

THE INTERPLAY BETWEEN WORKPLACE AND ENGLISH LANGUAGE
TEACHERS' WELL-BEING: A CASE STUDY

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TEACHERS' WELL-BEING: A CASE STUDY**

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ABSTRACT

THE INTERPLAY BETWEEN WORKPLACE AND ENGLISH LANGUAGE TEACHERS' WELL-BEING: A CASE STUDY

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The profession of language teaching, due to its frequent engagements with diverse subjects in various situations, can involve elevated stress levels, poor working conditions, diminished motivation, and language teacher attrition and burnout. On the other hand, teachers who experience high levels of well-being in their working contexts generally teach more effectively and build up better relationships with their learners, colleagues, and administrative superiors. Even though there are studies investigating language learners' well-being in Türkiye, language teachers, their well-being, and its relationship with their teaching contexts have not been investigated thoroughly. This study aimed to explore English language teachers' well-being in relation to organizational and interactional factors. In accordance, a qualitative case study was conducted at a private middle school in Türkiye. Through the participation of 8 English language teachers, data were collected with semi-structured interviews and weekly diary entries over one and a half months during the 2023-2024 academic year. Collected data were analyzed by a combination of 5-step-analysis and thematic analysis methods. The findings of the study revealed that the participants experienced fluctuating levels of well-being in relation to the organizational and

interactional factors in their workplace. While positive interactions with educational stakeholders, additional financial benefits, and feeling of safety contributed to participants' well-being positively, organizational factors such as excessive workload and expectations, work-life balance, physical space, technological infrastructure, and insufficient salaries decreased their levels of well-being.

Keywords: Well-being, English language teachers, English language teachers' well-being, organizational factors, interactional factors



ÖZ

İNGİLİZCE ÖĞRETMENLERİNİN ESENLİĞİ İLE İŞ YERLERİ ARASINDAKİ İLİŞKİ: BİR DURUM ÇALIŞMASI

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Çeşitli durumlarda ve çeşitli konularla sık sık meşgul olması nedeniyle dil öğretimi mesleğinde yüksek stres seviyeleri, kötü çalışma koşulları, azalan motivasyon, yıpranma ve tükenmiş yaşan dil öğretmenleri olguları ile karşılaşabilmektedir. Öte yandan, çalışma bağamlarında yüksek mutluluk yaşayan öğretmenler genellikle daha etkili öğretim yöntemlerine sahip olmakta ve öğrencileriyle, meslektaşlarıyla ve idari üstleriyle daha iyi ilişkiler kurmaktadır. Türkiye'de dil öğrenenlerin esenliğini araştıran çalışmalar olmasına rağmen, dil öğretmenlerinin esenliği ve bunun öğretim bağamlarıyla ilişkisi kapsamlı bir şekilde araştırılmamıştır. Bu çalışma, İngilizce öğretmenlerinin esenliğini bağlamsal ve iletişimsel faktörlerle ilişkili olarak araştırmayı amaçlamıştır. Bu doğrultuda Türkiye'deki özel bir ortaokulda nitel bir durum çalışması yapılmıştır. 8 İngilizce öğretmeninin katılımıyla 2023-2024 eğitim-öğretim yılı boyunca bir buçuk aya yayılan süreçte yarı yapılandırılmış görüşmeler ve haftalık günlük girişileri ile veriler toplanmıştır. Toplanan veriler 5 aşamalı analiz ve tematik analiz yöntemlerinin birleşimiyle analiz edilmiştir. Araştırmmanın bulguları, katılımcıların iş yerlerindeki bağlamsal ve etkileşimsel faktörlerle ilişkili olarak dalgalandan düzeylerde esenlik yaşadıklarını

ortaya çıkarmıştır. Eğitim paydaşlarıyla olumlu etkileşimler, ek maddi faydalar ve güvenlik hissi katılımcıların esenliğine olumlu katkıda bulunurken, aşırı iş yükü ve beklentiler, iş-yaşam dengesi, fiziksel alan, teknolojik altyapı, yetersiz maaşlar gibi organizasyonel faktörler katılımcıların esenlik seviyelerini düşürmüştür.

Anahtar Kelimeler: Esenlik, İngilizce öğretmenleri, İngilizce Öğretmenlerinin esenliği, organizasyonel faktörler, etkileşimsel faktörler





To my beloved ones

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LIST OF ABBREVIATIONS

EFL	: English as a Foreign Language
ERT	: Emergency Remote Teaching
K-12	: Kindergarten through grade 12
MoNE	: Ministry of National Education
PLC	: Professional Learning Community
POS	: Positive Organizational Scholarship
PWB	: Psychological Well-being
SWB	: Subjective Well-being
WHO	: World Health Organization

CHAPTER 1

INTRODUCTION

1.0. Presentation

This chapter consists of four sections. In the first section, the background information to the study will be presented by relevance to the importance of well-being in education. Secondly, the statement of the problem is presented by touching upon the important issues in the given context at hand. The third section reveals the significance of the present study by indicating the current gaps in the literature. Lastly, the objective of the research and the research questions are presented.

1.1. Background to the Study

A brief analysis of the literary works about human psychology will reveal that wellbeing is a fundamental issue of human life. For example, in “The Moral Landscape” Harris (2010) claims that well-being concerns the most important questions about personal values, morality, and the purpose of life. For that reason, it might be asserted that the investigation of well-being is a critical necessity in order to provide psychologically safe environments for the places where human beings work together in harmony. Exploring the concept of wellbeing is essential as it is one of the most influential traits in people’s life since it has the capability to influence “the practices of government, teaching, therapy, parenting, preaching, as all such endeavors aim to change humans for the better” (Ryan and Deci, 2001, p. 143).

In this respect, considering the nature of the teaching profession, in which teachers generally experience the emotions of satisfaction and joy (Schutz, 2014), it can be asserted that teachers are intrinsically motivated as they believe that they can contribute to their learners’ growth as well as advancing the society that they live in

(Bakar et al., 2014). Such positive experiences and emotions clearly enhance the teachers' professional well-being as well as how well they do in their job. However, as the teaching profession requires day-to-day interactions with different subjects in various contexts, it is generally characterized by high levels of stress, poor working conditions, lower motivation, and increasing burnout and attrition rates (Mercer, 2023; Swanson, 2008).

In addition to these, more and more teachers are becoming inclined to leave the teaching profession as they are experiencing burnout because of the excessive demands of the educational institutions, and for that reason, the education quality as well as the well-being of the countries are being affected in the long run as teachers' well-being has a collective impact on the whole society (Lipińska-Grobelny & Narska, 2021). Accordingly, the relevant literature also shows that the well-being of the teachers affects the educational outcomes (Gilman & Huebner, 2006), relationships inside the classroom (Roorda et al., 2011), and other non-educational schooling visions (Jackson et al., 2020).

It is possible to observe high rates of teacher burnout and attrition rates in the global contexts (Borman & Dowling, 2008; Gregersen et al., 2023; Herman et al., 2018; Kinay et al., 2021; McCallum & Price, 2010). Among the reasons of these increasing rates, unsatisfactory financial resources and social status of the teachers, inconsistent educational values, uncertainty about the traditional value of education and inadequate working conditions rank as the most prominent ones (Kariková, 2010). Additionally, excessive workload (Shernoff et al., 2011), ambiguous responsibilities put on the shoulders of the teachers, high expectations of the educational institutions, demanding and uninterested nature of the learners (Skaalvik and Skaalvik, 2017), and the high emphasis on standardized tests in educational policymaking (Lever et al., 2017) pose a great threat on teachers' well-being.

The complex nature of the concept of well-being makes it almost impossible to reduce this term to a single definition. However, it may be asserted that well-being is heavily connected with the individual aspirations such as feeling of success, belongingness, having good mental and physical health, or being able to cope with

the stressors at the workplace. Therefore, well-being is a desirable condition for people in their professions as it is directly related with how efficient they handle their professional tasks. As the focus of the current study is directly related with the teacher well-being, it is important to indicate the definition of teacher well-being and what constitutes it. According to Fox (2021), the following components are the main factors that play critical roles in teachers' well-being:

- Teacher efficacy (i.e., teachers' self-beliefs in their ability to teacher and guide their students)
- Teacher disposition (i.e., individual characteristics of teachers and their professional qualifications)
- School connectedness (i.e., schools' climate, interpersonal relationships within the teaching context)
- Job specific stress (i.e., heavy workload, pressure, time management).

From a psychological perspective, on the other hand, teacher well-being can also be defined through hedonic and eudaimonic approaches. While the hedonic approaches focus more on the emotional experiences of the teachers and how well they are able to regulate their emotions (Gu & Day, 2007; Frenzel, 2014; Schutz & Zembylas, 2009; Isenbarger & Zembylas, 2006), the eudaimonic approaches also consider the social context in which teachers work; thus stressing the effect of organizational factors on teachers' well-being such as the workplace culture and thriving work conditions within the organizations and institutions (Cameron & Spreitzer, 2012). So, it may be asserted that even though the individual factors may determine teachers' well-being, it is also equally important for teachers to work in physiologically safe environments where they are motivated and professionally supported. As Quinlan (2017) also indicates, teacher well-being plays a key role during the design of educational programs as they dominantly affect the quality of education and main educational stakeholders.

Even though teachers of other subjects such as may undergo similar experiences to language teachers in terms of their well-being levels, teaching and communicating in another language brings additional and unique stressors to the profession of language teaching. For example, as teaching a language requires an awareness of the target

culture as well, language teachers may have to handle intense intercultural demands in their work (King & Ng, 2018; Mercer et al., 2016). In addition to this, as they sometimes have to teach native-like students whose language proficiency is already quite high, they might feel the stress of low linguistic ability during such interactions (Mousavi, 2007). Lastly, as the general methodologies that are currently followed in language teaching such as the communicative approach require intense interaction patterns between the teachers and the students, they can be regarded as highly energy-consuming (Borg, 2006).

In addition to such job-specific factors, language teachers' well-being may also be affected by factors such as job insecurity (Vatansever & Gezici-Yalçın, 2015), heavy workload (Wieczorek, 2016), and high expectations from the other educational stakeholders such as administrators, parents, or students. Moreover, language teachers' self-efficacy (Day, 2008), and the autonomy that they have over their own teaching practices can be considered as important determiners of their well-being (Pearson & Moomaw, 2005). Considering these, in addition to the teachers who teach other subjects than languages, the well-being status of the language teachers is worth investigating and exploring as positive educational outcomes are heavily depended on them. As Fredrickson (2011) also puts forward clearly, teachers experiencing higher levels of well-being will be more inclined to find effective methods of teaching and integrate the concept of innovation in their own profession.

1.2. Statement of the Problem

Due to the intensive requirements, teaching profession has been characterized by high levels of stress, poor working conditions, lower motivation, and increasing attrition and burnout rates (Swanson, 2008; Di Carlo, 2011; Kidger et al., 2016). Therefore, it seems quite challenging for language teachers globally to maintain their energy, commitment to teaching, motivation, and well-being at desired levels (Gu & Day, 2007). The unique characteristics of being a language teacher, on the other hand, add extra burden on the shoulders of the language teachers as they have to deal with excessive workload in a limited time given to them (Macintyre et al., 2020). However, as teacher well-being is a desirable state for language teachers because of

the possible educational benefits such as being able to establish more positive interactions with learners, creative teaching, and contributing to students' academic potential (Bajorek et al., 2014; Briner & Dewberry, 2007; Kern et al., 2014), it should be considered as a necessity in educational organizations.

In addition to the aforementioned stressors, after the COVID-19 pandemic, the educational stakeholders all over the world had to adapt to abrupt changes in the educational programs as there has been a quick shift to emergency remote teaching (ERT). Likewise, language teachers in different global settings were required to make swift adaptations to this new system without having enough time to prepare themselves let alone getting training (Pentón Herrera & Martínez Alba, 2021). This memorable event made language teachers more prone to the negative emotions they had already been experiencing in their occupations such as stress, attrition, burnout, and lower levels of well-being.

Even if the teaching was a respectable profession in Türkiye in the past (Alkan, 2000), false accusations against the teachers were raised by the public on mainstream and social media platforms and the professional myths regarding the job of teaching were rumored among the members of the Turkish society. For example, teachers are believed to be reckless workers with long time spans for their holidays and they are thought to be paid well by the ministry of education (Vatansever & Yalçın, 2015, p.91). Moreover, the effects of neoliberalism can also be seen in the educational context of Türkiye as most of the schools in primary, secondary and tertiary levels are privatized (Harvey, 2005), and the parents are seen as the potential customers contributing to the school income. In most private schools, language teachers are expected to work relentlessly under harsh conditions, and they are not given enough assurances about the problems that they might face in and outside the school context (Kasimi & Hangisi, 2021), which creates obstacles for these educators to serve as total intellectuals who may shape the future generations with their insights and guidance (Giroux, 1998).

For these reasons, it is currently more important than ever to investigate the individual, organizational, and interactional factors that affect language teachers'

well-being and offer insights for educational institutions that may create positive working conditions and environments for the teachers in long term so that they can have a better sense of well-being.

1.3. Significance of the Study

The review of the relevant literature will show that even though the area of teacher well-being is gaining popularity among scholars from different parts of the world, the number of research studies on language teacher well-being is still relatively low. Even though there has been an increase in the number of research studies conducted lately on teacher well-being, those studies that consider this issue as the focus are generally based on different global contexts and they generally follow quantitative research designs (Zhang et al., 2024). In Türkiye, the subject of language teacher well-being is under-researched and the voices of the teachers from the field need to be explored. Inspired by this gap in the literature, this study tries to investigate the well-being status of middle school English language teachers working in a private school in Türkiye.

1.4. Research Objective and Research Questions

This case study aims to uncover the organizational, contextual, and individual factors that influence the well-being of the English language teachers working in a private school in Türkiye. It is mainly intended in this study to identify the factors that are related to language teachers' well-being in their workplace and highlight the roles that may be assigned to educational institutions to promote the language teachers' well-being. To do that, this study attempts to answer the following research questions:

1. How do English language teachers experience their well-being in a Turkish private middle school?
2. How do English language teachers relate their well-being to organizational factors?
3. How do English language teachers relate their well-being to interactional factors?

1.5. Definition of Key Terms

Well-being: is “a state of equilibrium where individuals experience health, happiness, and prosperity, all of which lead to developing life satisfaction, self-realization, and the ability to engage in socially responsible behaviors – personally, professionally, emotionally, and spiritually – that produce long-lasting positive effects” (Pentón Herrera et al., 2022, p.2)

Teacher well-being: is “an individual sense of personal professional fulfilment, satisfaction, purposefulness and happiness, constructed in a collaborative process with colleagues and students” (Acton & Glasgow, 2015, p.101).

Language teacher well-being: A state of physical and mental contentment while dealing with the additional responsibilities of language teaching such as intercultural and linguistic expectations of the profession especially during the interactions with the English language learners (Mercer & Gregersen, 2020).

Private schools: These are schools whose establishment and management are carried out under the control of the Ministry of National Education (MoNE), and which provide educational services for a fee for profit purposes (Dinler & Subaşı, 2003). Additionally, the owners of these schools, which provide education from kindergarten to university, may be real persons or charitable organizations (Uygun, 2003).

English language teachers: This term defines the teachers who are assigned the duty of teaching English as a foreign language in state and private schools of Türkiye from kindergarten through grade 12 (K-12) context.

CHAPTER 2

LITERATURE REVIEW

2.0. Presentation

This chapter includes the review of the relevant literature concerning important concepts to be delved into as well as the overview of the related studies and it consists of four major sections. The first main section provides a general understanding of well-being from different perspectives. The second major section, on the other hand, briefly mentions the definitions of teacher well-being and language teacher well-being while touching upon the factors that may have effect on these two concepts. The third section presents the fundamental conceptualizations of both individual and contextual factors that may have effects on teacher well-being, and it discusses the findings of the relevant research studies. Lastly, the fourth major section displays the theoretical frameworks about well-being and working contexts which were utilized in the design of the current study.

2.1. Well-being

Even though the importance of well-being cannot be neglected especially in professional contexts, it is a challenging endeavor to find an encompassing definition for this term. For instance, while this concept is defined as “how healthy, happy, and comfortable someone is” by the Cambridge Dictionary (n.d.), the World Health Organization (WHO) relates well-being to individuals’ awareness of their own potential, their ability to handle daily life stressors, and their capacity of working in a fruitful and productive manner while also sharing the outcomes with the community that they belong to (2018).

