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Research Article

The Moderator Role of Attitude For Technology in the Connection Between Attitude for the Teaching Profession and Professional Resilience

Öğretmenlik Mesleğine Yönelik Tutum ile Mesleki Dayanıklılık Arasındaki İlişkide Teknolojiye Yönelik Tutumun Düzenleyici Rolü

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ABSTRACT

Attitude for the teaching profession has an important place in the professional resilience of teacher candidates. Examining the moderating role of pre-service teacher (PST) attitudes for technology will contribute to the enrichment of the literature by looking at the relationship between their attitudes for the profession and their professional resilience from a different perspective. The aim of this study is to examine the moderating role of PST' attitudes for technology in the relationship between their attitudes for the profession and their professional resilience. Relational survey model was used in the study. The research group consists of 407 PST in Gaziantep, which can be reached with an easy sample. As data collection tools; 'Personal Information Form', 'Attitude Scale For the Teaching Profession', 'Professional Resilience Scale for Teaching Candidates', 'Attitude Scale For Technology' were used. The data gathered throughout the investigation were assessed utilizing quantitative analysis techniques with the use of SPSS software. Descriptive statistics, Pearson correlation analysis, and Hayes (Process) analysis 1 were employed in the examination of the data. The model is used. As a result of the research, it was seen that the attitudes of PST for the profession predicted their professional resilience. However, the relationship between these PST' attitudes for the profession and their professional resilience differs according to their attitudes for technology. It has been determined that PST' attitudes for the profession and their attitudes for technology have a moderating role in the relationship between their professional resilience.

Keywords: attitude for the teaching profession, professional resilience, attitude for technology.

ÖZET

Öğretmenlik mesleğine yönelik tutum, öğretmen adaylarının mesleki dayanıklılıkları için önemli bir yere sahiptir. Öğretmen adaylarının teknolojiye yönelik tutumlarının düzenleyici rolünün incelenmesinin, mesleğe yönelik tutumları ile mesleki dayanıklılıkları arasındaki ilişkiye farklı bir yönden bakarak alan yazının zenginleşmesine katkısı olacaktır. Bu araştırmanın amacı; öğretmen adaylarının mesleğe yönelik tutumları ile mesleki dayanıklılıkları arasındaki ilişkide, teknolojiye yönelik tutumlarının düzenleyici rolünü incelemektir. Araştırmada ilişkisel tarama modeli kullanılmıştır. Araştırma grubunu Gaziantep ilinde kolay örneklem ile ulaşılan 407 öğretmen adayı oluşturmaktadır. Veri toplama araçları olarak; 'kişisel

bilgi formu', 'öğretmenlik mesleğine yönelik tutum ölçeği', 'öğretmenlik adayları için mesleki dayanıklılık ölçeği' 'teknolojiye yönelik tutum ölçeği' kullanılmıştır. Çalışma kapsamında toplanan veriler, SPSS programı aracılığıyla nicel analiz yöntemleriyle incelendi. Verilerin değerlendirilmesinde tanımlayıcı istatistikler, Pearson korelasyon analizi ve Hayes (Process) analizi 1. Modeli kullanıldı. Araştırma sonucunda; öğretmen adaylarının mesleğe yönelik tutumlarının mesleki dayanıklılıklarını yordadığı, öğretmen adaylarının mesleğe yönelik tutumları ile mesleki dayanıklılıkları arasındaki ilişkinin teknolojiye yönelik tutumlarına göre farklılaştığı ve öğretmen adaylarının mesleğe yönelik tutumları ile mesleki dayanıklılıkları arasındaki ilişkide teknolojiye yönelik tutumlarının düzenleyici rolünün olduğu tespit edilmiştir.

Anahtar Kelimeler: öğretmenlik mesleğine yönelik tutum, mesleki dayanıklılık, teknolojiye yönelik tutum.

INTRODUCTION

Because of its critical importance, teaching requires outstanding qualities such as empathy, openness to sharing ideas, helpfulness, self-sufficiency, and a positive attitude for the profession (Confrey, 1990; Goroshit & Hen, 2014; Kılıç, 2024; Mata et al., 2021; Michael et al., 2019). There are many qualities that increase the importance of teaching. There are many qualities that increase the importance of teaching. In addition to having personality traits such as altruistic behavior, the attitude toward the teaching profession is also one of these qualities (Beltman et al., 2018; Bem, 1970; Oplatka, 2009). Bem (1970) explained attitude for the profession as an individual's positive or negative evaluations for objects, thoughts, and events (Bem, 1970). Having a positive attitude for the profession supports the teacher in developing an environment that positively affects the children in the classroom (Bhargava & Pathy, 2014). University years significantly shape attitudes towards the profession, and prospective teachers' attitudes significantly influence their future success (Gun, 2012; Koehler & Mishra, 2005). Studies reveal that pre-service teacher (PST) attitudes for the teaching profession are negatively affected by a lack of professional preparation (Sharbain & Tan, 2012) and that they develop negative attitudes for the profession when they make their career choice without sufficient information (Kaya et al., 2013). In addition, it has been stated that PST' attitudes for the profession do not differ according to the department they study (Aydın & Sağlam, 2012) and that their attitudes for the teaching profession are high (Ayık & Ataş, 2014; Gun, 2012; Pehlivan, 2008).

