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A Reassessment of Well-Being in Vocational Preparation: A New Model Focusing on Psychological Resilience and Occupational Identification in Tourism Education

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ABSTRACT

The fact that there is no alternative to technology and information communication technologies in the age we live in requires a close examination of the concept of technostress and the development of preventive approaches. If prospective employees aiming for a career in the tourism sector do not have sufficient resilience, they may not be ready for a long career plan due to the possible obstacles they may encounter in the sector. The study revealed the importance of relational resources in achieving and sustaining psychological resilience and professional identification. In addition, the study aimed to determine the effect of psychological resilience on technostress and the mediating role of professional identification in this effect. This study, which was designed in accordance with the causal screening model, was conducted with 393 students studying tourism. The findings of the study showed that psychological resilience positively affected occupational identification by reducing technostress. In addition, the findings emphasized that despite the technostress caused by the intensive use of technology, businesses with high psychological resilience and employees who are identified with their profession will provide competitive advantage in the tourism sector. Policy makers regarding human resources in tourism and educational institutions should focus on analyzing factors related to resilience and stress of employees or candidates/students.

KEYWORDS

Tourism Sector, Psychological Resilience, Occupational Identification, Technostress.

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1. Introduction

The concept of psychological resilience is becoming increasingly important in today's highly pressured and volatile business environments. In this respect, it appears as a key to employees' ability to perform at high levels and to strengthen their capacities in challenging working environments (Amir & Standen, 2019). However, identification occurs when an individual perceives a strong sense of belonging in a social sense, whether to an organisation or to an occupation. Therefore, the concept of occupational identification refers to the extent to which people define themselves in terms of an occupation (MacArthur et al. 2016). On the other hand, stress has become an important problem for many people and researchers in recent years and has become a global phenomenon. The main reason for this situation stems from the effect of stress on the concepts of productivity, performance and satisfaction. Technostress is defined as "a stress experienced by users of information and communication technologies" (Ragu-Nathan et al., 2008, p. 417). When the relevant literature on technostress is examined, it has been determined based on the researches that technostress may lead to a number of negative outcomes for individuals and organisations such as dissatisfaction, fatigue and decreased productivity (Tarafdar et al., 2010; Joo et al., 2016). In spite of these unfavourable results, it is seen that few previous studies were conducted in the field of education and the researches were mostly focused on teachers (Al-Fudail & Mellar, 2008; Jena, 2015). On the other hand, no study testing the impact of psychological resilience on technostress and the role of professional identification upon this effect in a quantitative design was found in the literature search.

Within the scope of this research, it is aimed to contribute to the development of plans and policies to be developed to strengthen the resilience and professional identification of vocational high school students, who are expected to play an important role in this sector in the future with the widespread use of technology in every field within the tourism sector. In this direction, the importance of developing preventive approaches to technostress has also been revealed in terms of the model created. However, there may be variability in terms of the level of technostress that an employee might face due to the fact there are differences in the skill sets that can affect the level of technostress and different individuals react differently to the same situation (Tiwari, 2020). From this point of view, this study focuses on investigating a mediating role of professional engagement in the association twixt psychological resilience with technostress and especially how professional engagement affects this relationship. In this sense, whether the concepts of professional identification and psychological resilience are preventive against technostress was tested within the framework of the model. Self-efficacy theory and technology acceptance model formed the basis of this research, which was based on the importance of the ability to cope with difficulties and changes in the period of preparation for the profession, which is an important turning point in human life, as well as the reality of the effects of the increase in the use of technology. The fact that there is no alternative to both technology and information communication technologies in the age we live in makes it necessary to closely examine the concept of technostress and to put forward preventive approaches against this type of stress. In this context, basic aim of this study is to identify the effect of psychological resilience on technostress and the mediating role of professional identification in this effect. The examination of the subject in terms of vocational high school students, who will be one of the most important elements of production and employment in tourism enterprises in the future, bears great importance for the future of the country's economy.

2. Conceptual Framework

2.1 Self-efficacy Theory

Self-efficacy is an indicator of the extent to which individuals have confidence in their own abilities (Bandura & Adams, 1977). Therefore, self-efficacy represents individuals' belief in their own competence and abilities (Bandura, 2006). In the basic research on self-efficacy, it has been determined that individuals with high self-efficacy beliefs make more effort to be successful due to their higher levels of interest and motivation compared to individuals with low self-efficacy beliefs (Bandura, 1997; Bandura, 2012). Self-efficacy is shaped around factors such as internal interaction and individual participation. The interaction

between these factors shapes individuals' ability to exhibit their behaviours as well as their beliefs about behavioural outcomes (Pihie & Bagheri, 2013). Compeau and Higgins (1995) argued that self-efficacy represents individuals' beliefs about what they can do in the future. In addition, individuals are motivated by the self-efficacy they perceive beyond their objective abilities and this perception directly affects behaviours (Markman et al., 2002).