Regardless of the boundaries of the definitions that may be asserted to the concept of well-being, it is a desirable state for people which is also highly targeted by various

organizations and societies (Costanza et al., 2014, Judge & Kammeyer-Mueller, 2011). Having a dynamic nature, well-being is also a very broad concept, and it relates to how individuals evaluate their lives and their “optimal psychological functioning and experience” (Ryan & Deci, 2001, p.142). Even though the relevant literature conceptualizes well-being within the limits of individuals and their personal perceptions, it is also socially constructed and affected by environmental, organizational, and contextual factors (Mercer & Gregersen, 2020).

As the concept of well-being is quite influential in people’s lives, examining the constituents of well-being and the ways to measure it received considerable attention from scholars working in different fields. The relevant literature presents several different conceptualizations and measures of well-being. Among these, subjective well-being (SWB) which is defined as “levels of pleasant affect, lack of unpleasant affect, and life satisfaction” enjoys popularity and it is one of the most known hedonic conceptualizations of well-being. (Diener et al., 2009, p.23). Even if SWB is mostly considered to be intuitive, the studies in the literature seem to attempt to objectively measure it in verbal and non-verbal behavioral patterns (Pavot & Diener, 2008). In addition to SWB, the eudaimonic understanding of the well-being concept also enjoys popularity in the literature. One of such conceptualizations is called psychological well-being (PWB) and it consists of six different dimensions (i.e, autonomy, self-acceptance, positive relationships, personal growth, purpose in life, and environmental mastery) (Carr, 2013).

De Pablos-Pons et al. (2013) approaches the concept of well-being by categorizing it as objective well-being and subjective well-being. According to their perspective, while the concept of “objective well-being” includes factors which are independent of the individuals such as their health condition, political stance, and educational background, “subjective well-being”, on the other hand, is more related to personal aspirations such as the target that individuals put for themselves, their health conditions, the level of satisfaction that they have in their life, the emotions that they go through and their social relationships.

Huppert and So (2013) also proposes a model to understand and measure the concept of well-being which consists of 10 components and these components are the direct

opposites of depression and anxiety markers. In this model, well-being is measured through competence, emotional stability, engagement, meaning, optimism, positive emotion, positive relationships, resilience, self-esteem, and vitality (Huppert & So, 2013). The last and probably the most known framework of well-being is the one proposed by Seligman (2011) which is called the PERMA model of well-being. This model leans towards a eudaimonic perspective of well-being and it asserts that well-being is the result of an individuals' optimal functioning which refers to being physically and mentally healthy, and these attributes are necessary for experiencing high levels of well-being (Shimmak, 2019). Seligman's (2011) model of well-being constitutes the theoretical framework of this study, and the dimensions of the relevant model will be explored further in the upcoming sections.

2.2. Teacher Well-being

As there is a strong correlation between individuals' overall well-being and their professional well-being (Prilleltensky, 2013), it is essential to define what constitutes the concept of teacher well-being as well as the factors that affect it. The review of the relevant literature brings out various definitions of teacher well-being. For instance, Aelterman et al. (2007) indicate that teacher well-being can be described as "a positive emotional state, which is the result of harmony between the sum of specific environmental factors on the one hand, and the personal needs and expectations of the teachers on the other hand" (p. 286). Soini et al. (2010), on the other hand, conceptualizes teacher well-being as teachers' personal emotions such as fulfillment, pleasure, and happiness that are constituted through positive relations with the educational stakeholders. Similarly, Hobson and Maxwell (2017) also mention the importance of the positive emotional states such as satisfaction with the teaching experience and the abundance of positive emotions compared to negative experiences and the dissatisfaction with the profession while defining teacher well-being.

As teaching is considered to be a highly stressful profession, teachers who work in various contexts are reported to be experiencing high levels of stress (Akpochofo, 2012). Due to this nature of their profession, about 30% of the teachers end up in

putting an end to their career (Chan, 2006; Johnson et al., 2005). The relevant review of the literature also shows that the empirical studies about teachers and their mental health have focused on exhaustion, fatigue, and non-functionality experienced by the teachers (Fleming et al., 2013; Maslach & Leiter, 2008). In addition to these physical effects, the high levels of stress experienced by the teachers also affect their sense of self-efficacy, self-respect, and self-rapport (Eatough et al., 2012). It is without a doubt that these negative feelings as mentioned above seriously affect how teachers perform in their working contexts. As teaching and learning are multi-dimensional concepts, they require collaboration among the stakeholders of education. When teachers fail to function at their best, it is also reflected in the achievements of the educational institutions that they are working and the students with whom they continuously interact. So, teachers' inability to cope with the stressors caused by their profession and working contexts has severe negative reflections on their overall well-being (Roffey, 2012; Vesely et al., 2013).

Even though the aforementioned definitions of teacher well-being stress the importance of individual aspects of well-being, teacher well-being also depends heavily on the connection between teachers' individual traits and their immediate contextual factors (Hobson & Maxwell, 2017). For example, Acton & Glasgow's (2015) review study proposes that teacher well-being is affected by the individual emotional state of the teachers, their professional relationships with the educational stakeholders, and their working contexts. Accordingly, it is reported in the relevant literature that teachers with high emotional intelligence are able to stay positive about the professional demands and they are able to manage situations that require emotional regulation in a more effective manner (Pillay et al., 2005; McCallum & Price, 2010; Spilt et al., 2011; Kilgallon et al., 2008). In addition to this, teachers with a high sense of self-efficacy and professional competence contribute to elevated educational outcomes for students (Briner & Dewberry, 2007; Kern et al., 2014; Soini et al., 2010). Having a set of positive professional relationships with the educational stakeholders such as colleagues, students, and school administrators is also a key factor in promoting teacher well-being as collaborative environment in the school context, opportunities for professional development, supportive behaviors from the side of the administration, and the feeling of trust within the working

community significantly affect teachers' well-being (Butt & Retallick, 2002; Kern et al., 2014; Soini et al., 2010; McCallum & Price; 2010). Lastly, teacher well-being is also dependent on their working contexts in that workload, organizational culture, and attitudes towards teachers' own identities influence how effectively and fruitfully teachers handle their professional tasks (Doecke et al., 2010; Brown & Roloff, 2011; Webb et al., 2009, Scott & Dinham, 2003).

The complexity of this concept lies in the variety of the factors that can influence teachers' well-being. In that regard, Chen et al. (2022) organizes the fundamental factors that can influence language teacher well-being as individual, organizational, institutional, and social and cultural factors. While the individual factors include teachers' identity, resilience, adaptation qualities, and their own beliefs about their competence (Prieto et al., 2008; Liangbao & Jixiang, 2014), organizational factors refer to the physical arrangement of the schools such as their type, size, location and the general working environment (Skaalvik & Skaalvik, 2018; Yun, 2016). Institutional factors, on the other hand, take a number of variables into consideration such as the financial welfare of the teachers as well as the situation of the professional market (Imazeki, 2005). Lastly, social and cultural factors that affect teacher well-being are reported to be the expectations of the educational stakeholders and the general organizational culture in which teachers work (Wei & Fang, 2014).

Under the light of the findings from the aforementioned studies, it can be asserted that teacher well-being is a multidimensional concept which arises from the combination of various factors such as teachers' individual traits, relational factors, organizational influences, and their future career endeavors (McCallum & Price, 2015). Thus, it requires a significant amount of attention from the leading educational stakeholders so that teachers, learners, and educational institutions may collaboratively thrive for better educational outcomes.

2.2.1. Language Teacher Well-being

Even though teachers of other subjects such as positive and social sciences may undergo similar experiences to language teachers, teaching and communicating in

another language brings additional and unique stressors to the profession of language teaching. Considering the scope of this thesis study, which is exploring the interplay between English language teachers' well-being and their workplace, it is important to specifically mention the concept of language teacher well-being as well as the prominent factors that may have influence on it.

As teaching a language requires an awareness of various cultures as well, language teachers may have to handle intense intercultural demands in their work (Mercer et al., 2016). In addition to this, as they sometimes have to teach native-like students whose language proficiency is already quite high, they might feel the stress of low linguistic ability during such interactions (Mousavi, 2007). Moreover, as in language classes students are expected to communicate in the target language, the additional stress that they face during the classes may easily be reflected on their teachers due to their unwillingness to use the target language. Such encounters between the language teachers and unassured language learners may act as additional stressors on the shoulders of the teachers. Lastly, as the general methodologies that are currently followed in language teaching such as the communicative approach require intense interaction patterns between the teachers and the students, they can be regarded as highly energy-consuming (Borg, 2006). The additional characteristics of language teaching profession mentioned above cause English as a foreign language (EFL) teachers to be more prone to physical and mental issues such as heavy stress, attrition and burnout (Bowling et al., 2010; Derakhshan et al., 2020; Sun & Xia, 2018; Wang & Guan, 2020).

The importance of language teacher well-being is quite evident in that language teachers who are in a better physical and mental shape are able to deal with professional challenges more effectively (Mercer & Gregersen, 2020). However, as the language teaching profession is usually characterized by shift changes and innovations in terms of the approaches to language teaching, language teachers are quite likely to become overwhelmed and end up feeling stressed (Mercer & Gregersen, 2020). For these reasons, it cannot be denied that the concept of language teacher well-being should receive more interest from scholars in different global contexts.

Even though a call for more research studies is a justifiable wish, through the review of the relevant literature, it is possible to come up with both quantitative and qualitative studies that targeted the language teacher well-being and the possible factors that influence it. For instance, in a conceptual book chapter, Razeq (2022) investigated the challenges that Palestinian English language teachers face in relation to their cognitive, emotional, and physical well-being. It was found that the workload, the economic and political situation that these English language teachers are living under, work-life imbalance, and the lack of appreciation for the teaching profession were the most eminent factors that affected their well-being.

In another qualitative study that was conducted in the Nigerian context, Mbagwu (2022) aimed to uncover how English language teachers working at the tertiary level experienced the concept of stress and its relation to their well-being especially after the COVID-19 pandemic. The participants of the study were 6 Nigerian English language teachers from different tertiary institutions and the relevant data was collected through biographical questionnaire, journals, and semi-structured interviews. The inductive analysis of the transcribed data revealed that the participants' working context was the most important element in terms of their well-being as the working conditions were poor and their institution were unable to provide the teachers with adequate teaching resources. Excessive workload caused by the team-teaching method was also noted to affect these teachers' well-being in a negative way as they reported that after school, there was very little time for them to socialize and do any kind of extracurricular activities, thus creating a work-life imbalance. The positive working environment, work climate, and additional benefits that their institutions provide to these teachers such as Wi-Fi, on the other hand, were reported by the participants to contribute affirmatively to their well-being.

As a part of a research project that examines the language teachers' well-being from Austria and the United Kingdom, Sulis et al. (2022) conducted a qualitative study to comprehend the influential factors that played a role in early-career language teachers' decisions on their future goals in terms of continuing the profession of language teaching. The participants of the study consisted of 14 early-career foreign language teachers who were working at different secondary schools in Austria and

the United Kingdom. Semi-structured interviews and a biodata questionnaire were utilized to collect the relevant data from the participants. The findings of the study revealed that the themes of perfectionism, self-efficacy, work-life spillover, self-regulation, relationships within the school, and foreign language teacher status were the most prominent factors in determining whether these teachers would stay in the language teaching profession or not.

Siriwardana (2022), on the other hand, conducted an autoethnographic study in Sri-Lanka through which she wanted to explore how her teaching experiences affected her own perception of her well-being. While generating data for the study, the researcher benefited from various data collection tools such as academic texts, photographs, journal entries and her work records which were later thematically analyzed to propose the findings. The findings of the study showed that the positive relationships in the working contexts and the support she received from her colleagues contributed to her overall well-being. However, the feeling of burnout and job insecurity, as it was the case for most Sri-Lankan language teachers, were the most salient factors which affected her well-being in a negative manner.

Chen et al. (2022) conducted a quantitative study which focused on the effect of the working environment on language teachers' well-being working in private schools in China with the participation of 1161 language teachers. The collected data were quantitative analyzed with SPSS 23.0. Even though the participants reported intermediate levels of well-being in the questionnaires, their well-being status was affected negatively from performance evaluations, student academic foundation, and the pressure of research work. In contrast, the results of the study also indicated that the social support that these teachers were getting from school administrators and colleagues, feeling autonomous, professional development opportunities, and positive feedback were the most influential factors that contributed positively to their well-being.

Lastly, another quantitative study that was conducted by Han (2022) investigated the interplay between Chinese EFL teachers' job satisfaction, resilience, and their well-being. 343 Chinese EFL teachers participated in the study by responding to an online

questionnaire and they had different academic and demographic backgrounds. The analysis of the quantitative data revealed a significant link between the well-being of the participating EFL teachers, their job satisfaction, and resilience. Therefore, the researcher suggests that boosting EFL teachers' resilience and job satisfaction is essential in promoting their well-being.

2.3. Factors Associated with Teacher Well-being

As Mercer & Gregersen (2020) indicate: "the well-being of language teachers is a shared responsibility; this means that it requires systemic levels of intervention and support alongside any steps that an individual can take" (p. 15). Considering this statement, both individual and contextual factors can affect language teachers' well-being either in a positive or in a negative way. So, in this section, these factors will be explained in further details in order to present an overall picture of the underlying impacts on language teachers' well-being.

The well-being of teachers is important for educational institutions in that teachers who feel happier in their working contexts tend to stay longer in their profession. Accordingly, the review of the relevant literature also shows that the concepts of job satisfaction and resilience are important determiners of the teachers' success in their teaching contexts (Puni et al., 2018). Therefore, successful teachers are also able to set higher personal and educational standards for both themselves and their learners, contribute more to their learners' performance, and they report higher rates of well-being (Mellati & Khademi, 2018; McCallum, 2020). The interplay between the aforementioned factors puts teacher well-being to an important place for educational institutions to consider while designing their organizational and educational structures.

In order to present a comprehensive understanding of the factors that influence teacher well-being, individual traits of teachers such as teacher identity, self-efficacy, resilience, and motivation, the contextual factors such as the working context and communication with the main educational stakeholders, and the concepts of stress and burnout will be presented next as they require more exploration.

2.3.1. Individual Traits of Teachers

2.3.1.1. Teacher Identity

Teaching profession is a dynamic and a complex construct (Karaman & Edling, 2021) in that teachers continuously engage in reflective acts while designing their teaching strategies and applying them in the classroom. Therefore, it is difficult to find a single valid definition for the concept of teacher identity in the literature. However, as most scholars in the field agree on, teacher identity and the construction of this phenomenon are affected by the individual perceptions of teachers, their reflections, emotions, teaching contexts, and their agency (Karaman, 2010; Akkerman & Meijer, 2011; Beauchamp & Thomas, 2009; Yazan & Lindahl, 2020).

There is a positive correlation in between a strong teacher identity and teachers' job satisfaction, their commitment to the teaching profession and their self-efficacy in their teaching contexts (Kelchtermans, 2005). In addition to this, as Gu & Day (2007) state, teachers with clear sense of professional identity are more capable of being resilient in challenging circumstances and creating positive and fostering teaching and learning environments. The presence of identity conflicts from the side of the teachers, on the other hand, generally lead to negative emotions such as stress, burnout, and reluctance to continue teaching profession (Vongalis, 2008).

As the interplay between teachers' identity and well-being is bi-directional, both constructs may affect each other positively or negatively. According to Beauchamp & Thomas (2009), teachers who experience a stronger sense of identity are able to deal with the professional stressors in a confident way, thus experiencing higher levels of well-being. The challenges to teacher identity such as role ambiguity or professional conflicts, on the other hand, can result in lower levels of well-being and dissatisfaction with the teaching profession from the side of the teachers (Sutton & Wheatley, 2003).

The effect of teacher well-being is also visible in the construction of teachers' professional identity in that teachers who are respected, supported, and valued in

their working contexts are able to develop a positive professional identity in accordance with their own perspectives, values, and goals (Skaalvik & Skaalvik, 2018). Conversely, when teachers are experiencing continuous negativities in their professional lives such as stress, burnout, or dissatisfaction, which are the adverse contributors to their well-being, the erosion of their professional identities comes into play and they may be more prone to feelings of disillusionment and disengagement from the teaching profession (Day et al., 2019).

2.3.1.2. Self-Efficacy

The concept of self-efficacy refers to the belief in an individual's ability and capacity to organize and complete the tasks in order to reach the desired outcomes (Bandura, 1997). Mercer & Gregersen (2020), similarly, define self-efficacy as "a psychological construct that refers to individuals' beliefs about whether they could do something or could manage some task or action" (p.38). From the perspective of teachers, self-efficacy covers teachers' self-confidence in handling their instructional tasks such as classroom management, student engagement, and dealing with the instructional stressors (Tschanne-Moran & Hoy, 2001). As Klassen & Tze (2014) indicate, its dynamic nature makes it probable that teachers' self-efficacy may be influenced by factors such as their professional experiences, the training they receive, and organizational and contextual factors within the educational institutions.