Professional resilience, which is a considerable factor in teaching and means psychological resilience in professional life, is an important factor because it helps individuals cope with the difficulties they face in their professional lives and increases their personal and professional success. Individuals can develop professional resilience by demonstrating commitment to the profession, control, and challenge. When an individual finds they profession valuable, they can use all they attention, effort, and imagination to strive in the profession. Since they believes in change rather than stagnation, they sees stressful situations in business life as an opportunity for personal development. When individuals consider themselves competent in their profession, their are not negatively affected by the changes in professional life; their can struggle with external factors and challenge negative situations (Maddi et al., 2009; Tuna Borucu, 2024). A teacher needs to have professional resilience in order to sustain teaching in the best way throughout they career (Gu & Day, 2013). Resilience, the capacity to cope with negative situations, has been seen in the field of child improvement. Nowadays, the importance of resilience for adults in different situations and contexts throughout their careers has increased (Day, 2014). Researchers have addressed teacher resilience from 'individual', 'process', and 'context' perspectives (Beltman et al., 2018), and within the individual-oriented perspective, they have found that attitude as a personal characteristic affects resilience (Pretsch et al., 2012). Dönmez and Karasulu Kavuncuoğlu (2019) revealed that there is an important relationship between attitude for the teaching profession and teacher resilience (Dönmez & Kavuncuoğlu, 2019). In this sense, resilient teachers have personal

strengths and can provide quality teaching in a resilient way despite the negativity in the education system (Ebersöhn, 2014; Galyer & Evans, 2001).

There are many variables affecting PST's attitudes towards the profession (Scherer et al., 2018). The use of technology is also an effective variable in developing a positive attitude for the profession (Atabek, 2020). Researchers have shown that technology can support the use of constructivist teaching approaches that develop students' higher-order thinking skills (ISTE, 2007). Ernst von Glasersfeld, the most important proponent of the radical interpretation of constructivism (Messner & Reusser, 2006), states that it is very important for a good teacher to guide students. Because in constructivism, there is always more than one solution to a problem, and these solutions consist of different perspectives. Furthermore, the individual's subjective attitudes influence the knowledge constructed and give it meaning (Von Glasersfeld, 1985). Glasersfeld explained two key elements of radical constructionism. The first key element of radical constructionism is that the thinking individual constructs knowledge rather than passively receiving it. Secondly, the ability of people to comprehend enables them to organize new experiences (Çetinkaya, 2023; Von Glasersfeld, 1985). These statements indicate that the use of technology alone cannot make the education and instruction process effective. Therefore, teachers achieve effective teaching by using technology in accordance with the curriculum content and in the right way (Koehler & Mishra, 2005). The research conducted revealed the importance of determining PST's perceptions respecting the effective integration of technology in curricula, the enhancement of teacher education programs in this area, and the improvement of attitudes for the teaching profession (Usta & Korkmaz, 2010). Additionally, it was established that teachers with positive attitudes for technology exhibit higher self-confidence in its use and incorporate technology more frequently in their lessons (Kersaint, 2003). Kolomuç (2019) concluded that PST's perceptions for technology are inadequate and that they do not consider themselves sufficient in terms of knowledge, skills, and tentative for effective use of technology in their professional lives (Kolomuç, 2019). Furthermore, some studies made with PST have found that they possess positive attitudes for technology (Çetin et al., 2012) and hold positive thoughts regarding its use (Ünal Bozcan, 2010).

In light of the studies in the field, it is thought that teachers' and prospective teachers' attitudes towards the teaching profession predict their professional resilience. However, there is no study examining the moderating effect of attitude for technology on the relationship between attitude for the teaching profession and professional resilience. However, especially after the COVID-19 pandemic period, which we can characterize as a global crisis, it is considered necessary to conduct research on attitudes such as how the reflection of technological developments on education increases success. Therefore, this research is very important from the point of view of bringing a different dimension to the studies conducted in the field. In this context, the main aim of this research is to identify whether attitudes for technology have a moderating role in the relationship between PST's attitudes for the teaching profession and their professional resilience grade. Two hypotheses were determined to align with this purpose.

H1: PST' attitudes for the teaching profession highly predict their professional resilience levels.

H2: Attitudes for technology have a moderating role in the relationship between PST's attitudes for the teaching profession and their professional resilience.