Self-efficacy causally affects expected behavioural outcomes. It also consists of cognitive, social or physical skills through experiences (Bandura, 1994). According to Bandura (1986), self-efficacy belief is influenced by direct experiences, indirect experiences, social situation and psychological state. While direct experiences represent the inferences reached as a result of experiences, indirect experiences represent the individual's being affected by the successes and failures of other individuals similar to him/her. Social situation includes the individual's being influenced by social models. Psychological state is the individual's expectation of success or failure. To put it in more detail, direct and indirect developments provided by experiences and social models shape self-efficacy. At this point, the psychological context provides positive mood to reduce people's stress reactions and change emotional tendencies (Bandura, 1994). Therefore, according to Bandura, the improvement of the individual's living standards and the high level of satisfaction are directly related to the high level of self-efficacy (Bandura, 1986; Bandura, 1994). According to the self-efficacy perspective, students' development in agency contributes to their self-efficacy, emotional intelligence and metacognition (Peng & Wang, 2020). On the other hand, self-efficacy is highly effective in predicting behavioural outcomes compared to other motivational tools in the context of psychology and education (Cherian & Jacob, 2013). Self-efficacy is related to the belief in one's capacity and agency, and this perceived capacity and agency can develop through the individual's will and modelling. In addition, self-efficacy is inspired by a sense of commitment that makes students feel capable and confident in overcoming learning demands (Christenson et al., 2012). As a consequence, self-efficacy also plays an important role as a motivational factor in encouraging students to engage in action (Reeve & Tseng, 2011). In the related literature, a limited number of studies addressing self-efficacy from the perspective of tourism education were found. Duzgun and Celik (2020), found that self-efficacy has significant effects on career expectancy and career goal. Tsai et al. (2017) revealed that self-efficacy in tourism education plays a mediating role between internship effectiveness and career readiness. Similarly, Bui et al. (2017) concluded that self-efficacy in tourism education directly affects academic performance.

2.2 Technology Acceptance Model

The technology acceptance model proposed by Davis (1989), aims to discover why users accept or reject a technology. A more generalised theory, the technology acceptance model based on the theory of reasoned action put forward by Fishbein and Aijzen (1975), is a generally accepted model in terms of defining the factors that contribute to the acceptance of a technology. This model suggests that when users are presented with a new technology, a number of factors influence their decisions about how and when to use the technology. In this context, people tend to use information and communication technologies to the extent that they believe that they will help them do their jobs better. This first variable in the technology acceptance model is expressed as perceived benefit. On the other hand, even if potential users believe that a particular application is useful, they may also believe that the use and performance benefits will be measured by the effort to use the application because the systems are very difficult to use (Davis, 1989). Therefore, in the context of the technology acceptance model, in addition to the fact that usefulness and ease of use are seen as two basic factors to predict technology acceptance, these two basic beliefs mediate the effect of external variables on intention (Davis, 1989; Mathieson, 1991; Adams et al., 1992). On the other hand, although the technology acceptance model is a model that can be applied to various technologies, it has been criticised for not providing sufficient information about individuals' views on new systems (Moon & Kim, 2001; Perea Monsuwe et al., 2004). Wang et al. (2020), revealed that variables related to individual differences play a vital role in the implementation of technology. Similarly, Venkatesh (2000), discovered strong relationships between individual differences and technology acceptance. From this perspective, in this research, the "psychological resilience" and "professional identification" of potential employees who will work in the tourism sector in the future on the basis of individual differences were questioned within the scope of the integrated model in terms of being preventive towards technostress.

2.3 Psychological Resilience

The psychological resilience has been described as "a measure of the ability to cope successfully with stress" (Connor & Davidson, 2003, p. 77). Burton et al. (2010, p. 266) define psychological resilience as "the capacity of people to effectively cope with, adapt to or recover from stress or difficulties". Indeed, people with low levels of psychological resilience might experience depression, stress and anxiety as well as physical health complaints when faced with difficulties (Burton et al., 2010). However, psychological resilience is associated with behavioural adaptation, which is generally accepted as intrinsic well-being, effective functioning, or both. Accordingly, it can also be seen as a measure of adaptation towards difficult and highly stressful conditions (Masten et al., 1990).

Individual differences and different personality traits contribute to the emergence of different approaches to coping with stress (Leandro & Castillo, 2010; Jafari et al., 2013). On the other hand, psychological resilience has been found to include self-regulatory functions that contribute to the individual's recovery and return to a point of balance in order to prevent the negative effects of an undesirable situation (Gardner et al., 2008). In addition, job commitment and professional skills are associated with psychological resilience (Skovholt et al., 2001). Today, both the rapid change in technology and the fact that digital platforms take more place in human life appear as a stress factor (Moreno et al., 2019).

