

skills decrease. Years of teaching experience reflect the teachers' age group. This shows the generation difference between the teachers. The younger generation teachers have grown up with and got used to technology. Therefore, it may be logical to think that they are better able to adapt to planning and using educational technology. On the other hand, older generation teachers might not have found enough opportunity to engage with technology.

The teachers' PDI and PDSSI scores significantly and positively correlated with PDP score, i.e., the higher PDI and PDSI scores are the higher PDP score is. If teachers believe that technology skills are important, which reflects an attitudinal stand for teachers, and their schools provide enough support to use these technology skills, they may show better interest in gaining application-based educational technology and material development skills. It is frequently cited in the literature that teachers' attitudes towards technology and environmental factors, such as adequate hardware and software, technical and management support, are important in successful technology integration (Tozoglu and Varank, 2001).

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