Teacher self-efficacy and teacher well-being are intertwined concepts in that teachers who report high levels of self-efficacy are less prone to negative emotions such as burnout, inadequacy, and stress, which are detrimental factors to well-being (Klassen et al., 2012; Butler & Kern, 2016). Additionally, the review of the relevant literature also shows that self-efficacy is an important determiner of teachers' ability to set challenging goals for themselves and their learners, develop innovative strategies to fulfil the demands of student needs, dedicate themselves to their profession, and experience elevated levels of job satisfaction (Aloe et al., 2014; Collie et al., 2012; Hoy & Spero, 2005; Klassen & Chiu, 2010). Therefore, these aspects of self-efficacy may be shown as the positive contributors to teacher well-being.

It is also important to indicate that teacher well-being has significant impacts on self-efficacy. In positive educational organizations, where teachers experience high levels

of well-being, teachers are more inclined to believe that they can make a difference in their students' lives, and that results in the positive interactional patterns with the learners (Skaalvik & Skaalvik, 2018). Besides, the abundance of positive experiences within educational institutions such as instances of recognition and appraisal, opportunities for professional development, and supportive environment improves teachers' self-efficacy (Day et al., 2019). For these reasons, the relationship between teacher self-efficacy and teacher well-being is worth considering in terms of the quality of education in different organizations.

2.3.1.3. Resilience

Ungar (2012) defines the concept of resilience as a process in which individuals try to overcome difficulties that they are subjected to by utilizing the possible sources available to them. According to Masten (2014), on the other hand, resilience is "the capacity of a dynamic system to adapt successfully to disturbances that threaten system function, viability, or development" (p.10). Similar to well-being, resilience is also a multi-dimensional construct in that resilient individuals have the capacity to benefit and gain advantage from both personal and contextual resources (Hascher et al., 2021).

In the context of teaching, on the other hand, resilience refers to teachers' capabilities of preserving their well-being and productivity regardless of the professional challenges they may face in their teaching contexts (Day et al., 2007). As Rutter (2012) puts forward very plainly, resilient teachers are able to cope with the demands and expectations of their workplace in a way that they keep their sense of optimism and perseverance.

The interplay between teacher resilience and well-being is crucial in that resilient teachers who experience high levels of well-being are more likely to establish a positive learning environment in which students constantly engage themselves to learning and make greater progress (Moskowitz & Dewaele, 2019), thus improving the quality of teaching and learning experience as well as elevating the progress made by the learners (Li et al., 2021). In addition to this, the resilience of the

educators allows them to adapt to swift changes in their teaching context through social support, self-care, and a positive outlook, the existence of which is a positive contributor to teachers' overall well-being (Collie et al. 2017). As also shown by Zhang (2023), teacher resilience can be considered as an important predictor of the joy and enjoyment in foreign language teaching as resilient teachers are able to continuously keep the same levels of commitment for their profession and deal with the adversities in their teaching contexts by preserving their overall well-being.

2.3.1.4. Motivation

Motivation is the urge that direct people to achieve specific goals (Deci & Ryan, 2000). A number of theories have sought to showcase the relationship between motivation and individual and environmental factors. Deci and Ryan (2000) proposed self-determination theory to emphasize that motivation is connected to "the satisfaction of basic human needs for autonomy, competence, and relatedness". On the other hand, in the expectancy-value theory, Eccles and Wigfield (2002) proposed that "task values and expectancies of success" impact achievement motivation.

As teaching with its intricate nature requires a considerable degree of self-regulation (Kunter, 2013), being motivated to continue daily endeavors such as maintaining relationships with students, parents and other stakeholders, managing time and developing professional skills continuously are crucial to pursue a career in teaching. Mérida-López et al. (2020) states that workers' personal resources play a role in work motivation as they help them to cope with the negative effects of demands. In this research, Mérida-López et al. (2020) demonstrated that emotional intelligence and teacher self-efficacy are among the personal resources that increase teachers' motivation which results in more work engagement and less withdrawal intentions.

Day (2006) identified six phases of teacher professional life based on experience disregarding age and responsibilities. According to this grouping, 24% of teachers showed loss of motivation and detachment from their occupation during the 8-15 years of their careers. In the following years, between 16-23 years, teachers reported a rising tension related to work-life imbalance. On the other hand, 52% of this group

experience increase in motivation due to further career advancement and good results they face. Interestingly, along with the challenges they face over years, only half of the teachers who are experienced more than 24 years reported loss of motivation. Another important finding in this research is the relationship between the pupils and their resilient teachers. It was found out that these group of students are likely to achieve more than the ones whose teachers are not committed. Thus, education outcomes for students are weakened if teachers' motivation levels decrease (Hettiarachchi, 2013). Limited facilities, communication between teachers and colleagues and administration, being successful or lack of appreciation, and student behavior are among the factors that motivate or de-motivate teachers (Börü, 2018; Kasimi, 2021; Hettiarachchi, 2013; Sugino, 2010). Although these factors cause attrition and eventually teacher shortages, Bakar et al. (2014) presented that teachers' main source of motivation stem from intrinsic and altruistic reasons which implies the need for developing certain regenerative considerations for institutions and policy makers.

2.3.2. Working Context

In addition to the educational demands such as expertise in the subject matter and adequate pedagogical knowledge, the profession of teaching also require teachers to be emotionally resilient, to be able to adapt to changes, and to have a deep commitment to their professional acts. While teachers are thriving to fulfil these demands, it is an undeniable fact that the working contexts where teachers operate have a significant influence on their well-being and the quality of education that they deliver to their students. As Mercer & Gregersen (2020) addresses the issue, educational policy makers and the school administrators need to be aware of the positive correlation between teachers' well-being and the students' academic progress in positive workplaces which are defined as places where both individuals and organizations do well collectively (Davis, 2013).

Educational working contexts are the places where factors such as work culture, workload, leadership, physical, technological, and educational resources allocated to staff members, and demographical characteristics of the student population comes

into play. The relevance of the aforementioned factors to teacher well-being is worth noticing as teachers experiencing high levels of well-being are reported to be contributing positively to their educational contexts in terms of the quality of teaching, student achievement, and the effectiveness of the schools (Cherkowski & Waker, 2018; Hascher et al., 2021).

The review of the relevant literature stresses the importance of a positive school climate in which the educational leaders are more inclined to provide support for the staff members. For example, Johnson et al. (2017) indicates that teacher well-being is fostered by the positive working environment and the supportive approaches of the educational leaders towards teachers. In addition to this, there is a positive relationship in between the administrative support that teachers receive and their capability to have an effect on improved student outcomes (Sass et al., 2011). When teachers trust their working contexts and feel like they belong there thanks to the support that they receive from their institutions, they are more likely to navigate through the professional challenges that they may face (Bryk & Scheider, 2002). Besides, teachers whose voices are heard by their administrators, who receive professional support, and who maintain a work-life balance are more satisfied with their professions compared to those who do not experience the aforementioned factors (Leithwood et al., 2004). However, it should also be noted that when teachers are not allowed to be autonomous and when they do not receive enough praise for their professional acts, there may be a decline in their well-being leading to the feelings of burnout (Hoy & Tarter, 2011).

The intensity of the teachers' daily tasks in relation to the time allocated for them also significantly affects their well-being. When teachers are bombarded with endless administrative tasks as well as extracurricular activities, they are more likely experience the feelings of fatigue and exhaustion (Skaalvik & Skaalvik, 2011). In addition to this, timely constraints for professional duties of the teachers in their teaching contexts contribute negatively to teachers' overall well-being. (Skaalvik & Skaalvik, 2018). In contrast, when teachers are able to manage their time efficiently and effectively under realistic workload demands that they can handle through collaboration with other educational stakeholders, they are able to overcome the

daily stressors of their profession and feel more resilient (Johnson et al., 2005; Frunzaru & Dumitriu, 2015).

Considering the educational requirements of the 21st century, teachers' access to relevant resources and both physical and technological infrastructure is an important determiner of how well they feel. When the educational contexts are designed with well-equipped classrooms where technology and instructional materials are of good quality, teaching practices are reported to be more effective and the students are observed to be more engaged in their learning experience (Dexter et al., 2006), and this contributes to teachers' well-being in a positive manner as it results in increased rates of teacher efficiency in their schools (Mercer & Gregersen, 2020). In addition to this, as Darling-Hammond (2020) indicates, it is an imperative for educational institutions to provide both teachers and students with diverse educational resources, funding for professional development, educational supplies inside the classroom, and physical and mental health services. The review of the relevant literature also shows that teachers' well-being is significantly affected by the physical and technological organization of the educational institutions (Dreer, 2022; Kamarudin et al., 2022).

It should also be mentioned that the socioeconomic contexts of the educational institutions as well as the demographic characteristics of the students influence teacher well-being. When teachers are assigned teaching duties at places with abundance of such challenges, they are more inclined to report low levels of well-being (Nel et al., 2016). Additionally, when teachers are provided with additional financial benefits regarding their medical and retirement conditions, they tend to stay longer in their professions (Holochwost et al., 2009).

2.3.3. Interaction

2.3.3.1. Interactions with Students

There is a multifaceted relationship between students and teachers in that the well-being of both parties may influence the well-being of the other either positively or negatively. There is an abundance of research studies which highlight the importance

of teachers' quality in determining the educational outcomes of the learners (Goldhaber & Anthony, 2004; Rimm-Kaufman & Hamre, 2010; Rowan et al., 2002). From a different perspective, the experiences of the educators with their learners are significant determiners of their well-being and motivation levels (Frenzel et al., 2009; Kunter, 2013).

While teachers that experience high levels of stress and other negative emotions may find it quite challenging to establish a classroom environment in which positive emotions flourish and there is a supportive environment (Sutton & Wheatley, 2003), resilient teachers that are also supported in their institutions are more skillful in feeding their students with positive emotions such as empathy and respect (Jennings & Greenber, 2009). In addition to these, the behavioral patterns of the students in and outside the classroom can be detrimental to teachers' well-being. When teachers and their instructional delivery are confronted with disruptive behaviors of their students, depending on their well-being level and feelings of stress and burnout, they may fail to deal with them effectively by using positive strategies such as patience and empathy (Skaalvik & Skaalvik, 2018).

On the other hand, teachers who are emotionally resilient have the chance of creating an orderly teaching and learning environment in which such behaviors of the students are dealt with effectively and clearly (Collie et al., 2016). From a language teaching perspective, Mercer et al. (2016) also showed that in order to create a learning environment where students and teachers trust and respect one another, creating positive interactional patters with them is a must.

The review of the relevant literature presents a number of studies on the relationship between students and teachers' well-being. Kansu (2018), for example, examined how Turkish EFL instructors' well-being affected their relationships with the students by observing their verbal communication patters while interacting with the students. The findings of the study revealed that those teachers who were experiencing higher levels of well-being created more positive interactions with their students by providing personal anecdotes and offering more praise compared to their colleagues with lower levels of well-being.

Forster et al. (2022), on the other hand, delved into whether teachers' objectives and emotional responses towards students exhibiting undesirable behaviors, such as disruption or lack of attention in the classroom, have a greater impact on teacher well-being compared to their responses to the students with more instances of misbehaviors. They analyzed the emotional, evaluative, psychological, and occupational well-being of 250 secondary school German teachers, along with their goals and emotions concerning students' desirable and undesirable behaviors. The results of the study showed that even though there was not a significant effect of the students' desirable behaviors on teachers' well-being regarding their aims and emotions, the impact of students and their undesired behaviors were reported to affect the teachers' experience of their well-being significantly and negatively.

In another study, Bilz et al. (2022) investigated the correlation between teacher well-being and student well-being while also exploring the role of teacher support as a mitigating factor between the two. Analyzing data from 2686 students and 805 teachers across 48 schools in Germany, the study uncovered the associations between teachers' psychological well-being and students' satisfaction with school, as well as between students' subjective health complaints and teachers' emotional exhaustion. As the results also highlighted, when teachers experience high levels of motivation and positive emotions, such instances can also be reflected on their learners thanks to the contagious nature of such feelings.

As the aforementioned studies also indicate, the interplay between teacher well-being and students is a critical determiner of the quality of instructional practices' effectiveness, classroom environment, student engagement, and behavior management. In order to refrain teachers from negative feelings of stress and burnout, which heavily influence their well-being in a negative way, it is crucial to enhance the interactional quality between these two parties (Rodríguez-Mantilla & Fernández-Díaz, 2017).

2.3.3.2. Interactions with Parents

As important educational stakeholders, the relationship and interactional patters between teachers and parents are crucial as they have the potential to influence the

educational outcomes and teacher well-being. When the nature of an interaction is transparent and open, it allows both parties to understand each other better and get in trustworthy collaborations (Jeynes, 2016). Therefore, in the cases where teachers and parents work collaboratively, they can significantly contribute to students' achievement as well as fostering teacher well-being through a feeling of success (Epstein, 2018).

Parental involvement in the teaching contexts is inevitable in order to improve students' academic success and to track their social and emotional developments. However, the nature of such an involvement plays a key role in teacher well-being in that while supportive and respectful parent interactions allow teachers to be more resilient in coping with the professional difficulties and to experience job satisfaction (Deslandes & Bertrand, 2005; Choi & Dobbs-Oates, 2016; Gallager & Mayer, 2006), negative reactions that teachers may get from parents can invoke feelings of stress and burnout in teachers, thus contributing to their well-being in a negative way (Caprara et al., 2006).

As it is important to maintain continuous interaction with parents for tracking students effectively, teachers should also consider the possible boundaries that they may set up in order to protect themselves against unrealistic demands and manage healthy work-life balance. Thus, teachers with clear and efficient communication skills are able to negotiate with parents in terms of their expectations, which helps them to maintain their well-being levels (Dill, 2012).

2.3.3.3. Interactions with Colleagues

As Ryan & Deci (2017) state, establishing positive relationships through meaningful interactions with colleagues and the feelings of togetherness as well as solidarity are important determiners of teachers' well-being in their working context. The existence of a positive environment within the organizations in terms of professional relationships arise feelings of self-efficacy, job satisfaction and job dedication within the teachers (Collie et al., 2012; Kern et al., 2014).

The review of the relevant literature also shows that when teachers feel supported by their colleagues, they report lower levels of stress and higher levels of well-being which enables them to be more resilient against negative conditions such as burnout and stay dedicated to their profession (Johnson et al., 2005; Hakanen et al., 2006). In addition to this, when teachers' working context allows them to be engaged in professional learning communities (PLCs), which allows the professionals to get into meaningful conversation with their colleagues in order to share good practices and solve professional problems through reflective dialogues (Louis et al., 2010), their feelings of self-efficacy and belonging significantly increases which lead to positive teacher well-being (Vescio et al., 2008).

It has also been noted that feeling of trust among the colleagues plays an important role in determining their well-being (Mayer et al., 1995). When teachers trust their colleagues, they are able to express their thoughts in a more sincere and honest manner, and such interactions alleviate the emotional stress experienced in the workplaces (Dirks & Ferrin, 2001). The positive effect of trustworthy relationships and interaction among the colleagues on teacher well-being is also shown in the relevant literature in that such working environments foster teachers' self-efficacy and job satisfaction while gradually eliminating the burnout factor (Lee et al., 2011; Van Maele & Van Houtte, 2012).

2.3.3.4. Interactions with Administrators

The role of the relationship between school administrators and teachers is quite significant in determining the well-being of the teachers and overall organizational dynamics within schools. The review of the relevant literature implies that factors such as supportive leadership, professional development opportunities, recognition, appreciation, and transparency within the educational institutions are crucial in shaping the perceived well-being levels of the educators.

When the interaction between administrators and educators are built upon positive feelings such as empathy, trust, and appreciation, it is highlighted that it fosters a working environment in which teachers report higher levels of well-being

(Leithwood & Sun, 2012). In addition to that, when teachers are able to collaborate with school administrators and be a part of decision-making through open and honest communication, they experience a high sense of belonging to their teaching contexts as well as feeling more satisfied with their profession (Louis et al., 2010). In addition to instances of emotional support that teachers may receive from the school administrators, it is also important to provide them with relevant professional development opportunities as they help teachers to improve their competence, autonomy, and engagement with the profession as teaching, thus positively influencing their well-being (Hargreaves & Fullan, 2012; Day & Gu, 2010).