In contrast, there is a scant number of studies on psychological resilience among students. Garg and Sarkar (2020), in their research on 300 university students, found that psychological resilience is a determining factor for the formation of wellness in students. Souri and Hasanirad (2011) found that psychological well-being is affected by psychological resilience in their study with the participation of 414 students. Mayor-Silva et al. (2021), in a study conducted on nursing and physical therapy students in China, found the methodological deficiencies of lecturers to be the biggest factor of academic stress in the students studied. Ran et al. (2020), in a study conducted with 1770 participants in China, found there was a a negative correlation that existed between psychological distress and psychological resilience. However, depression and anxiety symptoms among the participants were determined as 47.1% and 31%, respectively. Hu et al. (2015), in a study including 60 studies using the meta-analysis method, found that psychological resilience is associated by negative predictors of psychological functionality like depression, anxiety and negative affective experience, and was positively related to positive predictors of psychological functionality like well-being, life satisfaction and positive affective outcome. Neville et al. (2019), emphasised the positive effects of supportive relationships with both peers and teachers and taking part in communities to increase students' psychological resilience.

2.4 Occupational Identification

The concept of identification based on the theory of social identity (Foreman & Whitten, 2002). Based on social identity theory, the self-concept consists a social identity that includes unique characteristics such as abilities and interests. Accordingly, individuals are inclined of categorising them and others under different social groups. This classification enables individuals to organise others in their personal social environment and to position themselves and others under this classification (Mael & Ashforth, 1992). Therefore, based on the social identity theory, having different qualifications or requirements in occupations can be considered as a very important platform for the development of occupational identity. On the other hand, identity can also promote the internalisation as well as commitment to the values and norms of the group and contribute to homogeneity in behaviour and attitudes (Ashforth & Mael, 1989). In the literature, the difference between the concepts of professional identification and organisational identification is clearly emphasised. Organisational identification is defined as the perceived unity with the organisation and the feeling that the achievements and setbacks of the organisation are experienced by the individual as one's own achievements (Mael & Ashforth, 1992). Occupational identification, on the other hand, is defined as "the preference of occupational identities over other identities" (Tak et al., 2009, p. 488). Bartels et al. (2010, p. 212) defined occupational identification as "the extent to which employees identify themselves with the profession they practice and its typical characteristics". The literature review reveals that prior studies primarily focus on the association between professional identification and organisational identification (Apker & Fox, 2002; Bartels et al., 2010) and the influence of professional identi-

fication upon job satisfaction (Loi et al., 2004). On the other hand, Apker and Fox (2002), found that occupational identification appears to be stronger than the organisational identification. Bartels et al. (2010), found that workers identify more strongly within their professions rather than with their organisations. Loi et al. (2004), found that occupational identification and job satisfaction are positively related. Similarly, Hirschi (2012), found that occupational engagement plays a mediating role in the relationship between self-evaluation and job belonging.

2.5 Technostress

Workplace stress is an important problem that can contribute to a wide range of health and quality of life problems (Ayyagari, 2011). Technostress concept firstly addressed by Brod (1984), and he thought that technostress was caused by the failure of employees to adapt to information communication technologies in a healthy way. Later, the concept of technostress was discussed in detail according to Tarafdar et al. (2007), Tarafdar and Tu (2010), Tarafdar et al. (2011) and Tarafdar et al. (2015). Technostress is an adaptation problem experienced by individuals when they cannot deal with or adapt to information and communication technologies (Tarafdar et al., 2007). Therefore, technostress occurs with the use of information and communication technologies (Ragu-Nathan et al., 2008; Ayyagari et al., 2011; Tarafdar et al., 2019). The concept of technostress is classified under five headings. This classification is as follows (Tarafdar 2007, p. 314-315; Ragu Nathan et al., 2008, p. 3):

Techno-overload: Describes situations in which information communication technology compels users to work faster and for longer periods of time.

Techno-hystila: Describes the blurring that occurs when information communication technologies are potentially accessible to people at all times and employees feel the need to be constantly "connected".

Techno-complexity: Describes situations where changes and innovations in information and communication technologies cause users to feel inadequate in terms of their skills.

Techno-distrust: Associated with situations where people feel threatened to lose their jobs as a result of the presence of other individuals who are more familiar with ICTs.

Techno-uncertainty: Identifies situations in which people feel unsettled by continuing changes and upgrades in information and communication technologies.

