ve Karagianni (2020), kamu ve özel sektördeki İngilizce öğretmenlerinin dayanıklılık seviyelerinde istatistiksel olarak anlamlı bir farklılık bulmamıştır. Aynı çalışmada, katılımcı öğretmenlerin dayanıklılık düzeyleri sınıf başına düşen öğrenci sayılarına göre istatistiksel olarak anlamlı bir farklılık göstermemiştir. Ayrıca okul öncesi eğitim üç ile beş yaş arasındaki çocuklara yöneliktir (Broström vd., 2015) ve her çocuğun yaş grubuna, öğrenme stiline ve kişiliğine göre farklı ihtiyaçları vardır.

Bu anlamda yaş grupları çocukların farklı gelişim özellikleri sergilemesi öğretmenlerin dayanıklılık düzeylerini etkileyebilecek farklı zorluklar yaşamalarına neden olabilir. Öğretmenlerin dayanıklılıklarını desteklemedeki önemli rolü daha önceki çalışmalarda vurgulansa da okul öncesi öğretmenlerinin dayanıklılığa ilişkin görüşleri ile ilgili sınırlı sayıda çalışma bulunmaktadır (Brooks, 2006; Miljevic-Riđički ve diğeri, 2013). Bu nedenle, okul öncesi eğitim ortamlarında aktif olarak yer alan hizmet içi okul öncesi öğretmenlerinin tüm eğitim süreci için çok önemli olan mesleki dayanıklılığa ilişkin inanç ve görüşlerinin anlaşılması önemli görünmektedir.

Çalışmanın Amacı

Bu araştırma, hizmet içi okul öncesi öğretmenlerinin mesleki yılmazlık inançlarını araştırmayı amaçlamıştır. Mevcut çalışma, özellikle, hizmet içi erken çocukluk öğretmenlerinin mesleki dayanıklılık inançlarına bazı demografik değişkenlerin(yaş, mesleki deneyim yılı, eğitim geçmişi, çalışılan okul türü gibi) katkısını araştırmayı amaçlamaktadır. Ayrıca, hizmet içi okul öncesi öğretmenlerinin mesleki dayanıklılığa ilişkin görüşlerine ulaşılması amaçlanmaktadır. Okul öncesi öğretmenlerinin mesleki dayanıklılığa ilişkin kendi bildirdikleri uygulamalarına ilişkin verilere de ulaşılması amaçlanmaktadır.

Çalışmanın Önemi

Günümüzde eğitim hem bireyin hem de toplumun geleceği için değerli görülmektedir. Bir eğitim sisteminde öğretmen, öğrenci, veli, eğitim programı, çevre gibi farklı girdiler vardır. Eğitim sisteminin çıktıları, bu girdilerin kalitesinden doğrudan etkilenir. Bunlar arasında en önemli rolü eğitim sisteminin diğer girdilerini etkileme gücüne sahip olmaları (Gültekin, 2020) ve öğretmenlerin aileden sonra çocukların eğitiminden doğrudan sorumlu olmaları nedeniyle öğretmenler oynamaktadır. Öğretmen kalitesindeki araştırmalarda dayanıklılığa da dikkat edilmektedir (Day ve Gu, 2013); Bununla birlikte, öğretmen eğitimlerini iyileştirmek amaçlı reformlarda öğretmen refahı ve dayanıklılığına yeterince odaklanılmamaktadır. Öğretmenlerde dayanıklılık kavramının önemi, öğretmenlerin ilk yıl deneyimleri göz önüne alındığında daha iyi anlaşılabilir. Öğretmenlerin mesleki gelişimleri, öğretmenlik mesleğinin ilk yıllarında kritik bir rol oynamaktadır, çünkü öğretmenlerin ya verimli bir öğretim için taahhütte bulunma ya da kariyerini bırakma konusundaki durumları, ilk yıl deneyimlerinden etkilenmektedir (Meristo ve Eisenschmidt, 2014). Ayrıca, çocuklar beş yaşından sonra günlerinin çoğunu okul ortamında geçirmekte ve günlük okul deneyimleri onları çeşitli şekillerde etkileyebilmekte, bu nedenle okulların çocukların genel gelişimi üzerinde önemli bir etkisi bulunmaktadır (Russo ve Boman, 2007). Day ve Gu (2014), daha esnek öğretim profesyonellerinin öğrencileri tarafından daha etkili öğrenme çıktılarının üretilebileceğini savunuyor. Günümüzün bir takım öngörülemeyen zorluklarıyla baş edebilen öğrenciler, ancak o öğrencilerin öğretmenleri dirençli olursa gelişebilir (Kiswarday ve Zuljan, 2015). Bu nedenle öğretmen, eğitimin başarısına katkıda bulunan önemli bir faktördür. Öğretmenlerin gelişmelere bağlı olarak teknolojik yetenekler, iletişim ve işbirliği becerileri ve problem çözme becerileri gibi yeni beceri ve yetenekleri göstermelere gerektiğinden, bu 'değişim' çağında öğretmenlik kolay bir meslek değildir (Dede, 2010; Voogt ve Roblin). , 2012). Bu sorumluluk ve görevler dizisinin öğretmenlerin çalışma ortamında bir stres yaratması daha olasıdır. Öğretmenlik, doğası gereği stresli bir meslek alanı olarak kabul edilse de, öğretmenlerin bir kısmı mesleklerinden vazgeçmemekte