As teachers are expected to contribute to their teaching environment by fulfilling curricular and extra-curricular tasks, which have the potential to be excessive depending on the general organization of their working context, it is quite humane for them to expect recognition and appreciation from the administrators in several ways. Studies also highlight the importance of such behaviors by the educational administrators in that when they show awareness of the teachers' effort in various forms ranging from simple gestures to awards, teachers' well-being is positively affected as their morale and dedication to their profession significantly increases (Kurt & Duyar, 2023; Hoy & Tarter, 2011). Lastly, when the nature of the working contexts is fostered with demonstrations of justice, transparency, and mutual respect, teachers become more satisfied with their teaching experience and experience high levels of well-being (Bryk & Schneider, 2002; Harris & Jones, 2010).

2.3.4. Stress and Burnout

As a highly demanding profession, teaching requires devotion and a lot of hard work. In recent years, the increasing demands placed on teachers bring a high level of stress to them. Teachers' well-being and thus their professional effectiveness is affected by the stress they go through. The existing body of research referred to "teacher stress" directly only after 1970s and many researchers explored the multifaceted aspects of teacher stress (Kyriacou & Sutcliffe, 1977; Cole & Walker, 1989; Travers & Cooper, 1996). Kyriacou (2001) defined teacher stress as "negative emotional experiences such as anxiety, tension, anger and depression" faced by teachers regarding various aspects of their jobs.

More recent studies recognized that when compared to other occupations, the stress level of teaching is one of the highest as it consists of various stressors in personal, institutional and interpersonal dimensions (Hakanen et al., 2006; Montgomery & Rupp, 2005). Although Kyriacou (2001) stated that sources of teacher stress are “unique” due to individualistic differences, the most common stressors highlighted are challenging student behavior, workload and lack of support from other stakeholders. Additionally, inadequate salary, lack of recognition, unsatisfactory social relationships with adults, school climate and environment are among the other sources of stress that teachers experience (Milner & Khoza, 2008; Troman, 2000).

Troman (2000) examined how professional relationships in a low-trust society impact teachers’ emotional and physical well-being. The findings revealed that the increase on teachers’ workload impedes positive collegial relationships which leads to the development of distrust and thus, teachers’ stress levels increase. In this study, the participants also mentioned that the stressors such as “financial cuts and large classes” erodes teacher-student relationships. Additionally, students’ “hostile” behaviors also play a role as a stressor which impacts this relationship negatively.

Herman et al. (2018) examined the relationship between teacher stress and student outcomes. 93% of the teachers were classified as having high levels of stress. The findings of the teacher reports are aligned with the notion that “teaching is a stressful profession”. When the impact of teacher stress on student performance and instructional outcomes is examined, the study associates “low/coping teacher profile” with “lower student adaptive behaviors and achievement”. As mentioned above, this study’s findings regarding the impact of teacher stress on teacher-student relationships are consistent with the teacher reports mentioned in Troman’s (2000) study.

As stated by MacIntyre et al. (2020), language teaching has its own challenges that were generated by “emotional character of foreign language teaching”. As language teachers deal with complex interrelations between language, culture and identities, it is fair to state that coping with the multiple stressors these aspects bring about is arduous. MacIntyre et al. (2020) merged these aspects of language teaching with the

“new stressors” that COVID-19 pandemic unveiled on language teachers and examined language teacher stress and coping responses. The findings of this study reported that workload and family health were the main sources of stressors during that period. The participants also reported work-life imbalance, loss of control and financial insecurity as teaching-related stressors.

The increasing pattern of stress levels in recent years and the continuous stress causes teachers to experience emotional, physical and psychological difficulties. Several studies show that teachers who are exposed to continuous stress demonstrate burnout symptoms (Borg & Falzon, 1990; Kyriacou, 1980, Rudow, 1999). Skaalvik and Skaalvik (2017) investigated the relationship between three aspects of teacher burnout, which are exhaustion, depersonalization and personal accomplishment, and four stressors in the school environment, which are discipline problems, time pressure, low student motivation and value dissonance. The findings revealed that these aspects of teacher burnout may occur independently whereas they may have an effect on each other reciprocally. Time pressure was stated as the “strongest predictor of emotional exhaustion” and it was more common among lower grade teachers’ reports. Interestingly, it was found out that the emotional exhaustion may not always be the starting point of teacher burnout.

Hastings and Bham (2003) analyzed teachers’ perceptions regarding behaviors of student in classrooms and tested its link with teacher burnout. The findings showed that there is a relationship between teacher burnout and student behavior. According to this research, the teachers experience emotional exhaustion due to the students’ disrespectful behaviors and depersonalization of the teacher. The results of the study also support the findings of Troman (2000) and Herman et al. (2018) regarding the negative effects of student behavior and student-teacher relationship on teacher stress, which may imply that results in teacher burnout eventually correspond.

2.4. Theoretical Framework

2.4.1. PERMA Model of Well-being

With the aim of understanding the concept of well-being, Seligman’s (2011) PERMA model is widely used in the well-being literature. This thesis study also uses

this model as the theoretical foundation in order to understand the underlying descriptions of participating English language teachers' perceived well-being.

Seligman (2011) relates the concept of well-being to flourishing as a state in which individuals aspire to create the best versions of themselves as well as the conditions in which they are more likely to thrive and be happier. PERMA model of well-being consists of five elements: 1) Positive Emotion; 2) Engagement; 3) Relationships; 4) Meaning; 5) Achievement.

The first dimension, positive emotion, relates to the positive feelings such as contentment and comfort and the experiences of the individuals while they are under the effect of these emotions. As Fredrickson (2001) indicated, positive emotions can be learned by the individuals, and they can be transmitted to others through teaching. For these reasons, the educational stakeholders may embed positive emotions in their working contexts so that they can collectively prosper.

The second dimension, engagement, is the interplay between the daily or the professional acts of individuals and their attentiveness while performing them. High levels of engagement in the educational organizations from the sides of both teachers and students can improve the quality of interactions among them as well as leading to elevated academic results. Thus, the feeling of engagement is crucial for educational stakeholders in that it significantly contributes to the success of their contexts.

The third dimension, relationships, is directly related to the nature of communication and interaction patterns between the individuals in which they value, respect, and support each other. As relationships with these features are crucial in creating stronger bonds among communication parties (Siedlecki et al., 2014), considering the number of different stakeholders in educational organizations, it may be highly suggested for the teachers to pay attention to their relationships in order to improve their overall well-being.

The fourth dimension, meaning, refers mainly to the subjective feelings of loyalty and belonging as well as individuals' ability to attach importance and purpose to

their lives. From an educational perspective, it can be indicated that purposeful educators with intense feelings of loyalty and belonging to their teaching contexts can make significant contributions to their environment.

Lastly, the fifth dimension, accomplishment, deals with the personal goal attainments and future visions set by the individuals. As Seligman et al. (2013) state, being able to reach your individual goals is more beneficial than achieving more materialistic goals. For that reason, when teachers are able to enjoy the feeling of accomplishment in relation to their professional goals, they are more likely to experience improved well-being.

2.4.2. Positive Organizational Scholarship (POS)

As this study aims to uncover the organizational and interactional factors that affect English language teachers' well-being in a private school context, it draws on Positive Psychology (PP) since it delves into how and why people flourish in life and what makes the life worth living (Seligman & Csikszentmihalyi, 2000; Seligman, 2011). PP relates well-being to three important pillars: positive experiences like happiness and engagement; positive individual traits like strengths and talents; and positive institutions that enable these aspects to take place.

In order to thoroughly integrate the third pillar mentioned above, this study also draws on the POS approach which is a scientific, theory-based, and rigorous investigation of the factors that positively influence workplace culture and thriving work conditions within organizations and institutions (Cameron & Caza, 2004; Cameron & Spreitzer, 2012).

Under the light of the headings in the *Oxford Handbook of Positive Organizational Scholarship* (Cameron & Spreitzer, 2012), POS, in the educational contexts, can be categorized in four main areas: 1) Positive human resource practices; 2) positive organizational practices; 3) positive leadership; 4) positive relationships.

While positive human resource practices refer to an organization's capability to support their workers and other staff members both socially and professionally,

positive organizational practices, on the other hand, deals with the general organizational schemes in a working context and the allocation of the possible resources to all workers equally (Mercer & Gregersen, 2020). Positive leadership, as the third pillar of the POS theory, is the directional characteristics of the administrators which find direct reflections on the workers' well-being (Kelloway et al., 2013). Lastly, positive relationships deal with the general nature of the interaction among the workers in an organization where there are feelings of psychological safety, trust and honesty which the individuals in a workplace act accordingly.



CHAPTER 3

METHODOLOGY

3.0 Presentation

The current chapter first presents the features of qualitative inquiry and case study. The following sections include rich and thick descriptions of the research setting, sampling procedures, participants, data collection tools, and data analysis methods. Finally, the researcher's role, validity, reliability, and the ethical considerations regarding the study are highlighted.

3.1. Qualitative Inquiry

Becoming a widespread method of research in various academic and professional disciplines, qualitative research allows researchers to study a very wide array of topics in detail while it still leaves a room for plainness and simplicity (Yin, 2016). In addition to this, through the lens of qualitative research, researchers can focus on different dimensions of the participants' social world while still reflecting on their everyday life, social and organizational relationships, individual experiences, and how such experiences affect their understanding of reality in a very profound manner (Mason, 2002). Lastly, Merriam & Greiner (2019) state that as qualitative research strives to comprehend the phenomenon at hand from the participants' point of view, the general nature of it calls for rich and descriptive investigation and interpretation of the data collected.

Since the aim of this study is to understand and explore how English language teachers in a private middle school in Türkiye experience the concept of well-being with relevance to personal and contextual factors in their workplace, the qualitative inquiry is adopted as it enables the researcher to comprehend "how people interpret

their experiences, how they construct their worlds, and what meaning they attribute to their experiences" (Merriam, 2009, p. 5).

3.2. Case Study

As one of the qualitative research methods, case study is an empirical method that allows the researchers to analyze a certain case in detail with relevance to its surroundings as well as immediate and distant context (Yin, 2018). In addition to this, as it requires researchers to utilize multiple data collection methods and a research design developed by a thorough examination of theoretical frameworks, it is possible via case study methodology to investigate single and multiples cases at a time (Yin, 2018).

Case study designs have different categorizations according to different perspectives. For example, Stake (1995) categorizes case study designs as intrinsic, instrumental, and collective, the focus of which may vary according to the general aim of the research design. Firstly, intrinsic case studies intent to focus on a single case which is selected according to the personal or professional interests of the researchers. Secondly, instrumental case studies, are designed in a way which will allow a researcher to investigate a specific phenomenon. Lastly, collective case studies include an investigation of multiple cases in order to generalize a theory to a larger extent of similar cases.

In comparison, Yin (2003) distinguishes the case study research designs as explanatory, descriptive, and exploratory. The main goal of exploratory case study designs is to identify research questions and hypothesis or examine a particular research procedure. While descriptive case studies explore a specific phenomenon in detail with relevance to its immediate context, explanatory case study design investigates the reasons of a particular occasion through cause-and-effect relationships.

The current study yields itself more to instrumental case study design as demonstrated by the perspective of Stake (1995) since the main goal of the study is

to investigate the issue of how English language teachers describe and define their well-being in relation to a bounded case which is a private middle school in Ankara. As Yin (2018) also asserts, conducting case study research enables the researchers to gather information about a real world case or cases with relevance to their contextual conditions. Accordingly, the current study requires detailed description of the target case and a thorough analysis of the data collected from the participants coming from multiple resources of data in order to fully answer the research questions.

3.3. Research Design

3.3.1. Research Setting

The study was carried out in a private middle school in the capital city of Türkiye, Ankara. The school was founded in 1980's, and since then, it has been remarked as one of the most reputable educational institutions in Ankara. As the information on the school's website shows, it has presence in several different provinces of Türkiye, and it employs more than 1000 teachers and supporting staff. Additionally, thousands of students in total receive their education in the main campus and the branch schools in different cities of Türkiye.

As also reported on the website of the school, it aims to provide the best learning opportunities for its students by leading them forward in faithfulness to Atatürk's principles and revolutions. The school also encourages its students to become citizens who are life-long learners that think critically and contribute to the modern Turkish society.

The students at the school are expected to be proficient in their native language, English and one additional foreign language of their own choice while they are following a regular academic program on different subjects. The school also offers them additional academic, social, cultural and sports activities through which students familiarize themselves with the skills such as collaboration, cooperation, negotiation and compromission. The main campus of the school lies on 900 acres of land, and it is facilitated with modern science labs, libraries, multi-media rooms,

smart classrooms, gymnasiums, out-door sports fields, and a culture and convention center. So, the general environment of the school allows its students and educators to rigorously follow their academic plans while participating in academic, environmental, and social projects.

Even though the students at the target school have a chance to receive their education from kindergarten to high school, the current study was conducted at the middle school level which starts from 5th grade and continues until the 8th grade. Each grade level consists of 12 sections and each section includes more than 20 students. Therefore, the total number of students that receive their education in this institution is comparatively higher than other schools in Ankara.

A typical day in the target school starts at 8.20 and ends at 15.35; however, the teachers are expected to stay in the school until 16.30. As teachers asserted, the rationale behind this time schedule was to minimize the teachers' workload at home by allowing them to complete their work during this extra time that they spend at school. There are 8 lessons in total in the regular time schedule of the school and these lessons are 40-minutes-long. Normally, the break times between the lessons last for 10 minutes except for one long break for 15 minutes. The lunch break, on the other hand, is 50-minutes-long and during the lunch break, students and teachers can either eat at the dining hall, or at the canteen of the school. In terms of the physical structure, even though the primary, middle and high school levels share the same campus, their buildings are situated in different places. There is also one additional building in the school's campus where administrative division of the target school works. The middle school consists of 2 complexes where the classes, restrooms, science and computer labs, teachers' rooms, psychological counsellors' offices, administrative staffs' offices, and nurse's room are located. The student lockers are also located in the corridors of these complexes which narrows the overall space provided to both teachers and students.

As the current study was conducted in the English language teaching department of the target research context, it is important to provide the necessary details about the English language curriculum followed in the school and the expectations of the

school administrators from these teachers. The students at the target middle school receive a total of 10 hours of English teaching every week. However, the distribution of these hours vary according to the grade level as English teaching is provided by both native and non-native English language teachers. While in some grade levels students receive 7 hours of English language teaching by non-native English language teachers, this number can extend to 8 hours in the other grades.

Even though the focus of these English lessons shows some similarities, while lessons conducted by non-native English language teachers are more academically oriented, the lessons of the native English language teachers tend to focus on the productive abilities of the students such as writing and speaking. It is also important to indicate that the students are evaluated mostly by the non-native English language teachers through formative and summative assessment techniques in various linguistic competences such as the use of grammar, range of vocabulary, reading and listening comprehension, writing, and speaking.

Both native and non-native English language teachers in the current research context, on the other hand, normally have 21-24 hours of teaching load each week. However, during the absence of a teacher due to various reasons, this workload is likely to increase as the present teachers are also expected to substitute for the absent ones. Additionally, both native and non-native English language teachers are required to attend weekly department meetings where all English language teachers gather at the helm of the English language department head. Moreover, all the teachers are also expected to be present in level meetings where teachers from the same grade levels come together with the department head. In addition to these departmental meetings, the teachers must attend a meeting with the relevant assistant principal with the companion of the psychological counselor to discuss the possible issues about the students and track their academic, social, and emotional progress. Lastly, one lesson hour from these teachers' schedules is weekly spared for parent-teacher meetings in that there may be a need from either teachers' or parents' side to come together. Considering these additional meeting hours, under the normal circumstances, the total workload of the English language teachers can range between 25-28 hours a week.

The fact that the number of students receiving their education at the current research context is relatively high, the teachers are called for additional duties which may not have direct relevance to their branch of teaching. The teachers working in the target school are required to serve as hall monitors during the break times for one day every week. In the absence of assistant principals, they may also be asked to be present in their offices for one lesson in order to answer the phone class from the parents or deal with the possible issues raised by the students.

In addition to this, the teachers also have invigilating duties regardless of their branch especially during the formal exam week of the target school. In case of a need, there may be extra study hours both during and after school where English language teachers work with students who need more academic support. Even though this is not the case for all, some English language teachers may also be assigned with elective courses that take place during school time, or with student clubs which are organized after school. Lastly, regardless of their branch, all the teachers in the school are expected to attend the ceremonies held during the national holidays.