Technostress occurs when there is a contradiction between employees' abilities and the demands imposed on them by the working environment (Suh & Lee, 2017). In the literature, it is seen that research on technostress is mostly focused on individuals and employees (Tu & Ragu-Nathan, 2010; Joo et al., 2016), while the number of studies on students is quite limited (Qui, 2019; Wang et al., 2020). Qui (2019), on the other hand, found that the usage of mobile devices for academic purposes caused no technostress in his research on 208 university students. In the literature review, no research addressing the technostress status of students receiving vocational education at high school level was found. Wang et al. (2020), conducted a study with 740 university students and found that technostress and burnout are positively correlated.

2.6 Use of Technology in Tourism Sector

The tendency towards the use of technology in order to increase productivity in enterprises has reached a very important position in terms of enterprises operating in the tourism sector. This increasing tendency towards technology directly affects the quality of the work done in the tourism sector and the job skills of the employees (Komurcu et al., 2021). Studies have revealed the benefits of adapting to developing technologies in the tourism sector in terms of efficiency and cost (Cobanoglu et al., 2011; Brochado et al., 2016; Ivanov et al., 2017). On the other hand, factors such as adaptation to technological innovations as well as adaptation to technological innovations, increased workload and adaptation to new workflow models can cause stress on employees (Srivasta et al., 2015). Studies have revealed the negative effects of this situation, which is referred to as technostress, on job satisfaction, productivity and performance (Tarafdar, 2007; Ayyagari et al., 2011; Alam, 2016; Joo et al., 2016). In the tourism sector, useful applications such as robots, big data, cloud computing, augmented reality, augmented reality, and the Internet of Things have gained importance with Industry 4.0. However, in order to achieve success with these technologies, skills

training for employees and the design of organisational structure and management that will enable new employees to adapt to these technologies are required (Kuo et al., 2017).

3. Hypothesis Development

3.1 Psychological Resilience-Technostress

Studies on technostress have focussed on the factors that cause technostress and their solutions, the barriers of technostress, the consequences of technostress, and the demographic factors associated with technostress (Leung, 2011; Shu et al., 2011; Hwang & Cha, 2018; Wang et al., 2020). Hwang and Cha (2018), found in their study the employees with a high focus on promotion were resistant to the negative impacts of the factors that cause technostress. On the other hand, studies have found that workers' stress causes them to refrain from participating in organisational goals, which leads to a decrease in both personal and the organisational level of performance (Leung et al., 2011; Tziner et al., 2015). In addition, inhibitors for technostress have been suggested as providing technical support, providing support for digital literacy, increasing technology effectiveness and adjusting the regulatory focus (Ragu-Nathan et al., 2008; Shu et al., 2011; Hwang & Cha, 2018). Psychological resilience, which is a concept put forward in research on stress management, consists of attachment control and challenge behaviours. In this context, it is also considered to affect the mechanisms that increase the performance of individuals experiencing stress (Saltık & Kızılırmak, 2020). Based on the researches and the results obtained, H1 is designed as follows:

H1. Psychological resilience negatively and significantly affects technostress.

3.2 Psychological Resilience - Occupational Identification

Occupational identification is the individual's association of the distinctive features of his/her profession with his/her own identity (Erdem, 2020). In studies conducted in the field of social sciences, the relationship between the concept of psychological resilience and occupational identification has been addressed in the context of cause and effect in quantitative studies (Hirschi, 2012; Tekeli et al., 2021). Tekeli (2021), found out in his study that in the effect of professional identification on psychological resilience, self-efficacy played a mediating role. Hirschi (2012), examined the relationship between job commitment, professional identification and professional self-efficacy and found that professional identification mediated the association between self-evaluation and work commitment. However, the identification process starts before the individual is accepted to a profession in a professional sense. This process usually starts in a school where formal and practical education is received. In addition, identification is further developed through practices in the workplace (Lui et al., 2003). In this context, based on the researches conducted and the results obtained, H2 is designed as follows.

H2. Psychological resilience has a positive and significant effect on professional identification.

3.3 Psychological Resilience - Occupational Identification - Technostress

According to the results of Bartels et al. (2010), a positive association exists between occupational and organisational identification, but employees identify stronger more strongly within their occupation compared to their organisation. On the other hand, informal communication with colleagues is the most important determinant of professional identification. Loi and Hang-Yue (2004) examined the impact of occupational engagement on job satisfaction, commitment to the organisation and career satisfaction and found that occupational identification has an important positive effect over both job satisfaction and organisational commitment and occupational gender moderates the association between occupational engagement-job satisfaction and occupational identification-organisational commitment. Erdem (2020), found in his study that there is a negative relationship between burnout and professional identification. Also according to the results of the study, high level of professional identification reduces the perception