veya psikolojik yorgunluk hissetmemektedir. Hatta birçoğu olumlu etkilenebilmektedir (Frydenberg ve Reeve, 2011). Bu nedenle öğretmenlerin mesleki stres ve tükenmişliklerinin olumsuz sonuçlarını azaltmada bireysel ve örgütsel dayanıklılığın çok önemli bir etkiye sahip olduğu belirtilmektedir (Richards, Levesque-Bristol, Templin ve Graber, 2016). Tüm bu bilgiler, öğretmene, çocuğa ve tüm eğitim sürecine katkılarının ayrıntılarını vererek, öğretmenlerde mesleki dayanıklılığa sahip olmanın önemini ortaya koymuştur. Bu nedenle, okul öncesi öğretmenlerinin mesleki dayanıklılık düzeylerine ilişkin daha geniş bir perspektif sunmak için okul öncesi öğretmenlerinin mesleki dayanıklılık inançlarının araştırılması önemlidir. Bu çalışmada, hizmet içi okul öncesi öğretmenlerinin mesleki dayanıklılığa ilişkin görüş ve inançları tespit edilmiştir. Bu tanımlama, okul öncesi öğretmen yetiştirme programı ile ilgili bazı faydalar sağlayabilir. Daha spesifik olarak, bu program teorisinin pratiğe entegrasyonu ile donatılabilir. Bu, dayanıklı öğretmenlerin sınıflarını etkin bir şekilde yönetmeleri, olumlu görüşlere sahip olmaları, çocukları ile başarılı ilişkiler geliştirmeleri, mesleklerinden memnun olmaları, öğretmenliklerine bağlılık duygusu taşımaları ve birikmiş yetkinlikleri sayesinde olumsuz durumlarda başarılı olmaları açısından büyük önem taşımaktadır (Howard & Johnson, 2004). Bu çalışma, okul öncesi öğretmen adaylarının sınıfa hazır olmalarını sağlamak için öğretmen yetiştirme programlarına bağlam hazırlamada faydalı olabilir. Ayrıca, dayanıklılık konusunun diğer derslere entegre edilmesi, mesleki yaşamlarında daha dayanıklı öğretmenlerin yetiştirilmesinde ve gerçek sınıf ortamında karşılaşılabilecekleri sorunlara daha güçlü tepki vermelerinde etkili olabilir. Bu nedenle, mevcut çalışmanın hizmet içi okul öncesi öğretmenleri, okul öncesi öğretmen adayları ve öğretmen eğitimcileri için çıkarımları olacaktır.

METHOD

Araştırma Soruları

1) Hizmet içi okul öncesi öğretmenlerinin mesleki dayanıklılık inançlarının düzeyi nedir?

1 a. Hizmet içi okul öncesi öğretmenlerinin mesleki dayanıklılık inançları yaşa göre farklılaşmakta mıdır?

1.b. Hizmet içi okul öncesi öğretmenlerinin mesleki dayanıklılık inançları eğitim düzeyine göre farklılaşmakta mıdır?

1.c. Hizmet içi erken çocukluk öğretmenlerinin mesleki dayanıklılık inançları mesleki deneyime göre farklılık gösteriyor mu?

1.d. Hizmet içi okul öncesi öğretmenlerinin mesleki dayanıklılık inançları mesleki gelişim faaliyetlerine katılım açısından farklılaşmakta mıdır?

1.e. Hizmet içi okul öncesi öğretmenlerinin mesleki dayanıklılık inançları sınıftaki çocuk sayısına göre farklılaşmakta mıdır?

1.f. Hizmet içi okul öncesi öğretmenlerinin mesleki dayanıklılık inançları öğretmenlik yaptıkları yaş grubuna göre farklılık göstermekte midir?

1.g. Hizmet içi okul öncesi öğretmenlerinin mesleki dayanıklılık inançları çalıştıkları okul türüne göre farklılık göstermekte midir?

2) Hizmet içi okul öncesi öğretmenlerinin mesleki dayanıklılığa ilişkin görüşleri nelerdir?

3) Hizmet içi erken çocukluk öğretmenlerinin mesleki dayanıklılık konusunda kendi bildirdikleri uygulamaları nelerdir?