METHOD

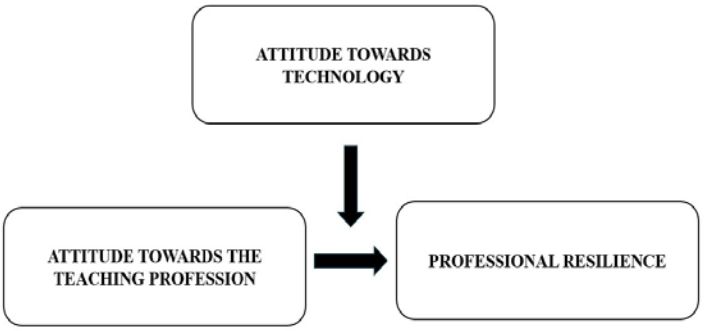
2.1.Research Design

A quantitative research method called the relational survey method was employed to examine the correlation between PST' attitudes about the teaching profession and their

professional resilience. Researchers conduct survey studies to ascertain orientations and attitudes based on a predetermined sample (Creswell, 2013). Correlational survey model studies aim to examine certain characteristics in a specific sample without any intervention using a quantitative research design (Büyüköztürk et al., 2012). The research model designed attitude for the teaching profession as an independent variable, professional resilience as a dependent variable, and attitude for technology as a moderator variable. The research model is shown in Figure 1.

Figure 1

Research Design



2.2. Study Group

In the 2023-2024 academic year, 407 pre-service teachers in Gaziantep province, reached by the convenience sampling method, formed the study group. Convenience sampling refers to the selection of samples from easily accessible and applicable units due to limitations in time, labor, and material conditions (Büyüköztürk et al., 2012). Some of the pre-service teachers who constitute the study group continue their education at the faculty of education. Others are graduates of various undergraduate programs and receive formation training to be able to teach. We determined the branches of these pre-service teachers. Table 1 displays the programs of the participants.

Table 1

Distribution Of The Study Group With Respect To The Department Of Study

Variable	N	%
Physical education and sport	23	5.6
Biology	21	5.2
Child Development	23	5.7
Midwifery	1	0.2
Electricity	4	1
Physics	2	0.5
Gastronomy	10	2.5
Nursing	3	0.7
English	31	7.6
Chemistry	2	0.5
Mathematics	19	4.7
Preschool	100	24.6
Special Education	20	4.9
Guidance and Psychological Counseling	67	16.5
Primary Classroom	33	8.1
Social Studies	1	0.2
Turkish Language and Literature	15	3.7
Turkish	20	4.9
Other	12	2.9
Total	407	100

Table 2 displays the demographic characteristics of the participant PST.

Table 2

Demographic Characteristics of Participating PST

Variable	N	%
Gender		
Female	307	75.4
Male	100	24.6
Age		
18-24	302	74.2
24-30	87	21.3
30 and above	18	4.5
Total	407	100

2.3. Data collection tools

2.3.1.Demographic Information Form

The researcher applied the Demographic Information Form in the questionnaire to collect personal information from the PST participating in the study, including their gender, age, and current department.

2.3.2.Attitude For Teaching Profession Scale (ATTS)

In the study, the 'Attitude For Teaching Profession Scale (ATTS)' developed by Kahramanoğlu et al. in 2018 was used to determine PST' attitudes for the teaching profession. Conducted a study on 615 PST at a university in the Southeastern Anatolia Region to determine the attitudes of PST for the teaching profession. The study used the 'Attitude For Teaching Profession Scale (ATTS)', a measurement tool with a five-point Likert-type structure (5: strongly agree, 4: agree, 3: somewhat agree, 2: disagree, and 1: strongly disagree), created from 12 items and undimension. The averages calculated with the Attitude For Teaching Profession Scale are evaluated as '1.00-1.80' very low, '1.81-2.60' low, '2.61-3.40' medium, '3.41-4.20' high, and '4.21-5.00' very high. As a result of confirmatory factor analysis (CFA), $\chi 2 = 112.59$, sd = 46, $\chi 2/sd = 2.45$, SRMR =.050, NFI =.96, AGFI =.91, CFI =.98, and RMSEA =.065 (Kahramanoğlu et al., 2018). In addition, Cronbach's alpha internal consistency coefficient was calculated as .85. These results show that the scale is reliable (Büyüköztürk, 2018). The data obtained in this study also showed that the internal consistency of the scale (α =.84) was high. Accordingly, the SCMAS is considered to be reliable at a good level (Büyüköztürk, 2018).

2.3.4. Pre-service Teacher (PST) Attitudes for Technology Scale

In the study, “the PST Attitudes For Technology Scale' developed by Aydın and Karaa (2013) was used to determine the attitudes of prospective teachers for technology, The scale is a one-dimensional scale consisting of 17 items (Aydın & Karaa, 2013). Fifteen of the items on the scale are positive, and two are negative. In this five-point Likert scale (1: strongly agree, 2: agree, 3: undecided, 4: disagree, 5: strongly disagree), the negative items are scored in reverse. Accordingly, the score range of the scale is between 17 and 85, and the scores of the participants who answer the scale determine their attitudes for technology. It is stated that as the scores obtained from the scale increase, the attitude for technology increases positively. The Cronbach Alpha score of the scale is 0.87. The KMO value of this 17-item scale was 0.898. Bartlett's Test of Sphericity value x2 = 2055,291; sd = 136; p = 0,000. The factor loadings of the 17 items that

make up the scale were expressed as between 0.344 and 0.734. The items on the scale explain 34.746% of the total variance. In scales consisting of a single factor, it is considered sufficient that the variance explained is 30% and above (Büyüköztürk, 2018). The data obtained in this study also showed that the internal consistency of the scale (α =.84) was high. Accordingly, the TTS was considered to be reliable at a good level (Büyüköztürk, 2018).