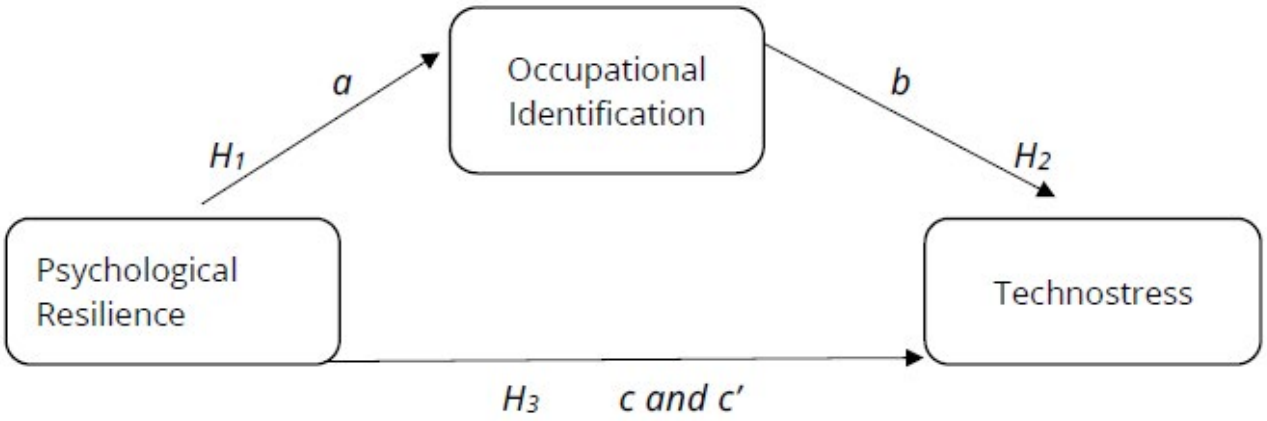
of burnout. On the other hand, as information and communications technologies become widespread and are used in every field, it becomes necessary for individuals to constantly deal with these technologies in order to be successful in their jobs (Ayyagari et al., 2011). However, it has been shown in the literature that the stress (technostress) arising due to the information and communication technologies is related to organisational commitment, turnover intention and work fatigue problems (Ahuja et al., 2007; Ayyagari et al., 2011). Based on the literature review, empirical results and the effects of professional identification on employees' psychological states and the increasing importance of technology use, H3 is designed as follows:

H3. Occupational identification plays a mediating role in the effect of psychological resilience on technostress.

4. Method

This study has been designed in accordance with the causal screening model. In this context, in this section of the research, the aim and importance of the study, population and sample information and detailed information about the research scales are given. Firstly, the exploratory and confirmatory factor analyses were conducted for scales within the scope of the research, and correlation values and internal consistency coefficients between factors were calculated. Then, regression analyses were performed according to the research model. The research model and the hypotheses tested within the context of the research are shown in Figure 1.

Figure 1. Research Hypotheses and Model



Source: Own Elaboration

4.1 Design and Sampling

In this study, the number of students enrolled in vocational high schools in Gaziantep was taken into consideration to determine the sampling frame. Total students registered to vocational high schools providing education in the field of tourism in Gaziantep is 609. Accordingly, the sample size calculated by taking into account the 5% margin of error within the scope of 95% reliability limits from the main mass is 237. In this context, the survey application was conducted with 417 students reached by convenience sampling method. Incomplete or incorrectly completed 24 questionnaire forms were not included in the analyses and the analyses were carried out on 393 questionnaire forms.

4.2 Instruments and Procedure

In the present study, questionnaire technique was used to collect data in order to test the mediating effect of professional identification on the effect of psychological resilience on technostress. In the first part of

the questionnaire form consisting of four sections, there are six statements related to psychological resilience, three statements related to occupational identification in the second part, and thirteen statements related to technostress in the fourth part. Within the scope of the study, pilot application was conducted with eighty respondents before the main application, and no negativity was encountered regarding the comprehensibility of the questions during the pilot application. In the internal consistency analysis conducted for the pilot application data, Cronbach Alpha coefficient was calculated as 0.776. Sample questionnaire statements about psychological resilience, professional identification and technostress are as follows "I can recover quickly from difficult times, I get through difficult times with little distress; I like it when others praise my profession, I don't like it when others criticise my profession; I feel stressed about adapting to technology, I find it difficult to keep up with the constant innovations brought by technology with my current skills." Information on the validity and reliability data of the scales used in the measurements are as follows:

Psychological Resilience Scale: The independent variable of this study is psychological resilience. For the measurement of this variable, the short psychological resilience scale, which originally belongs to Smith et al. (2008), and whose validity, reliability and adaption into Turkish was conducted by Dogan (2015), was used. The scale's Cronbach Alpha was calculated as 0.83. According to the exploratory factor analysis results, a single-factor structure explaining 54% of the total variance was obtained. According to the confirmatory factor analysis results, it is seen that the goodness of fit values (*NFI:* 0.99; *CFI*: 0.99; *GFI:* 0.99; *AGFI*: 0.96; *RMSEA*: 0.05) have the desired range values.