Araştırma Yöntemi

Bu çalışmada karma yöntem araştırma metodolojisi kullanılmıştır. Karma yöntem, araştırma sorularına uygun bir yönde yanıt vermek için farklı yöntemleri içeren hem nicel hem de nitel verilerin toplanmasını, analiz edilmesini,

yorumlanmasını ve raporlanmasını içeren bir araştırma tasarımıdır (Creswell, 2015; Creswell ve Plano Clark, 2011). Nitel verileri açıklamak ve genişletmek için veri toplama ve analiz sürecinin nicel verilerle başladığı araştırmada Açıklayıcı Sıralı desen kullanılmıştır (Creswell & Plano Clark, 2018; Shorten & Smith, 2017; Schoonenboom & Johnson, 2017).

Katılımcılar

Bu araştırmanın katılımcılarını İzmir ili Gazıemir, Balçova, Bornova, Buca, Karabağlar ve Konak ilçelerindeki özel ve resmi anaokullarında görev yapan okul öncesi öğretmenleri oluşturmaktadır. Halen bir okul öncesi kurumunda aktif olarak öğretmenlik yapan katılımcılardan oluşmaktadır (N=233, N=21). Katılımcıların seçimi sürecinde, katılımcıların erişilebilirliği ve istekliliği göz önünde bulundurulmuştur. Örneklem seçiminde kolayda örnekleme yöntemi kullanılmıştır. Araştırmanın ilk adımı olan nicel kısımda, farklı resmi ve özel anaokullarından katılımcılar (N=233) Öğretmenler ve Öğretmen Adayları için Mesleki Dayanıklılık İnanç Ölçeği'ni (OMDÖ) yanıtlamıştır. Nitel kısımda araştırmanın ikinci aşaması olan gönüllü okul öncesi öğretmenlerine (N=21) yarı yapılandırılmış bire bir görüşme protokolü uygulanmıştır. Araştırmanın ikinci ve nitel bölümünde, araştırmanın birinci ve nicel basamağına katılan gönüllü hizmet içi öğretmenlerden oluşmaktadır.

Veri Toplama Aracı ve Süreci

Bu çalışmada, okul öncesi öğretmenlerinden üç farklı araçla veriler elde edilmiştir. İlk olarak, okul öncesi öğretmenlerine yönelik öğretmenlerin cinsiyeti, yaşı, eğitim düzeyi, mesleki deneyim yılı, sınıftaki çocuk sayısı, sınıftaki çocukların yaş grubu, mesleki eğitime katılım faaliyetleri ve çalıştıkları kurum türü (özel veya kamu) ile ilgili sorulardan oluşan demografik bilgi formu araştırmacı tarafından geliştirilmiş ve kullanılmıştır. İkinci olarak okul öncesi öğretmenlerinin mesleki dayanıklılıkları "Öğretmenler ve Öğretmen Adayları için Mesleki Dayanıklılık İnanç Ölçeği (OMDÖ)" (Tagay ve Demir, 2016) ile

incelenmiştir. Son olarak okul öncesi öğretmenlerinin mesleki dayanıklılığa ilişkin görüşlerine ulaşmak için veri toplama sürecinde yüz yüze görüşmelere gönüllü olarak katılan katılımcılarla yarı yapılandırılmış görüşme yapılmıştır.

Araştırmaya başlamadan önce araştırmacı, Üniversite Etik Kurulu'ndan gerekli izinleri almıştır. Daha sonra Milli Eğitim Bakanlığı'ndan gerekli izin alındıktan sonra araştırmacı tarafından veri toplama süreci başlatılmıştır. Araştırmacının izninin ardından Demografik Form ve Öğretmen ve Öğretmen Adayları için Mesleki Dayanıklılık İnanç Ölçeği (ÖÖMÖ) yüz yüze ulaşılabilen örneklemeler aracılığıyla toplanmıştır. İkinci aşamada, anketin sonunda çalışmanın ikinci aşaması olan bire bir görüşmeye katılmak istediğini belirten gönüllü katılımcılar, kendi belirledikleri uygun zamanda yarı yapılandırılmış görüşmelere davet edilmiş ve görüşmeler yaklaşık 25 dakika sürmüştür.

Veri Analiz Süreci

Toplanan veriler SPSS 24 veri dosyalarına aktarılmış ve eksik veriler kontrol edilmiştir. Bazı aykırı değerler ve eksik puanlar elenmiş ve araştırmaya dahil edilmemiştir. Okul öncesi öğretmenlerinin mesleki dayanıklılıkları değişkenler (cinsiyet, yaş, eğitim durumu, mesleki deneyim, mesleki gelişim faaliyetlerine katılım, sınıftaki çocuk sayısı, çalıştıkları okul türü ve yaş grubu) arasındaki farklılıkları belirlemek için analiz edilmiştir. Bu analiz için tek yönlü ANOVA kullanılmıştır. İkinci aşamada, görüşmelerin ses kayıtları içerik analizi için yazıya dökülmüştür. Toplanan verileri özetlemek ve yorumlamak için betimsel analiz yöntemi kullanılmıştır. Bu analiz yönteminde araştırmacı genellikle röportajlardan alıntı yapar. Bu çalışmanın nitel sonuçlarının güvenilirliğini ve doğrulanabilirliğini artırmak için erken çocukluk eğitimi bölümünde yüksek lisans öğrencisi olan bir ara kodlayıcı güvenilirlik tekniği kullanılmıştır. Araştırmanın geçerliliğini sağlamak için kodlar erken çocukluk eğitimi alanında çalışan diğer uzmanla karşılaştırılmıştır.