2.3.5. Professional Resilience Belief Scale for Pre-service Teacher (PST)

In the study, the 'Professional Resilience Belief Scale for PST (PRBS)' developed by Tagay and Demir (2016) was used to determine the professional resilience levels of prospective teachers (Tagay & Demir, 2016). Consisting of 26 items, this scale is unidimensional. In the validity and reliability studies of the scale, 272 PST, 168 female and 104 male, took part. Exploratory factor analysis and confirmatory factor analysis were used to reveal construct validity. As a result of confirmatory factor analysis, it was found that this scale, consisting of a single factor, had a high fit index. In the reliability studies conducted with the test-retest method, the Pearson correlation coefficient between the applications with 78 students at 3-week intervals was calculated as 'r =.76'. Considering these data, it was determined that this scale developed for PST was valid and reliable. Cronbach's alpha internal consistency coefficients calculated with the study group in the related research were calculated as.96. The scale is a 5-point Likert-type scale consisting of 1: strongly disagree, 2: somewhat agree, 3: moderately agree, 4: mostly agree, and 5: completely agree. It is thought that the higher the score obtained from the scale, the higher the occupational resilience. The highest score that can be obtained from the scale is 130, and the lowest score is 26. In the reliability study, Cronbach's alpha internal consistency coefficient was calculated as.93. The data obtained in this study also showed that the internal consistency of the scale (α =.88) was high. Accordingly, the VTS was considered to be reliable at a good level (Büyüköztürk, 2018).

For the scales used in the research process, permission was obtained from the developers of the scale via e-mail. and statistical information about the scale was obtained. Together with this scale, two other scales used in the research and a personal information form prepared to learn the demographic characteristics of the participants were added and applied to the research group consisting of 407 people.

2.4.Data Analysis

The SPSS 26 statistical program was used to analyze the data obtained through the scales. In the analysis of the data, descriptive statistics were first used. Pearson correlation coefficients were calculated to examine the relationships between attitudes for technology, attitudes for the teaching profession, and professional resilience scores. Hayes (Process) analysis model 1 (Hayes, 2018) was used to test the moderating effect of attitude for technology in the relationship between attitude for the teaching profession and professional resilience. Assumptions regarding the analyzes to be carried out in the research were examined. First, frequency distributions were examined to identify missing data and 47 identified data were removed. Then, for multivariate analysis, the normality assumption was examined with Mahalanobis distances and 19 data were removed from the set due to extreme values. According to Mahalanobis distance metrics, the percentage of 19 samples removed from the data set to the total sample was calculated as 4.67%. This value is within the range of values accepted in the literature (Barnett and Lewis, 1994).

2.5.Process

After obtaining ethics committee approval from Hasan Kalyoncu University Graduate Institute, the demographic information form and scales to be used in the study were applied to volunteer PST who could be reached in Gaziantep province. The application was done face-to-face with paper and pencil. The data collected from 93 participants was excluded from the study due to incomplete and incorrect completion of the scales. The application of the measurement tools took approximately 15 minutes for each subject.

FINDINGS

In this section of the study, descriptive statistical information obtained from the scales, a correlation test, and information about the analysis in which the moderating variable is tested are included.

Table 3

Descriptive Findings Of The Scales

N:407	Mean	Std.	Min	Max	Skewness	Kurtosis
Attitude Toward the Teaching	49	6.02	23	60	-.39	.40
Professional Resilience Belief Scale.	104	16.05	48	143	-.58	.46
Attitude Toward Technology Scale.	36	16.58	17	85	.73	-.52

According to Table 3, the mean score of the PST' attitudes for the teaching profession was 49, the mean score of professional resilience was 104, and the mean score of attitudes for technology was 36. According to the skewness and kurtosis values, the distribution was found to be normal (Büyüköztürk, 2018).

3.1.Findings on the Effect of Attitude For the Teaching Profession on Professional Resilience

A correlation analysis was conducted to reveal the relationship between the Attitude For Teaching Profession scale and the unidimensional of the Professional Resilience Belief for Prospective Teachers scale to be used in the research. According to the results obtained from the analysis, there was a moderately significant positive correlation between attitude for the teaching profession and professional resilience belief for PST (r = 463; p= 0.00), and the first hypothesis of the study, "PST' attitudes for the teaching profession significantly predict their professional resilience levels," was confirmed. Accordingly, it was concluded that PST' attitudes for the teaching profession positively affected their professional resilience beliefs.