Since the psychological resilience scale which was used in the measurement within the scope of the study had a one-factor structure, it was not subjected to exploratory factor analysis, and the scale in question under one factor was subjected to confirmatory factor analysis and the fit goodness of fit values related to confirmatory factor analysis are presented in Table 1.

Technostress Scale: The dependent variable of this study is technostress. For the measurement of this variable, the scale of technostress, which was originally designed by Wang et al. (2020) and conducted by Bas et al. (2021) for Turkish validity and reliability, was used. The scale's Cronbach Alpha coefficient has been calculated as 0.93. According to the results of confirmatory factor analysis, it is observed that the values of goodness of fit (*NFI*: 0.98; *CFI*: 0.98; *GFI*: 0.93; *AGFI*: 0.90; *RMSEA*: 0.07) have the desired range values.

Within the scope of the research, before proceeding towards an exploratory factor analysis for the technostress scale, the technostress scale, which is the dependent variable of the research, was subjected to normality and linearity tests in order to identify its structural validity. It was observed that the kurtosis and skewness values of the scale in question (Kurtosis: 0.208 Skewness: -.010) met the condition of being in the range of +1 and -1. KMO and Bartlett Sphericity tests were performed to determine whether the scale in question fulfils the conditions of multivariate normal distribution. Accordingly, the KMO value was calculated as a= 0.797 and Bartlett Sphericity analysis results (x2 :639,696 dd: 55 p: 0.000 p< 0.05), thus it was determined that the scale met the multivariate normal distribution conditions. In addition, it was seen that the three-factor structure with factor loadings ranging between 0.404 and 0.835 explained 49.809% of the total variance. The original technostress scale has a two-factor structure. However, since a three-factor structure was reached in the factor analysis, the factors were named as PT (ability-demand mismatch), IT (need-supply mismatch) and IE (need-training environment mismatch). Furthermore, internal consistency analysis revealed that the scale's Cronbach's Alpha coefficient was calculated as 0.782. Accordingly, it can be said that the scale is highly reliable. In addition, the technostress scale was subjected to confirmatory factor analysis and the goodness of fit values related to confirmatory factor analysis are shown in Table 1.

Occupational Identification Scale: The mediating variable of this research is occupational identification. For the measurement of this variable, the professional identification scale prepared by Kırkbesoglu and Tuzun (2009), by making use of the study conducted by Mael and Ashforth (1998), was used. Cronbach Alpha coefficient of the scale was calculated as 0.71. The scale in question consists of one factor.

The scale of professional identification used in the measurement within the scope of the research was not subjected to an exploratory factor analysis because it had a single factor structure, the scale in question under one factor was subjected to confirmatory factor analysis and confirmatory factor analysis fit goodness of fit values are shown in Table 1.

Table 1. Goodness of Fit Values for Confirmatory Factor Analysis

Scales	Level 1	Level 2
Technostress		
CMIN/DF	2,315	2,316
GFI	0,957	0,965
AGFI	0,931	0,937
CFI	0,909	0,909
RMSEA	0,058	0,058
p	0,000	0,000
Psychological Resilience		
CMIN/DF	3,726	
GFI	0,978	
AGFI	0,933	
CFI	0,805	
RMSEA	0,082	
p	0,000	
Occupational Identification		
CMIN/DF	4,714	
GFI	0,980	
AGFI	0,995	
CFI	0,990	
RMSEA	0,082	
p	0,000	

Acceptable fit
CMIN/DF: < 3-5 GFI: > 0,85 AGFI: > 0,80 CFI: > 0,85 RMSEA: < 0,08
Good fit
CMIN/DF: < 3 GFI: > 0,90 AGFI: > 0,80 CFI: > 0,95 RMSEA: < 0,05

Source: Own Elaboration

5. Findings

The data obtained within the scope of the research are subjected to statistical analyses kept. In this section, firstly, demographic findings for the participants are given. Then, the results obtained in regression analyses related to correlation calculations between factors and hypothesis tests are presented under separate headings.

5.1 Demographic Findings

Of the 393 high school students who participated in the study, 67.2% (n=264) were female and 32.8% (n=129) were male. In addition, 22.4% (n=88) of the students were in ninth grade, 31% (n=122) were in tenth grade, 36.9% (n=145) were in eleventh grade, and 9.7% (n=38) were in twelfth grade. On the other hand, 88.5% (n=348) of the participants in the study were students who had not completed their internship, 8.4% (n=33) were students who had completed their internship and 3.1% (n=12) were students whose internship was ongoing.

5.2 Correlation Analysis

Within the scope of the study, the arithmetic mean, standard deviation and correlation results of the factors expressing the technostress status of the participants and the factors expressing their psychological resilience and professional identification are shown in Table 2.