In terms of the financial conditions, the English language teachers working at the research context regularly receive their salaries on a fixed date at the end of each month. During the time of this research, the salaries of these teachers were slightly higher compared to their colleagues working in state schools. This is one of the reasons why the target research context is one of the most popular educational institutions from the perspectives of English language teachers. However, as reported by some of the participants, this gap gradually started to decrease during the last couple of years. When the teachers are assigned after school duties or when they need to attend national ceremonies as mentioned in the previous paragraph, there are also additional payments provided to the teachers which are added to their overall salary. In addition to this, the teachers are able to benefit from the dining hall for lunch and school busses without any fees. The participants also reported that they were provided with a private health insurance in case they have medical problems. Finally, the children of these teachers, if any, may also receive their education in the same school by obtaining a discount depending on their number.

3.3.2. Sampling and Participants

The participants of the current study include eight non-native English language teachers who are currently working in the English department of the target research setting. During the academic year of 2023-24, twenty-four teachers were working in the particular English language department. Five of these teachers were native speakers of the English language and they had a different curriculum than the rest of the non-native language teachers. For that reason, they were excluded from the general horizon of the current study. From the rest of the nineteen teachers, eight of them were selected through maximum variation sampling strategy as it allows researchers to investigate the target problem, process, or event from various perspectives (Creswell, 2012).

Even though the participants varied in terms of their age, total experience, and family structures, which served as the criteria to maximize the target cases, all the participants of the study fulfilled the following criteria: a) being a native speaker of Turkish; b) holding a bachelor's degree in English language teaching or English language and literature; c) having an experience of English language teaching for at least five years; d) working in the same school for at least three years. Figure 1 below shows the necessary background information about the participants of the current study.

As the researcher of the current study was also working in the same institution, the participants that suited to the criteria set by the researcher were contacted face to face and they were informed about the purpose of the study. Nine of the teachers initially reported their willingness to participate in the study voluntarily. However, one of the participants had to withdraw from the study because of health problems. So, the study continued with eight participants. In order to ensure diversity of experiences, teachers who were teaching different grade levels (5th, 6th, 7th, and 8th) were selected for the study. While seven of the participants were female, only one of them was a male English language teacher. To ensure the confidentiality of the participants, they were given pseudonyms during the study. Figure 1 below shows the necessary background information about the participants of the current study.

Table 1
Participants' Background

Participant	Age	Educational Background	Total Years of Experience	Years of Experience in the Present Context
Anna	51	BA – ELIT	29 years	7 years
Betty	26	BA – ELT MA – ELT (Ongoing)	5 years	5 years
Esther	42	BA – ELT MA – (Ongoing)	23 years	23 years
Eva	27	BA – ELT MA – ELT	5 years	5 years
Gloria	26	BA – ELT MA – ELT (Ongoing)	5 years	5 years
Matt	33	BA – ELIT	10 years	6 years
Sally	27	BA – ELT MA – ELT (Ongoing)	6 years	3 years
Yasmin	39	BA – ELIT MA - ELIT	15 years	6 years

Anna is 51 years-old English language teacher, and she has her B.A in ELIT department of a prestigious university in Türkiye. She has worked in two different educational institutions throughout her career, teaching students from different levels from primary to secondary schools. She has been working in the current research context for 7 years. She has always wanted to become a teacher in her life as she even had toys related to teaching during her childhood. She defines herself as a very idealist English language teacher who tries to improve by pursuing different certification and educational programs. However, even though she stated that she is in love with teaching, she is not currently feeling very well as an English language teacher.

Betty is a 26 years-old English language teacher and she has her B.A in English Language Teaching and she also graduated from one of the most prestigious universities in Türkiye. She is also pursuing her M.A right in the same university that she graduated from. She started working in the current research context right after her graduation and she has been working here for 5 years. She was assigned to teach different grades in the middle school level up to now. Her inspiration of becoming an English language teacher comes from the English language teachers that she saw as a role-model while she was in high school. She really loved the language and the idea of being able to teach this language to younger generations. She states that her identity as an English language teacher continuously changes. However, she indicated that she is a bittersweet English language teacher who can be friendly at times with the students and who can draw sturdy walls between each other. She also stated that she was feeling neither too happy nor too unhappy currently as a language teacher.

Esther is a 42 years-old English language teacher. She has her B.A in English Language Teaching department of a very prestigious university in Türkiye. She is also pursuing her M.A right now in the field of educational sciences. She has been working in the same school, which is the context of the current research, for 23 years. Throughout her career as an English language teacher, she taught students from kindergarten to high school. She was inspired by her mother, who was also a teacher, and one of her English teachers in her high school before she decided to be an English language teacher. She puts her identity of being a teacher before her identity as an English language teacher and she thinks that teaching of values and the students' capability of exploring new teaching and learning methods should be the priority of the educational institutions. Compared to previous years, she reported that she was feeling less motivated and less happy in her career as an English language teacher.

Eva is 27 years old. She has her B.A and M.A from English language teaching department of one of the most prestigious universities in Türkiye. Upon her graduation, she started working in the current research context. During her career,

she worked both in primary and secondary schools of the same institution. Even though she did not want to become an English language teacher initially, the courses that she took in her department were interesting for her and thus encouraging her to follow this path of a career. She defines herself as a very empathetic and patient English language teacher who has developed communication skills as she sees communication as one of the most prominent aspects of language teaching. Even though she stated that she was happy inside the classroom when she is teaching, the outer factors sometimes cause her to be upset and demotivated.

Gloria is 26 years old, and she is an English language teacher. She has her B.A from English language teaching department of a prestigious university in Türkiye. She has been working in the current research context for the last 5 years, where she also started her teaching career upon her graduation. During her career, she was assigned to different levels in the middle school. She was firstly inspired by her primary school teacher who gave positive feedback to Gloria about her abilities to teach. During high school, she realized that she had a talent for language learning, and she wanted to follow this path. Even after 5 years of teaching, she still defines herself as a novice teacher who is strictly following the rules, but at the same time, who is also fun and encouraging. Even though she loves teaching English, she stated that different factors are in play in determining her well-being status which constantly changes even in a day.

Matt is 33 years-old English language teacher and he has her B.A from English language and literature department of an important university in Türkiye. He also completed a pedagogical formation program to be able to work as an English language teacher. He has been working as an English language teacher for 10 years and he has been working in the current research setting for the last 6 years. During his career, he taught many different levels starting from primary school to tertiary levels of educational institutions. When he started studying in his department, his main aim was not being an English language teacher. However, as his studies progressed, he realized that he really liked teaching English. He was also previously inspired by one of his teachers and his approach to teaching and to his students in the high school that he studied. Matt doesn't define himself as a teacher at the first place.

He says that he tries to be the mentor of his students as he helps them progress both in their life and language development. As he is able to teach as he wants inside the classroom, he reported that he was happy to be working as an English language teacher. However, he also stated some organizational factors that contributed negatively to his well-being.

Sally is 27 years-old English language teacher, and she has her B.A in English Language Teaching and she is currently pursuing his M.A in the same program of the same prestigious university in Türkiye. In total, she has worked in three different educational institutions, and she has 6 years of teaching experience, 3 of which is gained in the current context of teaching. She also taught many different levels in middle school throughout her career. She was inspired to become an English language teacher thanks to her encounter with one of her English teachers during an international project. She stated that since then, she had decided to become an English language teacher. She defines herself as a perfectionist teacher who prioritizes touching her students' life instead of aiming at improving their English language. She also indicated that she was not feeling very well in the current research setting as an English language teacher mostly because of systematic problems.

Yasmin is 39 years-old English language teacher, and she has her B.A and M.A in English Language and Literature departments of a prestigious university in Türkiye. Until now, she was worked in three different universities in Türkiye. She also worked for a short time as a translator. Currently, she has been working in this research context for the last 6 years. She has been teaching in different levels in her current context. As she is a daughter of two academician parents, she reported that she grew up in the desks of her father's workplace. That's why, her father was the main source of inspiration for her to pursue a career in becoming an English language teacher. She defines herself as a teacher who is patient, active and highly motivated. She also stated that her well-being status is affected by the level that she teaches. She doesn't feel very happy when she is teaching younger students while it is easier for her to manage and carry her lessons out more effectively when she is working with higher grades.

3.3.3. Data Collection

3.3.3.1. Semi-structured Interviews with English Language Teachers

The main source of data of this study was collected through the semi-structured interviews with the participants that aimed to gather in-depth information about participants' academic background, their overall sense of well-being, the organizational factors which influence their well-being, and interactional factors that are effective in determining participants' well-being.

Placed as one of the most common tools to collect qualitative data, interviews allow researchers to collect in-depth and personalized data on the target research topic (Mason, 2002). Even though different types of interviews are available for the researchers, this study utilized semi-structured interviews as the key data collection tool as they allow a more flexible approach to how the interview questions are prepared and asked by the researcher and responded by the participants (Edwards & Holland, 2013). In addition to this, the interactional and relatively informal nature of qualitative interviews allows researchers to even explore themes which are initially not foreseen (Mason, 2002). As one of the main aims of the current study is to find out multiple reflections on participants' own well-being, semi-structured interviews also allow this research to discover various realities presented by the participants (Stake, 1995).

After deciding on the target participants of the current study, the researcher followed the steps put forward by Hancock & Algozzine (2006) to conduct the semi-structured interviews. First of all, as the main data of the current study is obtained through the interviews, the semi-structured interview protocols were carefully designed by the researcher. After reviewing the relevant literature on language teachers' well-being and its relevance to contextual and interactional factors, questions for three different interviews were prepared by the researcher. The review of the literature enabled the researcher to touch upon the target research area comprehensively while preparing the interview protocols. After the protocols were created by the researcher, they were reviewed by the research supervisor. The necessary changes, additions, or deletions

on the interview questions have been made by the researcher upon the feedback received to make sure that they served the purpose of the current study. Then, in order to bring the protocols to their final version, a pilot study was conducted with an English language teacher working in the same institution as the participants of the study between the 10th and 20th of October 2023. The only criterion that differed between the volunteer teacher in the pilot interviews and the main participants of the study was the total years of experiences that they had in the same research context. The piloting process enabled the researcher to rephrase some of the questions and eliminate possible ambiguities that may have occurred during the actual interviewing schedule.

Upon the finalization of the interview protocols, in order to obtain in-depth data from the participants, three different interviews were scheduled, and each interview aimed to focus on a different research question. The first interviews aimed to uncover the educational background of the participants as well as their overall sense of well-being. The second interviews, on the other hand, explored the participants' well-being in relation to their immediate context. Lastly, the third interviews, tried to figure out the relationship between the participants' well-being and their interactional patterns within the research context.

Table 2
Duration of the Interviews

Participant	Duration of the 1 st Semi-Structured Interview	Duration of the 2 nd Semi-Structured Interview	Duration of the 3 rd Semi-Structured Interview	Total Duration of 3 Interviews	TOTAL
Eva	48 min.	68 min.	53 min.	169 min.	
Esther	36 min.	51 min.	41 min.	128 min.	
Betty	40 min.	60 min.	50 min.	150 min.	
Matt	33 min.	53 min.	29 min.	115 min.	1028
Gloria	27 min.	51 min.	35 min.	113 min.	min.
Yasmin	25 min.	33 min.	22 min.	80 min.	
Anna	51 min.	70 min.	43 min.	164 min.	
Sally	23 min.	47 min.	39 min.	109 min.	

The interviews were conducted between the 1st of November and 15th of December, and they were scheduled on a regular basis according to participants' availability. As

the focus of the interviews were different, their total length also varied between 20 minutes and 70 minutes. In total, the present study included 1028 minutes-long data collected from the semi-structured interviews. All the interviews were conducted via Zoom, and to allow participants express their experiences in the most explicit and comfortable manner, they were conducted on the participants' native language, Turkish. All the interviews were recorded by the researcher and transcribed verbatim upon the collection of the data.

3.3.3.2. Diary Entries

As Yin (2003) asserts, being one of the documentation techniques, diary entries can be utilized in qualitative case studies in order to enrich and complement the main data source. Diaries are also effective tools of qualitative research as they enable the researcher to answer the research questions regarding participants' experiences and perceptions about the target research topic (Braun & Clarke, 2006). It was stated in the previous section that the main data of the current study was obtained from 3 semi-structured interviews with the participants. However, as the questions in the interview protocols required participants to think retrospectively, it was essential for the researcher to also record participants' daily experiences regarding their well-being. To do that, the researcher asked participants to keep diary entries on a regular basis. However, as diary entry is a technique that can add additional burdens on professionals who are already busy (Saldana, 2011), the number of total diaries written by the participants was limited to 3 and they were collected for 3 weeks between 20th of November and 15th of December. These dates also correspond with the dates when the 2nd and 3rd interviews were conducted.

The diary template was prepared by the researcher and the participants were asked to write their entries about the occurrences in their workplace that affected their well-being either in a positive or negative way. The diary entries were collected from the participants either as an online document or as a written hand-out upon their preference in order to alleviate the possible workload they may face. In total, 24 diary entries were generated during the data collection phase of the study, the content of which varied according to the participants.

Table 3
Data Collection Timeline

Data Collection Tool	Timeline-Beginning	Timeline-Ending	Purpose
1 st Semi-structured Interview	Early November 2023	Early November 2023	<ul style="list-style-type: none"> • Gaining a deeper understanding of how participants experience their well-being
2 nd Semi-structured Interview	Mid-November 2023	Mid-November 2023	<ul style="list-style-type: none"> • Exploring the organizational factors that affect participants' well-being
1 st Diary Entry	Late November 2023	Late November 2023	<ul style="list-style-type: none"> • Recording the daily factors that affect participants' well-being
2 nd Diary Entry	Late November 2023	Early December 2023	<ul style="list-style-type: none"> • Recording the daily factors that affect participants' well-being
3 rd Semi-structured Interview	Late November 2023	Mid-December 2023	<ul style="list-style-type: none"> • Exploring the interactional factors that affect participants' well-being
3 rd Diary Entry	Early December 2023	Mid-December 2023	<ul style="list-style-type: none"> • Recording the daily factors that affect participants' well-being

3.4. Data Analysis

According to Saldana (2011), qualitative data analysis begins from the moment when researchers start gathering their data from the participants, and continues throughout the study because of the provisional, emergent and evolutionary nature of the general process. Through data analysis, it is aimed to report the insights generated about the conditions of the participants regarding the research topic (Saldana, 2011). During this stage, researchers prepare and organize their data for analysis in order to create overarching themes as a result of rigorous coding, which is finally followed by the representation of data in different forms such as figures, tables, or a discussion (Creswell, 2013). In case studies, on the other hand, research questions form the basis of thorough investigation of the collected data as researchers strive to refine them by summarizing and interpreting information gathered during the study in a recursive manner (Hancock & Algonzzine, 2006).

The present study adopted Yin's (2016) 5 steps of data analysis: 1) Compiling, 2) Disassembling, 3) Reassembling (and Arraying), 4) Interpreting, and 5) Concluding. During the first step, the researcher transcribed all audio-recorded interviews verbatim and the diary entries of the participants were typed of separate word documents in order to keep the data in an organized manner. In the disassembling stage, on the other hand, the transcriptions and the diary entries were read repeatedly, and the initial codes started to be assigned by the researcher.

While the initial codes were being generated, Braun and Clarke's (2006) thematic analysis method was also utilized by the researcher. Braun and Clarke (2006) define thematic analysis as "*a method for identifying, analyzing, and reporting patterns (themes) within data*" and "*it minimally organizes and describes your data set in rich detail*". This method also allows the researchers to be more flexible regarding the theoretical framework, methods of data collection, sample size and the research questions of a study design. Compared to other data analysis methods, thematic analysis also suits better to unexperienced researchers, and it is relatively quicker and easier to learn and interpret (Braun & Clarke, 2016). As thematic analysis can also be categorized within itself, the present study utilized inductive thematic analysis as the source of the themes identified by the researcher directly came from the specific data of the present study. During the coding process, MAXQDA software was utilized by the researcher for better and more organized data analysis. The second step of data analysis was followed by the reassembling stage where the researcher tried to discover common patterns between the codes to generate overarching themes according to the research questions. This was a recursive process as generated codes and initial themes were revisited several times. During the interpretation step, a relevant literature and the research questions were taken into consideration in order to generate the most accurate and relatable results for the concluding part.

As stated earlier, the participants were asked to use native language, Turkish, during the interviews and their diary entries. The researcher translated the relevant excerpts from these into English while presenting the results. Through this analysis procedure, the researcher aimed to demonstrate the overall well-being of the participants in relation to the organizational and interactional factors in the research setting.