3.2.Findings on the Moderating Effect of Attitude For Technology in the Relationship between Attitude For the Teaching Profession and Professional Resilience

Model 1 in the SPSS Process 4.0 Macro was used to test the moderating effect of attitude for technology in the relationship between attitude for the teaching profession and professional resilience (Hayes, 2017). The test results of the moderating role of attitude for technology in the relationship between attitude for the teaching profession and professional resilience are presented in Table 4.

Table 4

Findings Regarding The Moderating Effect Of Attitude For Technology In The Relationship Between Attitude For The Teaching Profession And Professional Resilience

Y: Professional	β	t	p	LLCI	ULCI	F	p	R	R2	R2
Fixed Value	112.4	6.70	.00	79.47	145.44					
X: Attitude For	.06	.19	.84	.69	.57					
W: Attitude For	1.62	4.45	.00	2.38	.90					
X*W	.03	4.26	.00	.01	.04	45.85	.00	.50	.25	.03

X (independent variable): Attitude Toward Teaching Profession; W (moderator variable): Attitude Toward Technology
**p≤0,05: Significant at Level*

As seen in Table 4, there was a significant relationship between attitudes for the teaching profession and professional resilience, and the moderating effect of attitudes for technology on the relationship between attitudes for the teaching profession and professional resilience was also found to be significant. In addition, the LLCI value was found to be ,01 and the ULCI value was found to be ,04. In this respect, it was understood that the single-factor scale of attitudes for technology had a moderating effect. In this case, the second hypothesis of the study, "Attitudes for technology have a moderating role in the relationship between PST' attitudes for the teaching profession and their professional resilience," was supported. The Moderating Effect of Attitude For Technology on Professional Resilience is shown in table 5.

Table 5

Moderator Effect Of Attitude For Technology On Professional Resilience

Level		Impact Level	Standard Error	T	P	95% Confidence Interval of Effect Level	
						Lower Limit	Upper Limit
Low	27.00	.74	.16	4.59	.00	.42	1.05
Middle	36.00	1.01	.12	8.05	.00	.76	1.25
High	61.72	1.77	.17	10.30	.00	1.43	2.11

**.p<0.05*

As seen in Table 5, it was determined that the level of attitude for technology (low, medium, high) positively and significantly regulated the effect of attitude for profession on occupational resilience level (p<0.005). It can be said that as the level of attitude for technology increases, the effect of attitude for occupation on occupational resilience also increases. In addition, Johnson-Neyman (JN) analysis was conducted to determine whether the moderating effect of attitude for technology has a statistically significant transition point, and the results of the analysis are shown in Table 6.

Table 6

Direction And Magnitude Of Interaction - Johnson-neyman (JN) Analysis Results

Mean attitude for	*B*	Standard error	t	p	LLCI	ULCI
17.00	.44	.21	2.04	.04	.01	.86
20.23	.54	.19	2.73	.00	.15	.92
23.47	.63	.17	3.54	.00	.28	.99
26.71	.73	.16	4.49	.00	.41	1.05
29.95	.82	.14	5.61	.00	.53	1.12
33.19	.92	.13	6.88	.00	.66	1.19
36.42	1.02	.12	8.23	.00	.77	1.26
39.66	1.11	.11	9.53	.00	.88	1.35
42.90	1.21	.11	10.60	.00	.99	1.44
46.14	1.31	.11	11.28	.00	1.08	1.54
49.38	1.40	.12	11.52	.00	1.16	1.64
52.61	1.50	.13	11.42	.00	1.24	1.76
55.85	1.60	.14	11.09	.00	1.31	1.88
59.09	1.69	.15	10.67	.00	1.38	2.01
62.33	1.79	.17	10.21	.00	1.44	2.13
65.57	1.89	.19	9.78	.00	1.51	2.27
68.80	1.98	.21	9.37	.00	1.57	2.40
72.04	2.08	.23	9.00	.00	1.62	2.53
75.28	2.18	.25	8.67	.00	1.68	2.67
78.52	2.27	.27	8.38	.00	1.74	2.81
81.76	2.37	.29	8.11	.00	1.79	2.94
85.00	2.46	.31	7.88	.00	1.85	3.08

**.p<0.05*

Based on the results of the Johnson-Neyman (JN) analysis, it can be said that as the level of PST' attitudes for technology increases, the effect of their attitudes for the teaching profession on their professional resilience increases. In addition, it is seen that the level of attitude for technology has a positive moderating effect on the positive relationship between the level of attitude for the profession and the level of professional resilience.

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

In this study, 407 PST who are still continuing their education in different departments of universities participated in this research, which was conducted to examine whether attitudes for technology have a moderator role in the relationship between PST' attitudes for the teaching profession and their professional resilience. The data obtained from PST from different departments shows that there is a significant relationship between PST' attitudes for the profession and their professional resilience and that attitudes for technology moderate this relationship.