BULGULAR ve TARTIŞMA

1.1 Hizmet İçi Okul Öncesi Öğretmenlerinin Mesleki Dayanıklılık İnanç Düzeyleri

Mevcut araştırmanın bulguları, hizmet içi okul öncesi öğretmenlerinin mesleki dayanıklılık puan ortalamalarının yüksek olduğunu göstermiştir (Ort.= 117, 81). Literatür, mevcut araştırmanın sonucuna paralel bulgulara işaret etmektedir. Örneğin, okul öncesi öğretmenleri ile yapılan araştırmaya dayanarak, Hırvatistan'daki çocuklar ve okul öncesi öğretmenlerinin yüksek düzeyde dayanıklılığa sahip olduğunu ortaya koymuştur. Araştırma ayrıca, dayanıklılığı yüksek olan öğretmenlerin, çocuklarda dayanıklılığı oluşturmaya yönelik programlar hazırlamanın önemine karşı olumlu bir tutum içinde olduklarını göstermektedir (Bouillet ve diğerleri, 2014). İlk olarak, bulgular, hizmet içi okul öncesi öğretmenlerinin yüksek mesleki dayanıklılık inançları puanına sahip olduğunu; ortalama puanın, ölçekteki olası en yüksek puana yakın olduğu sonucuna ulaşılmıştır. Başka bir deyişle, bu sonuçlara göre, hizmet içi okul öncesi öğretmenlerinin mesleklerinde dayanıklı oldukları ve çalışma ortamlarında meydana gelebilecek olası zorluk ve zorluklarla başa çıkabildikleri sonucuna varılabilir.

Dayanıklılığın, okul ve öğretmenler için iş tatmini ve diğer olumlu sonuçlarla ilişkili olduğu (Mullen ve diğerleri, 2021) ve öğretmenlerin etkinliğine ve iyi oluşlarına önemli katkıları olduğu bulunmuştur (Gu& Day, 2006). Bu nedenle, mesleki dayanıklılık inancı yüksek olan hizmet içi erken çocukluk öğretmenlerinin mesleklerini sürdürmeye istekli olmaları, mesleki doyumlarının yüksek olması, mesleki stresle başa çıkmaları, mesleki etkililik ve iyi oluş halinde olmaları beklendiği sonucuna varmak mümkündür. Böylece ölçekten elde edilen en yüksek ortalama puan olarak kaydedilen sorular, okul öncesi öğretmenlerinin özel yaşamlarında ve çalışma ortamlarında stresörlerle baş edebildikleri ve olumsuz durumlarda psikolojik sağlamlıklarını korumaya yönelik olumlu tutum içinde oldukları sonucuna varılabilir.

İkincil olarak, ayrıca yaş, eğitim durumu, mesleki deneyim, mesleki gelişim faaliyetlerine katılım ve çalıştıkları okul türü gibi bazı demografik bilgiler açısından hizmet içi erken çocukluk öğretmenlerinin ortalama puanları karşılaştırılmıştır. Bu çalışmada, hizmet içi okul öncesi öğretmenlerinin mesleki dayanıklılık inançlarında eğitim durumu açısından istatistiksel bir anlamlılık bulunmuştur. Tanımlayıcı istatistikler yapıldığında, ölçekten en yüksek mesleki dayanıklılık puanını 2 Yıl Lise Mezunu olanların, en düşük puanın ise Yüksek Lisans mezunu öğretmenlerin aldığı kaydedilmiştir. Bu bulgu, 2 Yıllık Yüksekokul mezunu öğretmenlerin meslekte ya birkaç yıl geçirdikleri, ancak özel bir okulda çalıştıkları ya da devlet anaokulunda çalıştıkları, ancak meslekte uzun yıllar deneyimleri oldukları anlamına gelebilir. 2 Yıllık Yüksekokul mezunu öğretmenlerin yüksek mesleki dayanıklılık inançlarının olası kaynağı, deneyim yılları veya kurum türü olabilir.

Kurum türleri ile toplam mesleki dayanıklılık puanı arasında anlamlı bir fark bulundu. Literatürdeki diğer çalışmalarda farklı sonuçlar ortaya çıkmıştır. İngilizce öğretmenleri ile yapılan araştırmanın istatistiksel analizlerine göre, kamuda veya özel kurumlarda çalışan öğretmenlerin dayanıklılık düzeylerinde herhangi bir farklılık bulunmamıştır (Stavraki ve Karagianni, 2020). Bu çalışmada ise, özel okullarda görev yapan okul öncesi öğretmenlerinin puan ortalamaları, bağımsız devlet anaokulu ve ilkokullardaki anasınıfları olmak üzere diğer okul türlerine göre biraz daha yüksektir. Bu sonuç, özel sektördeki öğretmenlerin, olumsuz koşullara karşı daha dirençli olmalarına yardımcı olacak çeşitli stratejiler ve koruyucu faktörler geliştirdikleri ile açıklanabilir. Ayrıca, özel ve devlet okulu sistemleri arasındaki farklılıklarla ilgili olarak, olası bir sonuç, öğretmenlerin öğretmenlik deneyiminin okulun özelliklerinden etkilenebileceğidir. Okulun sosyo-ekonomik konumu ve çevresi, öğretmenleri ve çalışma hayatlarını etkilemede rol oynamaktadır (Stoll ve Louis, 2007).