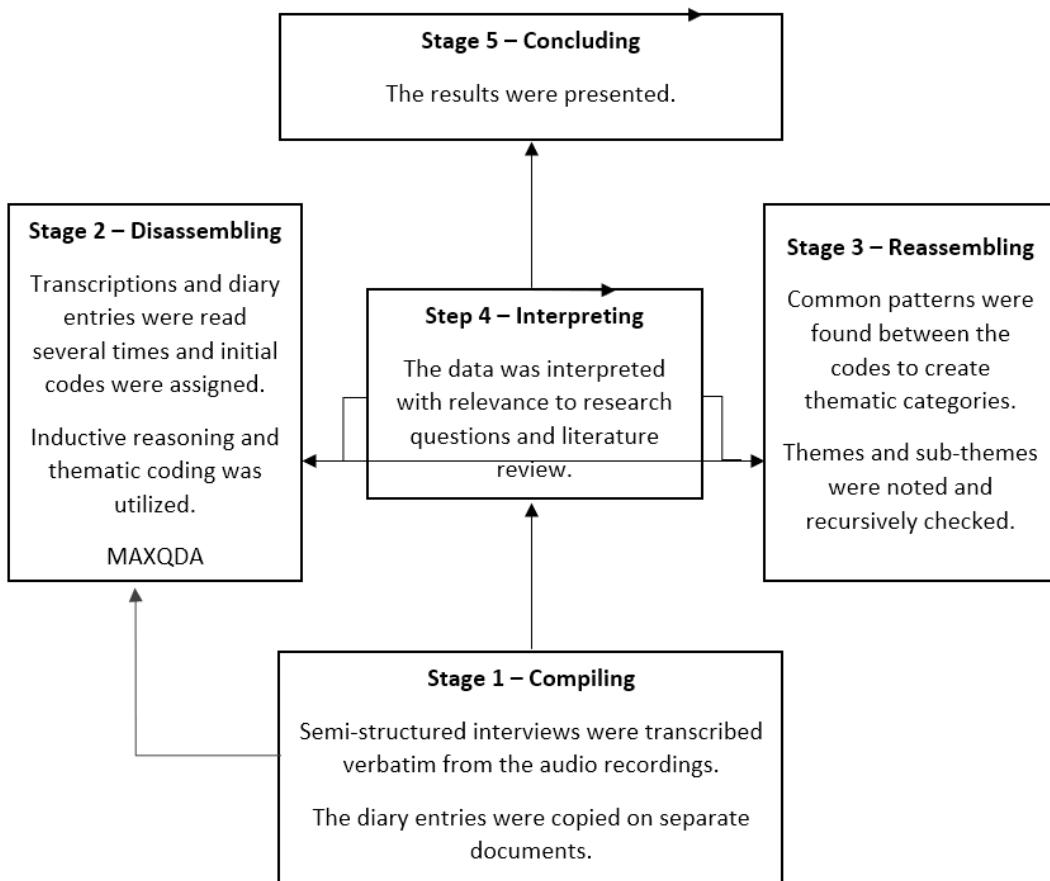


Figure 1. Yin's (2016) 5-step of data analysis

3.5. Credibility and Trustworthiness of the Study

According to Saldana (2011), during the processes of collecting, analyzing, and presenting the relevant data in qualitative research designs, it is important to take factors of credibility and trustworthiness (Lincoln & Guba, 1985) into consideration. These terms allow the qualitative researchers to improve the effectiveness of their designs in that the readers may become more familiar with the interpretations of the data set and the conclusions drawn from them in relation to the trustworthiness of analysis.

The relevant literature and the scholars specializing in the qualitative research present a number of strategies in order to improve the credibility of the qualitative research designs. For instance, Lincoln & Guba (1985, p. 328) mentions 7 different strategies that will allow the researchers to reach higher credibility standards in their

designs: 1) Prolonged engagement; 2) Persistent observation; 3) Triangulation of sources, methods, and investigations; 4) Peer debriefing; 5) Negative case analysis; 6) Referential adequacy; 7) Member checks.

Eisner (1991), on the other hand, outlines 3 criteria for assessing the credibility of qualitative research: 1) Structural corroboration; 2) Consensual validation; 3) Referential adequacy. While structural corroboration involves using diverse data sources to either support or challenge the researcher's interpretation of the data set, consensual validation refers to achieving agreement among knowledgeable peers regarding the accuracy of the researcher's description, interpretation, evaluation, and thematic analysis of an educational scenario. Finally, referential adequacy involves the process of scrutinizing the subject matter to gain a deeper understanding.

Creswell (2013) proposes eight validation strategies commonly utilized by qualitative researchers, emphasizing the term "validation" over "credibility". These strategies are as follows: a) Having a prolonged engagement and persistent observation in the field to establish rapport with the participants and gain familiarity with their environment, b) Triangulation which involves collecting data from multiple sources and employing various theoretical perspectives to comprehend the phenomenon under investigation, c) Peer review or debriefing where other researchers offer critical insights to enhance the validity of the study, d) Negative cases analysis where the researcher adjust hypotheses in response to disconfirming evidence as the inquiry progresses (Elly et al., 1991; Miles & Huberman, 1994); e) Clarifying the researcher bias which entails acknowledging the researcher's position, prior experiences, and potential biases that may influence data interpretation; f) Member checking in which participants review the data analysis and offer critiques to ensure accuracy (Creswell, 2013); g) Rich and thick descriptions that provide comprehensive accounts of participants and research settings; h) External audits where an independent evaluator assess research procedures to determine if findings, interpretations, and conclusions are supported by the data.

It is suggested by Creswell (2013) to utilize at least two of the validation strategies mentioned above so that qualitative researchers may improve the credibility of their

studies. Accordingly, the validation evidence of the present study was provided firstly through triangulation as the main source of data were collected from the participants by semi-structured interviews and diary entries. In addition to that, as the researcher was employed at the same institution where the present study was conducted, the prolonged engagement with the research setting as well as the participants was able to be established. The researcher was also able to build rapport with the participants as there was a continuous observation in a close manner.

However, as it will also be clarified in the next chapter, the position of the researcher as an insider may generate researcher biases. In order to prevent this from happening, the member checking technique was utilized in the present study where participants commented on the interview and diary transcripts so that possible misinterpretations due to researcher's biases could be eliminated. In addition to these, the researcher was able to provide rich and thick descriptions of the research context, participants, and the overall conditions under which they were working, which contributed to the validation of the current study. Lastly, all participants were debriefed with the help of the debriefing form at the end of the data collection process. These techniques allowed the researcher to improve the credibility and the trustworthiness of the current research study (Lincoln & Guba, 1985)

3.6. The Position of the Researcher

As Saldana (2011) clearly indicates, it is important for qualitative researchers to share their reflexivity openly by mentioning their position towards the research context and the participants as it has the potential to have an effect on the interpretation of the relevant data (Creswell, 2013). In a similar vein, reflexivity, as outlined by Alcoff & Potter (1993), demands that researchers not only consider the selection of their research topic, but also acknowledge their dynamic selves, which encompass multiple identities within the research environment. Therefore, in a qualitative case study, it is crucial to state the position of the researcher clearly. Creswell (2013) asserts that a researcher can be in the position of *insider* or *outsider*. As an English language teacher with 5 years of experience, who has been working in the same institution as the participants of the current study, I would locate myself as an *insider*.

Upon my graduation from the English Language Teaching department at Middle East Technical University, I started to work as an English language teacher in a private school. During the first year of my career, I was trying to improve myself as a teacher by exploring and experimenting different language teaching and classroom management methods. During this time, I was also preparing myself for the master's degree juries by following the recent literature on English Language Teaching. However, the outbreak of COVID-19 pandemic hugely affected my career as an English language teacher as I was only able to teach face to face only for 4 months at the beginning of my journey as the schools were closed and there was an immediate shift to online teaching. This quick change in my teaching career had both positive and negative effects on my identity as a language teacher. During this time, I also spent most of my time alone as I was not able to move near my family because of the travel restrictions. Having to live on my own and the uncertainty of my career path made me worry about my own well-being. This was when my interest in the subject of well-being started.

As things started to turn back to normal, I was accepted to the master's degree program of English Language Teaching program at Middle East Technical University. After working for 2 years, I also changed my workplace, and I was recruited by the private school that I am currently working in. The first thing that caught my attention when I started teaching in my new context was the fast-paced nature of how things were going on. My new colleagues were supportive, and they were constantly informing me about the possible workload that I was likely to face. I slowly started to realize the differences between my old and new workplace, and I found myself in a situation where my life was only about teaching and studying for my master's. This was when I realized the real importance of my own well-being as a human and as an English language teacher. These reasons paved the way for me to choose well-being as a topic of research, which is one of the under-researched topics in Türkiye.

Being an *insider* researcher and working in the same institution with the participants of the present study allowed me to create sincere relationships with them as we were already working together for 3 years and there was no power imbalance in between

us. My acquaintance with the participants of the study allowed me to follow a more fruitful interviewing process as it also affected the way I conducted the interviews in terms of communication patterns. The aforementioned relationship also allowed the participants to express their thoughts and experiences regarding their well-being in the most accurate and explicit manner during the interviews and diary entries. However, I was also aware of the fact that I may have subjective biases in understanding and analyzing the reported experiences of the participants as well as the data set. In order to mitigate potential researcher biases, I refrained myself from elaborating on any ideas or comments during the interview sessions and data analysis process. From the start of the present study, I paid extra attention to eliminate any influence from my side on the participants' experiences as well as their reports of well-being. Finally, I employed the credibility strategies mentioned earlier to enhance the validity and the trustworthiness of the present study.

3.7. Ethical Considerations

When planning and designing a qualitative study, it is crucial to contemplate potential ethical challenges that may arise during the research process and to develop strategies for addressing these issues. Researchers must exhibit sensitivity to the participants' needs throughout the study. Furthermore, the examination, reporting, and publication of data should be undertaken with a dedicated focus on ethical considerations, as emphasized by Creswell (2013).

In the present study, Ethical Approval was obtained from the Human Subjects Ethics Committee at Middle East Technical University (see Appendix A). Through a consent form, the participants were informed about the content, aim, and process of the study at the beginning of the study. While the interviews were being conducted, the aim and the scope of the study were reminded to the participants, and their verbal consent was taken recursively about the storage of the relevant date. In addition to this, they were also informed about their rights during the study. After the data collection procedure, the participants were given debriefing forms. Lastly, pseudonyms were given to the participants in order to secure the anonymity of them and the research setting.

CHAPTER 4

FINDINGS

4.0. Presentation

The scope of this study focuses on three main research questions which aim to uncover how English language teachers experience their well-being in a private school context in Türkiye as well as the organizational and the interactional factors that have influence on shaping their overall well-being. For that reason, thematically analyzed data will be presented under the relevant research question with further discussion points according to the emergent themes.

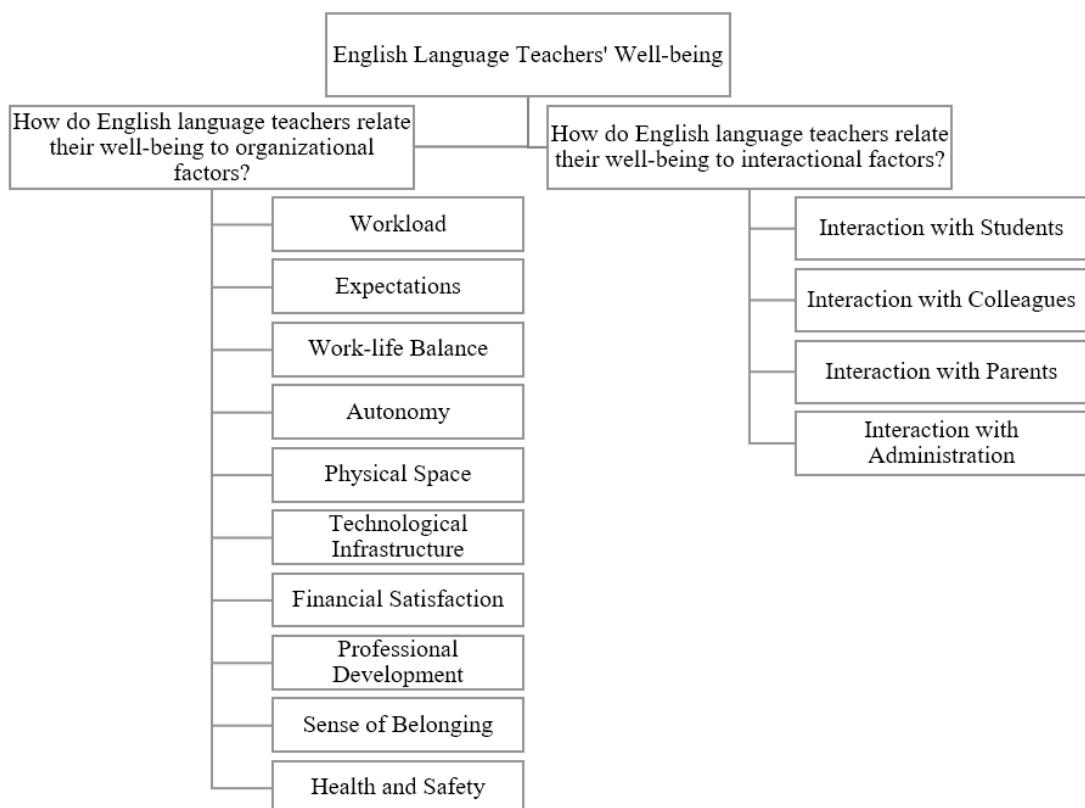


Figure 2. *Data analysis categories and themes*

4.1. How do English language teachers experience their well-being in a Turkish private middle school?

In order to answer the first research question, following Seligman's (2011) PERMA model, the participants were asked to describe how they experience their well-being while they are working in a Turkish private school context. Even though the analyzed data regarding the first research question showed some similarities, because of the individual nature of the well-being concept, the way that the participants experienced their well-being is presented under separate headings.

4.1.1. "I have to stay strong.": Anna's Case

As Anna has been in the English language teaching profession for 29 years, she expressed her current state of well-being by making comparisons between the past and the present especially regarding the conditions of private schools, respectability of the teaching profession, and the general approaches of the parents towards the teachers. Considering these, she indicated that her well-being started to gradually decrease and that she was not feeling happy at all in her current context.

In the past, the number of private schools in Ankara was not this high ... So, the quality of the education was also better compared to now. The value and respect that were shown to the teaching profession were incredible. However, as the time passed, because of the political events, the evolution that the parents have gone through, the rivalry among the private schools, the ill-treatment of the teachers, and the fact that students and parents have started to be seen as customers, my contentment with my profession gradually started to decrease. To be honest, right now, I do not feel happy at all.

(Anna, Interview 1)

However, even though Anna was not feeling very happy in her current context, the details of which will be presented in the upcoming chapters, she indicated that her own passion for her profession, her relationship with the colleagues, the interactive communication patters between her and her students, and the positive feedback that she would receive from the parents were the most prominent factors that contributed to her well-being in an affirmative manner.

I can candidly say that the only thing that makes me happy right now is the fact that I love my profession so much. Plus, the interactive relationships that I have with my students, the feeling of happiness and delight that arises in me when I witness my students' success, and the pleasant feedback that comes from the parents makes me feel better. ... I should also add that my colleagues in the department, and the peaceful environment in our department significantly improves my well-being.

(Anna, Interview 1)

While the systematic and organizational issues affect Anna's well-being negatively by reducing her motivation, she indicated that over the years, she developed a habit of motivating herself as she was feeling responsible for her students. Thanks to this habit, Anna was able to increase her professional satisfaction and refrain from reflecting the hardships she went through to her students.

Sometimes, because of the systematic and administrative problems, my motivation level drops so low that I do not want to do anything. I do not even want to move a finger because I feel like I am rowing against the current. ... However, in the end, these students are entrusted to me. ... I feel like I have to give my best to the students so that I can get the best out of them. In this way, at the same time, I can also satisfy myself from a professional perspective. ... As I said earlier, there are things that I hold and rely on and no matter how hard things can be, I do not want to reflect them on my students in any way. So, I am forcing myself to stay motivated.

(Anna, Interview 1)

Anna's personal mindset quote, "*I have to stay strong.*", clearly explains her physical and mental well-being in that it vividly pictures the conditions in which she works. She attaches special importance to her physical and mental health as her profession requires continuous effort in dealing with the educational stakeholders in her working context.