Table 2. Arithmetic Mean, Standard Deviation Correlation Values for Scale Factors

Variables	Mean	s.d.	1	2	3	4	5
1.Techno/YT	2,89	0,71	(0,65)				
2.Techno/İT	2,87	0,91	0,426**	(0,59)			
3.Techno/İE	2,79	1,01	0,315**	0,293**	(0,53)		
4. Resilience	2,99	0,66	-0,253**	-0,134**	-0,146**	(0,43)	
5. Identification	3,06	1,11	0,084	0,117*	0,050	0,160**	(0,65)

Source: Own Elaboration

Table 2 shows that there are significant relationships between psychological resilience, which is accepted as an independent variable in the research, and technostress, which is accepted as a dependent variable. Therefore, although it is seen that there are significant relationships between the factors in general, it is seen that professional identification is not in a significant relationship with PT and PI, which are technostress factors.

5.3 Regression Analysis for Mediation Effect

In order to test whether professional identification has a mediating role in the effect of psychological resilience on technostress, regression analysis based on the bootstrap method was performed. The Bootstrap method provides more credible results than the conventional approach (Gurbuz, 2019). In this context, the analyses were conducted using the Process macro developed by Hayes et al. (2018). In the mediation effect analysis conducted with the Bootstrap technique, 5000 resampling option was preferred. In this direction, in order for the mediation effect hypothesis formed within the scope of the research to be supported, the CI value should not contain a zero value in the 95% confidence interval. The results of the analyses conducted in this direction are presented in Table 3, Table 4 and Table 5.

Table 3. Regression Analysis Results for Mediation Effect

	Result Variables					
	(M) Occupational Identification			(Y) Technostress (TDM)		
Estimation variables		*b*	*s.e.*		*b*	*s. e.*
X (PR)	*a**	0,266	0,083	*c'*** *c****	-0,292 -0,271	0,052 0,52
M (OI)	-	-	-	*b**	0,081	0,031
Constant	*im*	2,267	0,255	*iy*	3,524	0,175
	R^2 =0,025			R^2 =0,079		
	F(1/391)=10,214			*F*(2/390)=16,902		
Indırect Effect	0,217 (0,0026 / 0,0487)					

*p< 0.05, ** p< 0.01, *** p< 0.001 s.e. Standart Error
Source: Own Elaboration

According to Table 3, it was found that the indirect effect of psychological resilience on talent demand mismatch, one of the technostress factors, was significant and thus, occupational identification mediated the association between psychological resilience and talent demand mismatch, one of the technostress factors (*b*=0,217 95% *BCI CI* [0,0026 / 0,0487]). According to the results of the analyses, (*BCI-CI*) interval values do not contain 0 (zero) value.

Table 4. Regression Analysis Results for Mediation Effect

	Result Variables					
	(M) Occupational Identification			**(Y) Technostress (NDM)**		
Estimation variables		*b*	*s. e.*		*b*	*s. e.*
X (PR)	*a**	0,266	0,083	*c'*** *c**	-0,213 -0,182	0,068 0,068
M (OI)	-	-	-	*b***	0,115	0,041
Constant	*im*	2,267	0,255	*iy*	3,159	0,227
	R^2 =0,025			R^2 =0,037		
	F(1/391)=10,214			*F*(2/390)=7,6539		
Indırect Effect	0,0339 (0,0044 / 0,0735)					

p*< 0.05, ** *p*< 0.01, * *p*< 0.001 s.e. Standart Error

Source: Own Elaboration

According to Table 4, it was found that the indirect effect of psychological resilience on need-demand mismatch, one of the technostress factors, was significant and thus, occupational identification mediated the association between psychological resilience and ability-demand mismatch, one of the technostress factors (*b*=0,339 95% *BCI-CI* [0,0044 / 0,0735]). According to the results of the analysis (*BCI-CI*) interval values do not include 0 (zero) value.

Table 5. Regression Analysis Results for the Effect

	Result Variables					
	(M) Occupational Identification			**(Y) Technostress (NTM)**		
Estimation variables		*b*	*s.e.*		*b*	*s. e.*
X (PR)	*a**	0,266	0,083	*c'*** *c**	-0,240 -0,222	0,076 0,076
M (OI)	-	-	-	*b*	0,068	0,046
Constant	*im*	2,267	0,255	*iy*	3,309	0,255
	R^2 =0,025			R^2 =0,027		
	F(1/391)=10,214			*F*(2/390)=5,4062		
Indırect Effect	0,0183 (-0,0070 / 0,0509)					

p*< 0.05, ** *p*< 0.01, * *p*< 0.001 s.e. Standart Error

Source: Own Elaboration

According to Table 5, the mediating effect of psychological resilience on need-training mismatch, one of the technostress factors, was found to be significant. However, it was found that professional identification cannot play a mediating role in the relationship between resilience and need-training environment dissonance, one of the technostress factors (b=0,0183 95% BCA CI [- 0,0070 / 0,0509]). According to the results of the analysis, (BCA CI) interval values contain 0 (zero) value.