Bu araştırma aynı zamanda okul öncesi öğretmenlerinin mesleki dayanıklılık inançlarında yaş ve deneyim yıllarına göre anlamlı bir anlamlılık olmadığını ortaya koymuştur. Benzer bulgular başka çalışmalarda da bulundu. Örneğin,

diğer arařtırmalarda (Harrisson vd., 2002; Kırımođlu vd., 2010; Yalçın, 2013) öđretmenlerin yıllara göre dayanıklılık düzeylerinde anlamlı bir farklılık olmadığı ortaya çıkmıřtır. Ancak alan yazındaki arařtırmalarda deneyimin öđretmenlerin dayanıklılık inançlarına etkisine iliřkin farklı sonuçlara ulařılmıřtır. ođu alıřmada, dayanıklılık konusunun öđretmenlik deneyimi ile iliřkili olduđuna dair benzer bulgular rapor edilmiřtir (Zografou, 2016; Velesioti ve diđerleri, 2018; Koudigeli, 2017; Pearce & Morrison, 2011). Dolayısıyla bazı durumlarda öđretmenlerin dayanıklılık inançlarının belirlenmesinde deneyim yılının dayanıklılıkları üzerinde etkili olabileceđi söylenebilir. Bu durum, öđretmenlerin öđretmenlik kariyerleri boyunca birçok farklı durumla karřılařmaları ve bu olayların bazılarının ok stresli olabilmesiyle açıklanabilir.

Yař, eřitli alıřmalarda mesleki deneyim ile yakından iliřkili olduđundan, benzer bulgular ortaya konmuřtur. Arařtırmanın bulguları, dayanıklılıđın yař ve deneyim yılı faktörlerine göre deđiřtiđini ortaya koyan önceki arařtırma bulgularından farklılık göstermektedir. Bu alıřmada, okul öncesi öđretmenlerinin mesleki dayanıklılık inançlarında yař faktörüne göre anlamlı bir farklılık bulunamamıřtır. Birok arařtırma, öđretmenlerin dayanıklılıklarını belirlemede yařın belirleyici bir faktör olmadığını göstermektedir (Chan, 2003; Sezgin, 2009; Siourla, 2018; Danililidou, 2018). Bu konuda diđer alıřmalarda farklı sonuçlara da ulařılması mümkündür. Sonuç olarak, meslekte geirilen ve yıllara devam eden yılların ayrı mı yoksa her ikisinin de birlikte dayanıklılıđı desteklediđi ya da azalttıđı bulgusu belirsizliđini koruyor. İlgili literatürde belirtilen önemli bulgularla birlikte alıřmaların bulguları dikkate alındıđında, öđretmenlerin dayanıklılıđına bu alıřmada incelenen demografik ve sınıf özelliklerinden daha güçlü katkı sađlayan bařka faktörlerin olabileceđi varsayılabilir. Öđretmenlerin dayanıklılıđının bir dizi koruyucu ve risk faktörüne duyarlı olduđu açıka görölmektedir (Chu ve Liu, 2022).