I have to stay strong. We are not doing an office job. If it was the case, I would sit beside my table, keep my mouth closed, and save the day. However, teaching is different. As we need to continuously interact with parents, administrators, and students, we have to hold ourselves firm with a strong psychology. For that reason, I am trying to prevent my problems and traumas from pulling me down by supporting the healthy mind with the healthy body. That's what I have been doing for years.

(Anna, Interview 1)

Lastly, because of the factors mentioned above which affect Anna's well-being and more to be discussed in the next chapters, Anna was uncertain about her future career path as she didn't know if her current motivation would carry her over to the upcoming years.

In the future, I want to be a professional traveler. Jokes aside, I really love my job, and I still believe that there are things that I can still give to my students. However, I am not sure how long this will last. ... I do not really know what time brings. ... I know that there are a lot of students out there who are really clever with a strong need for language learning. Maybe I may want to do some voluntary work. Of course, as long as I am needed.

(Anna, Interview 1)

4.1.2. “My patience and tolerance are running out.”: Betty’s Case

Betty has started her English language teaching career in her present context, and she has been teaching there for 5 years. However, she stated that her happiness and motivation levels have been continuously changing. Even though she was feeling content with her teaching context in the past with high levels of motivation, she asserted that there has been a decline in both. As an explanation for this, Betty attracted the attention to the heavy workload, her passion for teaching English and especially her students' attitude.

I have realized that my motivation has been getting lower for the last couple of years. I think there are a lot of reasons for that. It could be student behaviors; it could be the workload. The pleasure that I got from teaching English has significantly decreased unfortunately. ... I think classroom environment affects my well-being a lot. I have three classes. I have a strong bond with one of them and when I enter that class, I feel very happy, but the others are not very good. I do not really want to teach them sometimes. So, I can say that classroom environment really affects me.

(Betty, Interview 1)

The fact that Betty was not feeling as much motivated and happy as she was previously didn't refrain her from stating that she was still feeling positive about the interactions between her and her students. She indicated that she chose this profession with love and even the slightest positive feedback she gets from her students could easily connect her to her profession even though there are fluctuations.

Despite the fact that my motivation is decreasing, I can say that it is not completely drained. The main reason for that is my love for my students. I really like this age group. Even though some occurrences make me question my career choice, any positive feedback that I get from my students strengthens the bond with my profession.

(Betty, Interview 1)

In addition to the positive interactions with the students, Betty mentioned the importance of a positive working environment for her well-being. She indicated that, compared to the previous years, she was satisfied with her current working context as she was able to teach at the same place with her close friends which contributes positively to her motivation level.

For me, the relationship with my colleagues is very important. For me, this is one of the most prominent factors for my well-being. The fact that we have a nice working environment significantly increases my motivation. For example, last year, I was not so delighted with my department. We would have small arguments which would affect me negatively. ... As I see that we have a more positive department, plus I am working together with my close friends, my motivation really increases. So, my relationship with my colleagues right now affects me quite affirmatively.

(Betty, Interview 1)

Betty's comments on her physical and mental well-being also supports her previous statements about her decreasing motivation and well-being levels as she started to feel more intolerant inside the school. Apart from that, she also realized that the current condition of her well-being in her working context finds reflections in different aspects of her life. Additionally, compared to her student days, she was physically feeling more exhausted than ever before due to the requirements of the teaching profession.

My patience and tolerance are running out. It is not just inside the school. I see that this is also reflected in my private life and social relationships, and I realize that it increases day by day. I mean the slightest negativity or tiredness at school also affects my domestic life. ... Of course, the school is not my whole life. It is the case for all the teachers. When I leave the school, I start to feel like I am unable to socialize because in a day, I see so many people that when I leave the school, I do not really want to see anybody else. I do not really find the power of communicating with others after a day at school ... I also think that I have been negatively affected by the school in

terms of my physicality. I definitely feel more tired compared to the years when I was in the university.

(Betty, Interview 1)

In the future, on the other hand, Betty was sure that she would not continue teaching in private schools in the long run. At the time of this thesis study, she was also pursuing her master's degree. So, there were lots of uncertain scenarios for her to consider about her future career endeavors.

This is something that I think about quite often. However, I know that I do not want to continue teaching at the private schools. Right now, for my future, I am doing my master's. Even though I will be here for a short term, in the long run, I would like to move to a job that I can save more time for myself. ... There are a lot of scenarios, but I haven't made a decision yet.

(Betty, Interview 1)

4.1.3. “I think there are too many downsides to teaching.”: Yasmin’s Case

Yasmin has been working as an English language teacher for a total of 15 years and she spent last 6 years of her career in the present context. In terms of her well-being, she indicated that the age group she was working with and the teaching experience with these students had a strong influence of how she feels about her profession. While she was feeling more content during the interactions with older students, she was having more difficulties with younger students because of the classroom management challenges.

I have started to realize that I find it really difficult to deal with, for example, 6th graders. I mean my happiness may be decreasing a bit because classroom management comes into play. When it is the case, telling students to behave well makes me unhappy. However, when I am teaching and exchanging ideas with 7th and 8th graders, I definitely feel happier. Or, when we are talking about daily topics, or when there are instances where we can both contribute to each other and we can get to know each other better, I feel more satisfied with my teaching experience.

(Yasmin, Interview 1)

Even if Yasmin put the interactions with the students and the teaching experience as the foremost factors that affect her well-being, she also indicated the importance of her colleagues as a contributor to how she feels in her teaching context. She was

quite positive about the togetherness and the experiences that she went through with her colleagues regarding her well-being.

The things that I share with my colleagues both personally and professionally, the pleasant memories we have had together, and the friendships that I put in my pocket add a lot to me. In each school that I work at, I get to know a couple more people whom I can include in my life, that really makes me happy.

(Yasmin, Interview 1)

Apart from the relationships with her students and colleagues, Yasmin also stated that the unity in her department was quite motivating for her while the classroom observations from the administrators and the intensity of her tasks as an English language teacher influenced her well-being in a negative manner.

This year, I'm teaching the 6th graders. The thing that keeps my motivation really high is that we are able to work in harmony and solidarity. I feel really safe at this level because my colleagues are compensating for the things that I do not complete or vice versa. ... However, these frequent observations are really unnecessary. We already have a very crowded to-do list, and everything is too loaded. These are demotivating me a lot.

(Yasmin, Interview 1)

While Yasmin was expressing her current state of psychological and mental well-being, she especially mentioned the fatiguing nature of her profession in that she found it difficult to create a work-life balance as there were a lot of tasks she needed to continue completing at home. She also indicated that unmotivated and both mentally and physically exhausted teachers were not beneficial enough for their students while also referring to the fact that she has been feeling quite worn out after all these years of working as an English language teacher.

The thing is I do not really have much time for myself. I think that there are too many downsides to teaching. Even after completing the fundamental tasks at school, there are still a lot to do at home such as preparing lesson plans, giving feedback to student papers, and grading the exams and they really take a lot of time. Sometimes I have everlasting to-do-lists even at the weekends. Therefore, teaching is quite a wearing profession and at some point, if you are not motivated and eager enough, you need to know where to stop because these teachers are no use for their students. ... So right now, I really feel

mentally exhausted after all these years even though there are some students of mine who still give excitement to me and keep me going.

(Yasmin, Interview 1)

For the future, Yasmin indicated that she wanted to continue working as an English language teacher. However, she also referred to the importance of her teaching context as she wasn't sure if she would be able to work under this high tempo for a lot of years. Even though they were uncertain due to the nature of her current profession, Yasmin also said that she would maybe pursue a doctorate degree in the long term.

Of course, I would like to keep working as an English language teacher. ... However, my thoughts may change if I am going to work in a private school like this with excessive workload. Maybe I would do try to pursue a doctorate degree in the field of literature. However, I do not even have time to plan anything for the future while working under such intensity.

(Yasmin, Interview 1)

4.1.4. “Teaching is also like being a psychologist.”: Eva’s Case

Eva started working in her present teaching context directly upon her graduation for a total of 5 years, and she hasn't worked in any other institutions. While she was talking about her well-being in general, she indicated that whenever she was inside the classroom with her students, she was feeling happy. However, it is also worth mentioning here that as she was teaching the youngest age group in the middle school, there were a lot of incidents which led to minor crisis points in terms of classroom management, thus arousing feelings of stress and anger within Eva.

Because of the age group of my students, of course, there are a lot of crisis moments which are really difficult for me. Because of these, I really get stressed and become angrier. Nevertheless, the place that I feel really happy is still my classroom. I mean, I am better when I am teaching even if there are continuously changing factors.

(Eva, Interview 1)

In addition to Eva’s positive mindset inside the classroom, she also indicated that the professional development system of her working context, in which the lessons of the teachers are being observed by the department head and sometimes by the other

school administrators, was affecting her well-being affirmatively as she really enjoyed getting positive and negative feedback for the things that she was doing inside the classroom as she believed that such feedback contributed to her professional identity in a positive way. Similarly, the fact that she has completed her master's degree in the field of English language teaching was also one of the prominent factors that made her feel better in her profession as Eva really enjoyed doing academic tasks related to her own field of teaching.

I really like getting feedback after my lesson observation because I always think that a third eye is quite beneficial for me. ... I mean, how can I improve the time I spend inside the classroom? Which aspects of my teaching can be better? Such opportunities for improvement always made me feel happier. ... I can also mention my master's degree as a positive contributor to my well-being. I really enjoyed my time when I got out of my role as a teacher again went back to being a student. Plus, I was improving myself both theoretically and practically by trying to learn new things about my field of teaching and doing academic research.

(Eva, Interview 1)

While Eva was referring to the concept of motivation, she reported that her motivation levels were lower compared to her first three years in her profession. As she indicated, the main reason for this decline was the fact that her present working context had excessive workload and expectations from the teachers such as following the students' academic growth individually, preparing teaching materials, and the necessity of contacting with the parents. These factors have caused Eva to gradually lose her motivation and energy, leaving her prone to exhaustion caused by her profession.

When we look at my situation, I do not think that I should be feeling this worn out in my 5th year of working as an English language teacher. ... However, as we are teachers, I need to give most of my energy and mental preparation to my class and the routines in it. However, this is not the case because in my school, the workload is too high. In addition to what is happening inside the classroom, I should be tracking my students, preparing materials, and contacting parents. Okay, these are within the limits of being a teacher, but I think that my institution manages them in a way that they require excessive effort from the side of the teachers. Sometimes, the things that can easily be handled are magnified by the school administrators especially when egos come into action.

(Eva, Interview 1)

When Eva was asked about her mental and physical well-being, she first mentioned the frequency of illnesses within her department even if she did not have any specific physical problems.

Besides, the fact that she needed to continuously communicate with a variety of educational stakeholders in her job such as parents, students, colleagues, and school administrators made her job mentally tougher especially during specific periods during which she would get angrier and more intolerant than normal.

Well, I do not really have a serious physical problem. However, as a department, we frequently get ill, which is normal inside the school as the child illnesses are more contagious. However, such illnesses I think have more impact on adults. ... Mentally, on the other hand, I do not think that we are feeling very well. Teaching is also like being a psychologist. Sometimes we listen to our students' problems, sometimes we talk with the parents, sometimes we are communicating with the administration. We are also a crowded department, and we can have communication break downs with our colleagues. ... So, among all these, some periods have the potential to be mentally challenging. I think teaching profession is already difficult in terms of mental health. However, I think that this case is 2-3 times more difficult in my current school.

(Eva, Interview 1)

In terms of her future, Eva mentioned her love and passion for teaching and being in contact with her students. However, she was quite clear on the fact that she was not willing to continue teaching in K-12 level. Even though she left some open space for the uncertainties, she thought that it was high time for her to try out different teaching contexts. As a teacher who has already completed her master's degree, Eva was also quite passionate about improving herself academically by pursuing a master's degree.

Obviously, I love teaching. I love interacting with my students, but I do not want to teach at K-12 level anymore. At least not for a long time. Even though my thoughts may change, right now, I would like to get my doctorate degree and specialize in a specific field. ... In terms of teaching, I would like to try out different levels as you will never know what will happen if you do not try.

(Eva, Interview 1)

4.1.5. “Everything is getting worse instead of the better”: Esther’s Case

Esther has been working as an English language teacher for 23 years and she spent all of her career in the branch schools of the same school that she is working for right now. While she was indicating her overall well-being, she stated that she started to experience burnout especially for the last couple of years. The main reason for such feeling, according to her, was the fact that she was finding herself trying to adapt to the professional development system and language teaching curriculum even if she didn’t think that it was right thing to do. So, this obligation caused her not to enjoy teaching as much as she did and lose her sense of autonomy over her classes.

In the past, I used to adjust my teaching plans according to my assessment of students’ needs. I worked like that for a couple of years, and I really enjoyed my teaching experience by creating strong bonds with my students. However, there has been a drastic change in the profile of the students, parents, and school administrators. Because of this, I started to realize that I started doing things by the book as I was trying to adapt to the professional development system. So, after this realization, I started to feel burnout and I was not finding pleasure in teaching anymore. These conditions also affected my well-being very negatively.

(Esther, Interview 1)

However, Esther confessed that she broke free from the aforementioned elements in order to enjoy her teaching experience again. Currently, she started to enjoy her English language classes again as she was able to merge the plan she needed to follow, and her students’ needs in a way that both can continue in harmony. This method allowed her to address her students in a more direct way and create stronger bonds, thus allowing her to refrain from the routinized flow of the language classes and to feel happier.

Here, I need to make a confession. When I realized that what I was doing was wrong, I went back to my old methods. Now, I am entering the class, and yes, I have a plan with me. However, before anything else, I take a quick look at what my students really need in that moment. For example, when I see that they feel sleepy especially in the morning, I am just allowing them to take quick naps on their desks with a slow music. After some time, I am switching to another song with fast beats and waking them up. When I do these, my lesson flows much better. If I try to do what the plan says without considering

my students, they start resisting to learning. ... In this way, language learning is becoming a part of my students' lives and I enjoy this a lot.

(Esther, Interview 1)

Esther also mentioned the importance of her colleagues and their positive impact on her well-being as they were continuously getting into personal and professional interactions inside the department. She also stated that she was being supported by her colleagues through exchange of ideas.

My interaction with my colleagues makes me very happy. I see how much support we are giving to each other. There are a lot of hardworking friends of mine. They really contribute to us a lot. They are just sharing whatever they learn. Such instances and the feeling of being supported by them is very good for my well-being. ... After some time, we become parts of each other's lives and we feed each other.

(Esther, Interview 1)

Although Esther was generally intrinsically motivated, which was one of the reasons for her to choose teaching as a profession as she believed that she could contribute to shaping the new generation, she stated that her motivation level was the lowest in all her teaching career during the time of this thesis study. The reason for her lack of motivation was mainly because of the organizational restrictions on her autonomy while teaching.

The restrictions and the expectations of doing the same thing in all the classes are really demotivating for me. There should definitely be lesson aims that teachers should follow. However, as we are dealing with humans here, we should also consider their differences. ... The mechanical system in the school really tired me. So, I am at a place where my motivation is the lowest it has ever been. Instead of doing more, I am trying to be more economic and that really makes me unhappy in teaching.

(Esther, Interview 1)

Esther was also feeling mentally and physically exhausted in her current teaching context due to various reasons. She was not happy with the social aspects of her workplace as there was no time for socializing especially after the economic situation of Türkiye after the COVID-19 pandemic. She also specifically mentioned the hall monitoring duty assigned to teachers as one of the most prominent factors that affects her physical well-being in a very negative way.

I really feel tired. I feel physically and mentally exhausted. I mean, it's only about working, working, and working. When it is the case and there is no time for socializing, no time for social gatherings with my colleagues, especially after the pandemic and the economic precautions taken after it, we turned into individuals who are just getting into the classrooms and teaching. If we just do that, everything becomes routinized and routines are quite boring for me, which in return gives me a feeling of exhaustion. So, right now, everything is getting worse instead of the better... Physically, on the other hand, I think what tires a teacher in a day the most is the hall monitoring duty. ... If possible, we should ask this to all the teachers because I think that this affects teacher well-being very negatively. I think just walking around a place for a long time just like a soldier doesn't make any sense and it's both physically and psychologically exhausting.

(Esther, Interview 1)

While she was talking about her professional future, Esther stated that instead of working as an English language teacher, she wanted to work as a mentor for the pre-service English language teachers. In addition to this, she also indicated that there was still room in her agenda for teaching only if she would have total autonomy over her classes as this was one of her dreams when she started her career. However, these were just the stream of ideas during the interviews as she clearly indicated that she was not doing any strict plans for her future.