When the relationship between PST's attitudes for the profession and their professional resilience was analyzed, it was found that their attitudes for the profession significantly predicted their professional resilience. In other words, as PST develop positive attitudes for the profession, their professional resilience also increases. In literature, it is stated that the teacher education process taken before starting the profession is important in shaping attitudes for the teaching profession (Bhargava & Pathy, 2014; Naslı, 2023), and that the high level of PST' attitudes for the profession will positively affect their choice of profession consciously and their professional success in the future (Pekmezci ve Ertaş, 2024; Terzi & Tezci, 2007). It is believed that PST's attitudes towards the teaching profession play a crucial role in their professional resilience, and they must maintain positive attitudes towards the profession to sustain their professional lives successfully in the future. This finding is consistent with the findings of many studies showing that individuals who have positive attitudes for teaching also have different positive behaviors and characteristics (Ayık & Ataş, 2014; Balcı, 2023; Çeliköz & Çetin, 2004; Demirtaş et al., 2011; Hartwig & Schwabe, 2018; Kartal et al., 2012; Kerim & Cenk, 2017; Kurt & Karamustafaoğlu, 2018; Semerci & Semerci, 2004). While there are a limited number of studies examining PST' attitudes for teaching and their motivation to teach together (Ayık & Ataş, 2014; Balcı, 2023; Hartwig & Schwabe, 2018; Kurt & Karamustafaoğlu, 2018), in a study in which PST were found to have a positive and high level of attitude for the profession, it was found that the attitude of PST is important in terms of educational activities (Kerim & Cenk, 2017). In this sense, it can be said that attitude toward the profession is related to loving it, feeling like belonging to it, realizing its social importance, and self-development (Çeliköz & Çetin, 2004; Demirtaş et al., 2011; Semerci & Semerci, 2004).

When the moderator role of attitudes for technology in the relationship between PST's attitudes for the profession and their professional resilience was considered, it was found that the level of attitudes for technology moderates the relationship between attitudes for the profession and professional resilience. In other words, the relationship between PST' attitudes for technology and their professional resilience changes according to their attitudes for technology. Ajzen and Fishbein (1975) explain professional attitude as an individual's generally positive or negative feelings for a particular stimulus object (Ajzen & Fishbein, 1975). In this context, teacher attitudes have special importance among professional groups. Teacher attitudes are defined as a set of beliefs or learned dispositions that determine teachers' actual and potential reactions to teaching activities and cause them to react differently, positively or negatively (Khan et al., 2013). Teachers' developing positive attitudes for technology is essential because it increases the use of technology in the learning-teaching process and makes it simple to integrate technology into educational situations (Buabeng-Andoh, 2012). Because among the competencies required in the 21st century, creativity, critical thinking, effective communication, innovation, self-management, openness to cooperation, and the ability to use technology as a learning tool have an important

place (Wilcox et al., 2017), undoubtedly, teachers have a great role in guiding students by integrating technology into educational activities in the 21st century (Chen et al., 2009). The use of technology in education increases the motivation of students, supports them in acquiring the necessary skills, and increases the productivity of teachers (Roblyer & Doering, 2007). Teachers' attitudes for technology affect their use of technology, and PST's attitudes for technology are very important in terms of how they will use technology in their professional lives, how they will integrate it into teaching, and how they will follow technological innovations. For this reason, examining PST' attitudes for technology and making suggestions on this issue is very important because it predicts professional life in an important way (Al-Zaidiyeen et al., 2010; Anderson & Maninger, 2007; Palak & Walls, 2009). If PST have negative attitudes for technology, it can be thought that they will not be successful in using technology in their classrooms in their professional lives in the following years. Because as it is understood from the research results, one of the biggest factors in the success of technology integration in the classroom is a positive attitude for technology (Cullen & Greene, 2011; Palak & Walls, 2009; Rizza, 2000). In studies on attitudes for technology in education, it has been found that participants' attitudes for technology are high (Birkollu et al., 2017; Çakır & Oktay, 2013; Kayalar, 2018; Paşa et al., 2015; Üstün & Akman, 2015), and it has been seen in some studies (Dargut & Çelik, 2014; Özdamlı et al., 2009; Usta & Korkmaz, 2010) that PST also have high attitudes for the use of technology in education.