1.2 Hizmet İçi Okul Öncesi Öğretmenlerinin Mesleki Dayanıklılığa İlişkin Görüşleri

Araştırmaya katılanların çoğu, yüksek düzeyde iş doyumuna sahip olduklarını açıklamıştır. Bu durum öğretmenin mesleğinin en sevdiği özelliklerine ilişkin ifadeleriyle açıklanabilir. Birçok öğretmen, çocukların gelişimini etkileme, çocukların saf sevgi ve mutlulukları, çocukların dünyaları, çocuklarla bir arada olmaları gibi çocukla ilgili faktörlerin öğretimden doyumlarını etkilediğini vurgulamıştır. Bu nedenle, yüksek iş doyum düzeylerine ilişkin öz değerlendirmeleri, bu mesleğin muhtemelen içsel motivasyon ve fedakarlıktan etkilenen çok bilinçli bir kararla seçilmesiyle açıklanabilir. Buna uygun olarak da kendilerini mesleklerinde dayanıklı olarak yansıtmışlardır. Dolayısıyla işlerinden memnun hisseden erken çocukluk dönemi hizmet içi öğretmenlerinin mesleki olarak da dayanıklı hale geldiklerini ve öğretimlerinde olumsuzluklarla baş etme gücüne sahip olduklarını söylemek mümkün görünmektedir. Yüksek düzeyde iş doyumunu olan bir öğretmeni anlamakla ilgili olarak, çok sayıda öğretmen mesleki çabayı vurguladı: meslekte istekli ve mutlu olmak. Araştırmada yer alan hizmet içi öğretmenler, mutlu bir şekilde çalışmanın, çocuklar için etkili etkinlikler hazırlamanın ve diğer öğretmenlerle aktif olarak fikir üretmenin, mesleğinden yüksek düzeyde tatmin olan bir öğretmeni anlamının davranışları/özellikleri olarak ortaya çıktığını düşünmektedir. Öğretmenlerin bir okulda işbirliği içinde çalışmaları gerektiği ve motivasyonlarının ve isteklerinin birbirlerini desteklemeye teşvik edebileceği şeklinde olası bir sonuç çıkarılabilir. İş tatminini etkileyen faktörler ile ilgili olarak katılımcılar bu faktörleri sıralamışlardır; kişisel, üçüncü şahıslar (ebeveynler, yöneticiler, iş arkadaşları), çocuk, çevre ve geri bildirimler. Katılımcıların büyük bir kısmı üçüncü şahısların (ebeveynler, yöneticiler, meslektaşlar) önemini vurgulamıştır. Alan yazınla uyumlu olarak Chen Weiqi (1998), meslektaşlarla olan ilişkinin ve sosyal kabulün öğretmenlerin iş doyumunu etkilediğini belirtmiştir. Dolayısıyla hizmet içi öğretmenlerin iş doyumunu belirlemede meslektaşları ile iyi ilişkileri önemli bir faktör olarak gördükleri söylenebilir. Öğretmenlerin, bu mesleğin bireysellikten ziyade bir ekip işi olduğunun ve olumlu ilişkiler kurmanın daha fazla bağlantı

kurmalarına ve desteklenmelerine yardımcı olduğunun farkında oldukları söylenebilir. Yukarıda bahsedilen öğretmenlerin iş doyumlarının yanı sıra hizmet içi okul öncesi öğretmenleri tükenmişlik konusuna ilişkin de görüşlerini paylaşmışlardır. Tükenmişlik ile dayanıklılık arasında anlamlı bir negatif ilişki olduğu daha önceki çalışmalarda belirtilmiştir (Polat ve İskender, 2018; Lammers vd., 2013; Andrew vd., 2016).). Ancak araştırmaya katılan öğretmenlerin çoğu mesleki anlamda tükenmişlik hissettiklerini belirtmişlerdir. Öğretmenler mesleklerinde tükenmişlik hissetseler de öğretmenlik mesleğine devam etme tutkusunu ve mesleklerinde doyum duygusuna sahip olduklarını ifade etmişlerdir. Bunun ışığında dayanıklılık düzeyi yüksek olan öğretmenlerin olumsuz durumlara uyum sağlama stratejileri geliştirebildikleri ve zorluklarla baş etmede başarılı oldukları söylenebilir. Öğretmenlerin tükenmişlik yaşamasına neden olan faktörlerle ilgili olarak, görüşmede de ifade edildiği gibi, çocukların duygusal açısından zorlu davranışları tükenmişlik yaşama nedenlerinden biridir. Bu bağlamda öğretmen-çocuk ilişkileri arasında tükenmişlik riski açısından anlamlı bir ilişkinin olduğu söylenebilir. Aynı şekilde farklı araştırmacılara göre (Tsouloupas vd., 2010; Chang, 2009), çocukların istenmeyen davranışları meydana geldiğinde öğretmenlerin tükenmişliği ve olumsuz duyguları güçlü bir şekilde etkilenmektedir. Bu nedenle, bu süreçte kritik bir bileşen olarak öğretmenlerin pedagojik bilgisinin ve sürekli eğitiminin gerekliliği vurgulanabilir. Duygusal/davranışsal güçlükleri olan çocuklara yönelik öğretmenlerin bilgi ve uygulamalarını destekleyecek pedagojik uygulamaları içeren programlar hazırlanabilir ve öğretmenlerin öğrenme ihtiyaçlarını karşılamak üzere geliştirilecek öğretim programları daha da geliştirilebilir.

Katılımcı öğretmenler mesleki dayanıklılığın tanımını paylaşmadan önce bunun kendileri için ne anlama geldiğine ilişkin görüşlerini dile getirdiler. Katılımcılar motivasyon, tükenmişlik, enerji, sabır, zorlukların üstesinden gelme, zorluklarla başa çıkma ve pes etmeme konularından bahsettiler. Tüm katılımcılar, dayanıklılık için gerekli olan motivasyon veya sabır gibi zorluklarla veya bazı durumlarla mücadele etmeye odaklandı. Bu tanımlar, katılımcıların mesleki