6. Discussion

The use of technology in the tourism sector, which is one of the largest industries worldwide, is becoming more and more widespread in terms of both tourists and employees. In the tourism sector, which is described as labour-intensive, the automation and intensive use of technology seen with Industry 4.0 has inevitably brought the issue of having and managing human resources that can master and use these technologies to an even more important point. In this context, it can be argued that businesses that have employees with high psychological resilience and employees who are identified with their professions will provide competitive advantage in the tourism sector despite the technostress that occurs with the intensive use of technology. The findings of the study are consistent with the social cognitive theory proposed by Bandura (1986) and supported by Christenson et al. (2012). Accordingly, students who have self-efficacy in the context of psychological resilience have a better sense of control and involvement in learning activities. The results obtained also coincide with Gushue et al. (2006) in the context of self-efficacy theory. Gushue et al. (2006) found that self-efficacy significantly predicts professional identity development. In addition, students with self-efficacy tend to understand themselves better. As a result of this research, it was determined that students with high levels of psychological resilience were less exposed to technostress. Therefore, the technostress level of vocational high school students with high psychological resilience level is low. This result coincides with the results of other studies investigating the effect of psychological resilience on stress in the literature. Kosaka (1996), in his research, found that psychological resilience minimises the negative effects of stress. In addition, individuals with high levels of psychological resilience plan their lives more clearly and see negative situations as an opportunity rather than seeing stressful situations as a threat. Smith et al. (2010), in their research, found that psychological resilience reduces the perceived stress level. Therefore, it is possible to say that the concept of psychological resilience is effective on technostress similar to its effect on stress. On the other hand, while psychological resilience has positive effects on job satisfaction and life satisfaction of employees in different occupational groups (Basım & Cetin, 2011; McCann et al., 2013; Itzhaki et al., 2015), it has negative effects on turnover intention and burnout (Wang et al., 2012; Peng et al., 2013; Altan, 2019). In the study, it was determined that psychological resilience positively affects professional identification. This result supports the results of the study conducted by Tekeli et al. (2021). According to the results of the aforementioned research, professional identification has significant positive effects on psychological resilience.

7. Conclusion

In this study, which was conducted to determine the mediating role of professional identification in the effect of psychological resilience on technostress in the context of professional well-being in tourism education, important results were reached. In this context, analyses were carried out through SPSS 23 and IBM AMOS 23 package programmes. The results were evaluated through correlation values, internal consistency coefficients, inter-factor correlation calculations and regression analyses related to hypothesis tests. According to the analyses performed within the scope of the model created within the scope of the research, it was determined that psychological resilience has significant negative effects on technostress. Accordingly, H1 hypothesis was confirmed. Therefore, increasing psychological resilience decreases the level of technostress. Another important result obtained within the scope of this research is that psychological resilience has a positive effect on professional identification. Accordingly, hypothesis H2 was confirmed. A high level of psychological resilience in terms of students also increases professional identification. Within the scope of the research, it was determined that the factors that constitute psychological resilience have an indirect effect on technostress through professional identification, and important evidence was obtained for the confirmation of hypothesis H3. Therefore, professional identification mediates the relationship between psychological resilience and technostress.

7.1 Theoretical Implications

This article contributes to the self-efficacy theory and technology acceptance model from the perspective of tourism education. Especially psychological resilience, which is an important part of the cognitive whole

emphasised in self-efficacy theory, has important implications on professional identification. Within the scope of the research, psychological resilience, professional identification and technostress variables were included in the same model. In this direction, the reducing effect of psychological resilience and professional identification on technostress was revealed.

7.2 Practical Implications

Based on the results of this research, it is evaluated that the increasing use of technology in the tourism sector will form the basis for preventive approaches to be developed against the stress situations arising from the use of technology by current employees and students who will be employed in the future in enterprises. In this context, digital development and the ever-increasing use of technology make it necessary to empower tourism sector employees and prospective employees against a number of difficulties that are likely to occur in the use of technology. On the other hand, this research is expected to contribute to the development of plans and policies for the identification of these students with their professions and the increase of their psychological resilience levels, based on the knowledge that tourism vocational high school students with high psychological resilience levels will be more resilient in overcoming the difficulties they will face in their future business life.

7.3 Limitations and Future Research

As in every research, this research has some limitations. In this study, psychological resilience, occupational identification and technostress of tourism students were focused. Future research should consider employees based on a certain active working time. In addition, it is considered that it would be useful to examine the managerial factors that cause a decrease in psychological resilience in the tourism sector.

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