Many studies show that pre-service teachers attach importance to technology and have positive attitudes toward it (Birkollu et al., 2017; Çakır & Oktay, 2013; Dargut & Çelik, 2014; Kayalar, 2018; Özdamlı et al., 2009; Paşa et al., 2015; Uğraş & Gömleksiz, 2023; Usta & Korkmaz, 2010; Üstün & Akman, 2015). However, it has been determined that the studies addressing attitudes toward technology and other factors related to the teaching profession together are quite limited in the literature (Çetin et al., 2012; Kayalar, 2018; Sarı et al., 2016; Saykal, 2021). Therefore, this study, which examines attitudes towards technology together with two other factors related to the teaching profession, attitudes towards the profession and professional resilience, will contribute to the literature. However, there are limitations in the data collected for the current study. The study was conducted with groups of pre-service teachers because it was believed that this would provide an opportunity to evaluate the moderating role of attitude towards technology in the relationship between attitude towards the teaching profession and professional resilience. However, there is room for further development of the data collection instruments to incorporate teacher information. Additionally, this study only included a voluntary sample of pre-service teachers in Gaziantep. Future research could reach out to teachers and pre-service teachers in different regions, which would allow for the study of a larger group of pre-service teachers and teachers. Moreover, the moderating role of attitude towards technology can be examined with different attitudes towards the teaching profession.

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GENİŞLETİLMİŞ ÖZ

Giriş

Öğretmen adaylarının mesleğe yönelik tutumlarını etkileyen birçok değişken vardır. Teknoloji kullanımı da mesleğe ilişkin olumlu bir tutum geliştirmede etkili bir değişkendir (TED,2009). Teknolojinin öğrencilerin üst düzey düşünme becerilerini geliştiren yapılandırmacı öğretim yaklaşımlarını kullanmayı destekleyeceği araştırmacılar tarafından ortaya koyulmuştur (ISTE, 2011). Yapılandırmacılığın radikal yorumunun en önemli savunucusu olan Ernst von Glasersfeld (Messner, 2002) iyi bir öğretmenin öğrencilere rehberlik etmesinin çok önemli olduğunu belirtmektedir. Çünkü yapılandırmacılıkta bir problem için her zaman birden çok çözüm yolu vardır ve bu çözüm yolları farklı bakış açılarından oluşur. Oluşturulan bilgi de bireyin öznel tutumlarının etkisindedir ve birey tarafından anlam verilir (Ernst von Glasersfeld, 1998). Glasersfeld radikal yapılandırmacılığın iki temel unsurunu açıklamıştır. Birincisi; bilginin pasif olarak alınmaz ama düşünen birey tarafından inşa edilir. İkincisi ise; insanlardaki kavrama kabiliyeti yeni deneyimleri organize etmeyi sağlar (Çetinkaya, 2023; von Glasersfeld, 1995). Bu ifadeler ışığında teknoloji kullanımının tek başına eğitim-öğretim sürecini etkili bir hale getirmesinin mümkün olmadığı anlaşılmaktadır. Dolayısıyla öğretmenlerin teknolojiyi öğretim programının içeriğine uygun olarak ve doğru bir şekilde kullanmasıyla etkili bir öğretim gerçekleştirilir (Koehler & Mıshra, 2005). Yapılan araştırmalarda teknolojinin daha etkin bir biçimde öğretim programlarına dahil edilmesi, bu konuda öğretmen eğitim programlarının güçlendirilmesi ve öğretmenlik mesleğine yönelik tutumların geliştirilmesi açısından öğretmen adaylarının algılarının belirlenmesinin faydalı olacağı (Usta & Korkmaz, 2010), teknolojiye yönelik olumlu tutuma sahip öğretmenlerin teknoloji kullanımında kendilerine güvenlerin daha yüksek olduğu ve derslerde teknoloji kullanımlarının daha fazla olduğu (Kersaint vd., 2003) ortaya koyulmuştur. Kolomuç (2019) yaptığı çalışmada; öğretmen adaylarının teknolojiye yönelik algılarının yetersiz olduğu ve meslek hayatlarında etkin bir teknoloji kullanımı için bilgi, beceri, tecrübe açısından kendilerini yeterli görmedikleri sonucuna ulaşmıştır. Bunun yanı sıra öğretmen adaylarıyla yapılan bazı çalışmalarda ise; öğretmen adaylarının teknolojiye yönelik olumlu tutum sahibi oldukları (Çetin vd., 2012) ve teknoloji kullanımına yönelik olumlu düşüncede oldukları (Bozcan, 2010) bulunmuştur.

Alanda bulunan çalışmalar ışığında; öğretmen ve öğretmen adaylarının öğretmenlik mesleğine yönelik tutumlarının mesleki dayanıklılıklarını yordadığı düşünülmektedir. Ancak öğretmenlik mesleğine yönelik tutum ile mesleki dayanıklılık arasındaki ilişkide teknolojiye yönelik tutumun düzenleyici etkisini inceleyen bir çalışmaya rastlanılmamıştır. Bununla birlikte; özellikle küresel bir kriz olarak nitelendirebileceğimiz COVİD-19 salgın dönemi sonrasında teknolojiyle ilgili gelişmelerin eğitime yansımasının başarıyı arttırdığı gibi tutumlara dair araştırmaların yapılması da gerekli görülmektedir.

Bu araştırmanın temel amacı; öğretmen adaylarının öğretmenlik mesleğine yönelik tutumları ile mesleki dayanıklılık düzeyleri arasındaki ilişkide, teknolojiye yönelik tutumlarının düzenleyici rolü olup olmadığını tespit etmektir. Bu amaç doğrultusunda araştırmayla ilişkili iki hipotez belirlenmiştir.