dayanıklılık kavramına ilişkin düşüncelerinin, zorluklarla mücadele ederken gelişebilmek ve öğrenebilmek yerine, zorluklara dayanma ve bunlarla başa çıkma gibi davranışlara odaklandığını göstermektedir. Öte yandan, dayanıklılık onları sadece hayatta kalmak yerine gelişmeye teşvik eder (Gloria ve diğerleri, 2013). Ancak bu araştırmaya katılan öğretmenlerin hiçbiri bu noktayı vurgulamamıştır. Görülmektedir ki, dayanıklılık sadece olumsuzlukların üstesinden gelmek için gerekli özelliklerle donatılmak değil, aynı zamanda zorluklarla mücadele ederken de kendini geliştirmektir. Katılımcılar tarafından açıklandığı üzere, öğretmenlerin mesleklerini devam ettirebilmeleri için öğretmenlerde dayanıklılığa da ihtiyaç duyulmaktadır. Pek çok araştırmayla ilişkili olarak, dayanıklılık öğretmenlerin öğretme niyetlerini sürdürmeleri için gerekli bir özellik olarak tanımlanmıştır (Doney, 2012; Gu ve Day 2013; Castro, Kelly ve Shih, 2010). Öğretmenlerin mesleklerinde karşılaştıkları zorluklara takılıp kalmadan mesleklerini devam ettirebilmeleri için tüm bu olası zorluklara karşı belirli bir düzeyde dayanıklılığa ihtiyaçları olduğu sonucuna varılabilir. Örneğin, katılımcılar mesleki dayanıklılığın öğretmenlere okullarda zor koşullarda çalışabilme becerisi kazandırdığını paylaştılar. Öğretmenlerin mesleki doyumlarını ve mesleki tükenmişliklerini etkileyen faktörler veli, okul yönetimi gibi insan faktörlerinin ama özellikle meslektaşlarının ne kadar önemli olduğunu ortaya çıkarmıştır. Okul öncesi öğretmenlerinin tamamı, mesleki olarak dayanıklı olduğunu düşündükleri bir meslektaşına sahip olduklarını belirtmişlerdir. Öğretmenler, meslekte dayanıklı meslektaşlarının bazı özelliklerini veya davranışlarını paylaşmışlardır. Öğretmenlerin çoğu, mesleki olarak dirençli meslektaşlarının özelliklerini “zorluklara boyun eğmemek” olarak açıklamıştır. Öğretmenlik mesleğinin belirli bir yeri, sabit koşulları, bölgesi vb. olmadığından, her koşulda etkin bir şekilde performans gösterebilmek için meslekte dirençli olmanın gerekli olduğu anlaşılabilir.

1.3 Hizmet İçi Okul Öncesi Öğretmenlerinin Mesleki Dayanıklılığa İlişkin Kendi Söylemlerine Dayanan Uygulamaları

Katılımcı okul öncesi öğretmenlerinin tamamı kendilerini mesleki olarak dayanıklı bulduklarını belirtmişlerdir. Çetin (2019), mesleki dayanıklılığın yüksek olmasının öğretmenleri etkili olmaya teşvik edebileceğini vurgulamıştır. Çelikten ve diğerleri, (2005) etkili öğretmenlerin özelliklerinin bir listesini paylaşmışlardır ve bunların en öne çıkanları, sabırlı ve koşullara karşı dirençli olmanın yanı sıra duyguları yönetmektir. Birçok öğretmen kendilerini mesleki açıdan dayanıklı kılan özellikleri sabırlı olmak, tüm paydaşlarla iyi iletişim kurmak, çocukları sevmek ve hiçbir zorlukta pes etmemek olarak açıklamıştır. Öğretmenlerin çoğu sabırlı olmanın mesleklerinde dayanıklılıklarını artırdığını ifade etmiştir. Bu özelliğin olası nedeni ise daha çok okul öncesi sınıfında her an sürpriz bir olay ya da problem durumunun yaşanabileceği ancak öğretmenin sabırlı davranması halinde ortaya çıkabilecek durumların etkili bir şekilde üstesinden gelebileceği olabilir. Literatür ayrıca, dirençli bir öğretmenin zorlu durumlarla karşılaştığında düşmediğini, zorlu deneyimlere olumlu tepki verdiğini, işinden daha memnun olduğunu, kendisiyle gurur duyduğunu, başarıya duygusuna sahip olduğuna işaret etmektedir (Howard ve Johnson, 2004). Bu konuyla ilgili iki ana sebep olabilir. İlk olarak, bu çalışmada öğretmenlerin ortalama deneyim yıllarının 10.57 yıl olduğu göz önüne alındığında, kendilerini mesleki olarak dayanıklı bulmalarının ve sabırlı olma gibi özelliklerinin öğretmenlik deneyimleriyle ilgili olduğu söylenebilir.

Katılımcılar mesleki dayanıklılıklarını olumlu veya olumsuz etkileyen faktörleri ifade etmişlerdir. Soruya verdikleri cevaplar öğretmen, paydaşlar ve çevre faktörleri altında kategorize edilmiştir. Görüşmede öğretmenler çoğunlukla ekonomik koşullar, çevresel fırsatlar veya insanların olumsuz bakış açıları gibi mesleki dayanıklılıklarını düşüren faktörlere odaklanmışlardır. Ancak literatür, neşe, tatmin ve ilgi gibi olumlu duyguların dayanıklılığı artırdığının görüldüğünü desteklemektedir (Amstadter ve diğerleri, 2014; Kashdan ve diğerleri, 2006; Emmons ve Shelton, 2002). Ayrıca öğretmenlerin olumlu değerlere sahip olma,

paydaşlarla iyi iletişim kurma, yüksek motivasyona sahip olma, cesur olma, mizah anlayışına sahip olma, duygularını yönetme ve başarılı olma gibi dışsal ve içsel koruyucu faktörler de bulunmaktadır (Price vd., 2012). Katılımcılar paydaşlarla ilgili faktörlerden bahsettiler: birlikte çalıştıkları insanlar, ebeveynlerin tutumları, meslektaşları, yöneticileri ile iletişim ve paydaşlardan gelen geri bildirimler. Öğretmenlerin paydaş faktörünü mesleki dayanıklılıklarını etkileyen güçlü bir faktör olarak görmeleri, eğitimin tüm paydaşlarının birbirini nasıl etkilediğini, sağlıklı ve iyi bir iletişim ve ilişkinin ne kadar önemli olduğunu ortaya koymaktadır. Ayrıca, öğretmenler çevresel fırsatlara, sınıfların fiziksel koşullarına, materyallere, okul sayısındaki eksikliğe ve zaman yetersizliğine odaklandılar. Dayanıklı olma yeteneğinin çevresel durumlara ve zorluklara bağlı olabileceği belirtilmiştir. Bu nedenle, Mansfield ve meslektaşları (2016), hem bağlamsal hem de kişisel zorlukların, öğretmenlerin mesleği bırakma planlarına bir kaynak olduğunu vurgulamıştır. Genel olarak, öğretmenlerin mesleki dayanıklılıklarını etkileyen faktörler hakkındaki çeşitli ifadeleri, çoklu içsel ve dışsal koruyucu kaynaklara vurgu yapmaktadır.

Katılımcı öğretmenlerin çoğu meslektaşlarıyla fikirlerini paylaşmaktan ve dayanıklılıklarını artırmak için kendilerine zaman ayırmaktan bahsetmiştir. Bu durum öğretmenlerin dayanıklılıklarını artırmak için tek bir strateji uygulamadıklarını göstermektedir. Bunun nedeni, psikolojik dayanıklılığın sosyal, duygusal, zihinsel ve fiziksel yönleri içeren çok katmanlı sistemler içerdiğinden yalnızca bir stratejinin uygulanmasıyla geliştirilebilecek basit bir yapı olmaması olabilir. Örneğin öğretmenler profesyonel olarak uygulayabilecekleri stratejilerin yanı sıra kendilerine zaman ayırma, spor yapma, daha enerjik olmaya çalışma, bir psikolojik danışmandan destek alma ve özel yaşamlarında insanlarla iyi iletişim kurma gibi yöntemlerden de yararlanabilirler. Dayanıklı öğretmenler, bu stratejileri destekleyerek iş-yaşam dengesini korur (Johnson ve diğerleri, 2014) ve mesleki gelişimlerini sürdürürler (Patterson ve diğerleri, 2004). Öğretmenler, akademik becerilerini geliştiren ve sorunlarını çözmeye teşvik eden seminer, eğitim çalıştayları ve konferanslara katılmamanın önemini farkındadır (Baruani vd., 2021). Araştırmada okul öncesi öğretmenleri

bu stratejilerin uygulamalarında olumlu katkılar bulmuşlardır. Katılımcılardan biri hem meslektaşların hem de farklı mesleklerden kişilerin koordineli ve işbirliğine dayalı çalışmalarının önemine işaret etmiştir. Öğretmenlerin algıladıkları stres, amaç odaklı iş birliği ve birbirlerine destek arasındaki ilişki nadiren araştırılmış olsa da, araştırma bulguları meslektaşlardan alınan desteğin öğretmenler için bir kaynak işlevi gördüğünü ve öğretmenlerin performansı üzerinde olumlu bir etkiye sahip olduğunu ortaya koymuştur. Wolgast ve Fischer, 2017). Bu durum, okul öncesi eğitim kurumlarında öğretmenlerin birbirleriyle paylaşımlarının ve olumlu bir iletişim ortamının yaratılmasının öğretmenlerin daha huzurlu ve üretken bir ortamda çalışmalarını sağlamasından kaynaklanabilir. Böyle olumlu bir okul ortamında öğretmenlerin zorluklar karşısında daha dayanıklı olabileceği söylenebilir.

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YAZARIN / AUTHOR

Soyadı / Surname : GÜMÜŞTEKİN
Adı / Name : Öznur
Bölümü / Department : Okul Öncesi Öğretmenliği

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TEZİN TÜRÜ / DEGREE: Yüksek Lisans / Master Doktora / PhD

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