H1: Öğretmen adaylarının öğretmenlik mesleğine yönelik tutumları mesleki dayanıklılık düzeylerini anlamlı bir şekilde yordamaktadır.

H2: Öğretmen adaylarının öğretmenlik mesleğine yönelik tutumları ile mesleki dayanıklılıkları arasındaki ilişkide teknolojiye yönelik tutumlarının düzenleyici rolü bulunmaktadır.

Yöntem

Araştırma, öğretmen adaylarının öğretmenlik mesleğine yönelik tutumu ile mesleki dayanıklılıkları arasındaki ilişkiyi incelemek amacıyla nicel araştırma yöntemi olan ilişkisel tarama yöntemi ile gerçekleştirilmiştir. Tarama çalışmaları, belirlenmiş bir örneklem temelinde yönelimleri ve tutumları belirlemeye yönelik yapılan araştırma modelidir (Creswell, 2017). İlişkisel tarama çalışmaları; belirli bir örneklemde belli özellikler incelenirken herhangi bir müdahalede bulunmadan yürütmeyi amaçlayan nicel bir araştırma desenidir (Büyüköztürk vd. 2013). Araştırma modelinde öğretmenlik mesleğine yönelik tutum bağımsız değişken, mesleki dayanıklılık bağımlı değişken, teknolojiye yönelik tutum ise düzenleyici (moderatör) değişken olarak tasarlanmıştır. Araştırma grubunu Gaziantep ilinde kolay örneklem ile ulaşılan 407 öğretmen adayı oluşturmaktadır. Veri toplama araçları olarak; 'kişisel bilgi formu', 'öğretmenlik mesleğine yönelik tutum ölçeği', 'öğretmenlik adayları için mesleki dayanıklılık ölçeği' 'teknolojiye yönelik tutum ölçeği' kullanılmıştır. Kullanılan ölçekler öğretmen adayları tarafından kağıt-kalem formuyla doldurulmuştur. Çalışma kapsamında toplanan veriler, SPSS programı aracılığıyla nicel analiz yöntemleriyle incelendi.

Sonuç ve Tartışma

Araştırmada kullanılacak Öğretmenlik Mesleğine Yönelik Tutum ölçeği ile Öğretmen Adayları İçin Mesleki Dayanıklılık İnancı ölçeği alt boyutları arasındaki ilişkiyi ortaya çıkarmak için korelasyon analizi yapılmıştır. Analizden elde edilen sonuçlara göre; öğretmenlik mesleğine yönelik tutum ile öğretmen adayları için mesleki dayanıklılık inancı arasında pozitif yönde orta düzeyde anlamlı bir görülmüş olup ($r=,463$ $p\leq0,05$), araştırmanın birinci hipotezi "Öğretmen adaylarının öğretmenlik mesleğine yönelik tutumları mesleki dayanıklılık düzeylerini anlamlı bir şekilde yordamak" doğrulanmıştır. Buna göre öğretmen adaylarının öğretmenlik mesleğine yönelik tutumlarının, mesleki dayanıklılık inançlarını pozitif etkilediği sonucuna ulaşılmıştır.

Öğretmenlik mesleğine yönelik tutum ile mesleki dayanıklılıkları arasında anlamlı bir ilişki görülmüş ve öğretmenlik mesleğine yönelik tutum ile mesleki dayanıklılıkları arasındaki ilişkide teknolojiye yönelik tutumlarının düzenleyici etkisi de anlamlı bulunmuştur ($p=,00<0,05$). Ayrıca LLCI değeri ,01 ULCI değeri ,04 olarak görülmüştür. Bu yönden de tek faktörlü olan teknolojiye yönelik tutum ölçeğinin düzenleyici etkisinin olduğu anlaşılmıştır. Bu durumda araştırmanın ikinci hipotezi "Öğretmen adaylarının öğretmenlik mesleğine yönelik tutumları ile mesleki dayanıklılıkları arasındaki ilişkide teknolojiye yönelik tutumlarının düzenleyici rolü bulunmaktadır" desteklenmiştir.

Öğretmen adaylarının öğretmenlik mesleğine yönelik tutumları ve mesleki dayanıklılıkları arasındaki ilişkide teknolojiye yönelik tutumlarının düzenleyici rolünün olup olmadığını incelemek amacıyla yapılan bu araştırmaya; Üniversitelerin farklı bölümlerinde halen eğitimine devam eden 407 öğretmen adayı katılmıştır. Farklı bölümlerden olan öğretmen adaylarından alınan veriler, öğretmen adaylarının mesleğe yönelik tutumları ile mesleki dayanıklılıkları arasında anlamlı bir ilişki olduğunu ve teknolojiye yönelik tutumun ise bu ilişkiyi düzenlediğini göstermektedir.