Instead of teaching kids, I want to do something like a mentorship for the new teachers. ... As it was one of my dreams, I also want to work in a classroom where I feel totally free, and I have total autonomy over my students. Other than these, I do not really make a lot of plans for the future. Maybe I think like this as I am already too tired. Time will show everything.

(Esther, Interview 1)

4.1.6. “I constantly feel like I’m missing something.”: Gloria’s Case

Gloria has been working as an English language teacher for 5 years and she spent all these years in her present working context. She was not able to express her current well-being in clear terms as she indicated that her emotional state was constantly changing due to various factors. However, according to Gloria, although she enjoyed teaching, the overall workload in the school and the changing attitudes of her students, colleagues, and the school administrators were severely affecting her well-being.

I really find pleasure in teaching English. This is definitely something that I do with love, but my emotional state is going up and down every day as my daily tasks or the attitudes of my students, colleagues in the department and the administrators are changing and they critically affect how I feel. I mean even though this was a profession that I started with passion, there have been some days when I asked myself if I hate my job or not.

(Gloria, Interview 1)

The existence of negative factors mentioned above, on the other hand, did not refrain Gloria from mentioning the happiness she feels when she is with her students. The improvements of the students she observes and the students' willingness to use the English language after the lessons were important and positive factors for Gloria's well-being. However, it should still be mentioned here that her general state of psychology was more inclined towards feeling negative, the reasons of which will be explained in the upcoming chapters.

Usually, when I am with the students in the lessons, I feel much happier than the times outside the school, during the breaktimes, or while I am at school. Being with the students sweetens me up. ... When I see the improvements of my students with relatively lower English levels and low confidence, and when they are starting to express themselves more comfortably, I really feel happy and excited. I mean, in such cases, I feel like I am doing something that I want to do, and I am accomplishing something that I want to accomplish. Other than such instances, my general mood at school is usually stable, even closer to shifting negative.

(Gloria, Interview 1)

Gloria also indicated that she was not feeling very motivated during the time of this thesis study as she was going through a loaded schedule. She was feeling like she had to split up to different pieces as she was continuously in a rush to make ends meet. However, she also gave an example of an experience she had with her students as one of the motivating factors for her.

First of all, I do not really feel motivated right now because I am going through very tiring and busy times. There are always things that I should be completing before the deadline, and I feel like I need to generate different pieces of mine to fulfil these. For that reason, I am not motivated and happy right now. ... However, for example, there is a student club that I carry out right now. I took my students in that club to a conference. It was a very motivating experience for me because it was not only about speaking English, but also about important concepts such as global citizenship. As my students

were also quite willing to participate in it, and I was able to help my students throughout this journey and get feedback from them, my motivation level significantly increased.

(Gloria, Interview 1)

Gloria attracted the attention to the heavy requirements of her profession while she was mentioning her physical and mental well-being as she was repeatedly getting ill. She also indicated that she was not feeling very comfortable in her present working context because of the stress and anxiety she was working under. It is also worth stating here that Gloria's current condition found some reflections in her daily life outside the school. For these reasons, she did not evaluate herself well, neither physically nor mentally.

In terms of my health, I can say that probably I have never gotten ill that much in my life before. ... I think the reason for that is not getting enough sleep as there are many things that I must catch up on. As it also affects my immune system, I can say that my physical health has just collapsed. Mentally, I also do not feel very well as I never feel comfortable because I am continuously under stress and anxiety. I constantly feel like I am missing something. I can only be sure of myself by going over my daily tasks a couple of times. It has even reached the level of obsession now. ... Of course, this is also reflected in my daily life. Whenever I am doing something not related to work, I end up in the cycle of checking and questioning myself repeatedly.

(Gloria, Interview 1)

In the future, Gloria clearly stated that she did not want to work in K-12 levels as she was aspiring to change her working context to higher education. In addition to this, she was also quite eager to work with pre-service English language teachers because she thought that there were a lot of problems in pre-service teacher training. In that regard, she would still be teaching and contacting with students in a different context.

In the upcoming years, I do not see myself as a teacher in K-12 levels. I do not really want to see myself in such a position. If you ask me where I would want to work, I think the English prep schools of the universities could be the answer. After that, I also would like to imagine myself training pre-service teachers in education faculties as I think there are a lot of things to change in the system and we should start this from the bottom. ... In such scenarios, I would still be teaching with a different focus.

(Gloria, Interview 1)

4.1.7. “I feel happy about the time I spend inside the classroom.” Matt’s Case

Matt has been working as an English language teacher for 10 years and he spent the last 6 years of his profession in his current working context. When he was referring to his overall well-being, he mentioned the importance of this duration as a positive contributor to his well-being as he was feeling significant within the school among his other colleagues. He also indicated that he was happy inside the classroom as he was able to do the things which he wanted to do in his classroom.

Personally, I can say that I am happy. The thing is, I am almost completing my 6th year in this school and even though this was a place where it was difficult to work in during the first two years, now I feel quite significant as a part of my department, and I am able to do the things that I want to do when I close the door of my classroom. I mean, I feel happy about the time I spend inside the classroom under the name of my profession.

(Matt, Interview 1)

Matt also indicated that his connection and communication with the students were quite important for his well-being. By creating a positive relationship with them, Matt stated that he was able to professionally motivate himself and keep himself up to date thanks to the feedback he was receiving from the students. Even though he referred to 8th grades in his teaching context as the most challenging group to teach, he mentioned that he was deliberately choosing that level for the aforementioned interactions to take place.

Working with this age group is one of the factors that makes me happy. To be honest, teaching 8th graders in our school is quite challenging in terms of the workload. However, every year, I intentionally choose this grade. And this is what motivates me in my current context. ... We have those young brains over there, they are our future, and when they are in high school, their personalities also start to be shaped. So, at this age, I am getting feedback from them and keeping myself up to date such as technological developments, social changes, areas of interest, or even music. While I keep myself up to date, I also watch them affect me and I think this process helps us to improve as a professional.

(Matt, Interview 1)

Although Matt reported that his current emotional condition was happy, he indicated that his motivation level was gradually decreasing. When he was asked about the

possible reasons for such a decline, he explained that while there were organizational factors which affected his motivation negatively, he was not intrinsically feeling motivated compared to the previous years of his career. His lack of intrinsic motivation was mostly caused by the changing behavioral patterns of his students with whom he was unable to create bonds. Even though the details of the organizational factors he mentioned will be explained further in detail, it should be added here that Matt mentioned financial insufficiency, lack of respect for the teaching profession, and injustices within the working context as the foremost factors that affected his well-being in a negative way.

Well, the longer you do the same job, the less you enjoy it. You do not learn anything new anymore because after a while, you get into a cycle, and you feel like you're doing the same thing. This actually stems from my own motivation. ... Even if I sometimes try to improve my motivation individually, there are breakdowns caused by the students. The reason for that is the changing profile of the students as you are no longer able to create sincere bonds with them as I mentioned earlier. ... I can clearly see that these students are growing up by losing their abilities and willingness to learn anything new. And this affects my motivation as well.

(Matt, Interview 1)

While Matt described himself as a person whose lifestyle does not change remarkably in his normal routine, especially for the last two years, he stated that he was feeling much more worn-out. Even though he did not have any serious psychological or physical problems, he was aware of the fact that he was getting tired more quickly. His reasons for this condition were both the current situation of the country he was living in as well as the increasing rush in his working context. In other words, Matt's physical and mental well-being were neither very good nor too bad.

I am a type of a person whose lifestyle never changes. I mean, from the frequency of my eating habits to the exercise I do. I am always the same. However, during the recent years, especially the last two, I feel very worn out. Even if I do not have regular check-ups, I do not have any serious psychological or physical problems that I know of. However, it is obvious that I am getting tired more quickly. I really do not know. We can talk about the impact of the condition our country is in or hustle and bustle at school on my well-being. ... If you ask my personal feelings, I would rate my physical and mental well-being 5 out of 10.

(Matt, Interview 1)

Matt was uncertain about his future career plans as he was not a type of person who thinks about the future continuously and makes plans about it. However, as he previously stated, the monotonous nature of English language teaching in his present context was directing him towards trying out new career opportunities. Nevertheless, he was not courageous enough for such a change and he did not think that there were enough professional opportunities as such in his country. Moreover, he also stated his willingness to try out a new profession other than teaching where there was a room for more flexibility with more physical activity instead of mental.

To tell you the truth, I do not really make plans for the future. ... Considering the experiences I have been through; I would definitely want to set sail to new career opportunities. It is not that I am really tired of teaching, but as I have said before, when you do the same thing for a long time, it gets quite monotonous. I want to try out new things, but I do not also think that I am courageous enough for that and I do not see such a ground in my country right now. ... For the future, I would want to be a part of a new profession where I am not just a part of a system, with more flexible hours, and a job which gives more importance to physical activity instead of mental activity.

(Matt, Interview 1)

4.1.8. “Having to adapt to the system makes me unhappy.”: Sally’s Case

Sally had 6 years of English language teaching experience in total and she has spent the last 3 years in her current working context. While she was explaining her current state of well-being, she indicated that she was not feeling very happy at her current context. Although, she referred to the problems in the education system of Türkiye as an influential factor to her well-being, she mentioned her lack of freedom and autonomy in her teaching practices as the most important factors that affected her well-being in a negative way. Besides, she also talked about the interactional problems that she was sometimes having with the other educational stakeholders at her school.

There are definitely some systematic problems. I mean the problems related to Türkiye’s educational policy and the problems which belong to my organization right now. I think having to adapt to the system makes me unhappy. The fact that I am not allowed to do the things that I want to do freely and not being autonomous in my choices and teaching practices affect me negatively. Other than these, sometimes we are having bad and stressful

moments in our working environment. The attitudes of the school administrators and the attitudes of parents also influence my well-being.

(Sally, Interview 1)

While Sally was not feeling very well in general, there were also instances in her present teaching context which would positively affect her well-being. In addition to the positive classroom environment in which there are students who are really willing to learn and search for more, Sally reported that the affirmative feedback that she was getting from her students, her parents, and her colleagues contributed to her overall well-being.

There are moments in the classroom when my students are listening to me carefully with full focus. Such examples really excite me while teaching. For example, there was a unit about recycling. I really enjoyed the classroom discussions that we had with my students and the fact they were applying critical thinking strategies while they were talking. ... Sometimes, the positive feedback that I get from the students outside the classroom also makes me very happy. We can also include our department head and my colleagues in there. When you get compliments for something that you do well, it really makes me happy and cheerful.

(Sally, Interview 1)

In terms of motivation, Sally indicated that her motivation level was constantly fluctuating in a year especially according to her students and the reactions that she was getting from her colleagues. In addition to that, she also indicated the importance of having autonomy while carrying out the curricular tasks as well as the academic orientation of the school and the parents as the factors which caused a decline in her motivation.

My motivation has a lot of fluctuations in a year. I feel that it changes according to the students in the classroom. It also changes according to the reactions that I get from my colleagues. ... When I think of the program and the system, I can say that my motivation is below fifty percent. In the end, I am not able to teach those kids in a way that I want to. The main reason for the decline in my motivation is the fact that I am trying to teach them English in a very academic-oriented way especially for the exams by just bombarding students with grammar topics. ... Other than these, the expectations of the parents are quite exhausting for me. What they expect from me and what I dream to do inside the class do not really fit together and this aspect of my profession is really demotivating me.

(Sally, Interview 1)

It was interesting to notice that while Sally was talking about her mental and physical well-being, she referred to her colleagues and the way they picture her. She indicated that even from the outside, she was already looking tired, stressed, and unhappy. She was also attracting the attention to the professional mask she had to wear so that she would not reflect her health condition to her students. However, this caused her to reflect her real feelings to everyone and everything outside the classroom in a negative way.

If you would ask how Sally is physically and mentally to someone else in my department, I think the first thing that they would say is that I was looking tired, mostly unhappy, and sometimes stressed. ... As a teacher, you cannot look unhappy in front of your students. You have to wear that mask. If you look stressed, you will affect them. However, one way or another, you are reflecting your emotions and health conditions to the people and to the things around you and it has negative conclusions for both you and your environment.

(Sally, Interview 1)

While Sally was talking about her future, she indicated that she would only continue teaching provided that she would be able to do her job in a way that she has dreamed of. Unless these conditions change, she does not want to keep working as an English language teacher in the long term. Instead, she would prefer a professional life where she is able to turn her hobbies into a profitable profession.

If I am to work as a teacher in the future, that would definitely be in a way that I have dreamed of. I do not think that it would be a full-time job for me. I do not want to keep working as a teacher as long as the conditions are the same. Other than that, I would like to have a work life where I can turn my hobbies into a job.

(Sally, Interview 1)

4.2. How do English language teachers relate their well-being to organizational factors?

Regarding the second research question, the analysis of the relevant data about the organizational factors that influenced participants' well-being resulted in ten main themes: workload, expectations, work-life balance, autonomy, physical space, technological infrastructure, financial satisfaction, professional development, sense

of belonging, and health and safety. To provide a comprehensive view on these, they are reported below with details and relevant excerpts from the interviews and diary entries.

4.2.1. Workload

Among all the other organizational factors, participants' workload appeared as the most prominent factor for their well-being as all of them indicated that they were working under excessive workload demands by their school. The following quotes and diary entries also reveal the dissatisfaction experienced by the participants towards the workload in their teaching context:

There are always different task allocations, and during this time, deadlines also approach. We always need to be careful about sending and receiving documents. ... At the same time, we need to grade the exams. There is also a limited time for double checking students' writings. When am I supposed to do all these? Considering these, our workload is just too much.

(Anna, Interview 2)

The changes in the school's population significantly increased my workload. When I started my profession, there were only 13 students in my class. Now, I have 24. So, the papers you are grading, the students you are tracking, and the number of parents you're meeting with increased a lot. So, mathematically, my workload literally doubled.

(Esther, Interview 2)

In all grades, there is excessive workload. We constantly apply exams; we constantly try to evaluate the students. ... There is always something outside the class to do for the teachers to make them busy. So, the school never ends for me.

(Matt, Interview 2)

There are lots of things to do at school other than teaching English. Revising the materials, preparing new materials, doing peer-observations, creating extra materials for study groups... Thinking about all these considerably increases our workload.

(Sally, Interview 2)

Even though I had a medical report for two days because of my illness, there was always something to do online, and I felt like I have to follow the normal flow of a school day even at home.

(Eva, Diary Entry 2)

The existence of such a workload affected participants negatively as all of them reported that they were feeling tired and exhausted while they were trying to carry out the assigned tasks. The following quotes and diary entries show the physical effect of the workload on the participants:

In a day at school, we do so many things that we are always standing and running around. As these things happen, when we come to the last lesson, I really feel like I have no more power.

(Betty, Interview 2)

Even when I am free at school, I am not able to take a short break and rest. And of course, this causes my tiredness to increase exponentially.

(Sally, Interview 2)

I had to call the parents of the students who didn't submit their projects and find those students whose speaking grades were missing. These two things really made me more nervous and exhausted.

(Anna, Diary Entry 2)

The exam week at the school was very busy. As I had to stay after school to complete the gradings, it was very tiring for me.

(Yasmin, Diary Entry 3)

In addition to their instructional duties as well as teaching-related tasks such as grading the exams or giving feedback to students' work, most of the participants also mentioned the existence of additional extra-curricular duties such as extra study hours, being a substitute teacher, hall monitoring, student clubs, and being a homeroom teacher as a negative contributor to their already existing workload. The following quotes exemplify such duties and show their effects on the participants' well-being:

In addition to being an English teacher, the school also assigns us as a homeroom teacher to one of the classes. It is an enormous burden for especially 8th grade teachers like me because we have to do things like checking students' comments on yearbooks, collect money for them from the students, and write reports of student evaluation councils. There are really a lot of extra tasks of being a homeroom teacher.

(Anna, Interview 2)

Being the teacher on duty and monitoring the halls was something that I was unfamiliar with from my last workplace. I still couldn't get used to it because

it feels like a huge burden on me. I find it difficult to do that even it is once a week.

(Yasmin, Interview 2)

There is a student club that I carry out after school. ... This is something that increases my workload a lot because even though it looks like nothing on paper, which only takes 2 hours, we have to prepare as a club before the conferences, we have to participate in the conferences and evaluate them afterwards. ... During these periods, I find it really difficult to carry out all these tasks.

(Gloria, Interview 2)

In addition to these additional duties on the shoulders of the participants, six of them also indicated that there was a continuous rush within their teaching context. Betty, Eva, and Sally highlighted the intensity of this rush at their school with the following quotations:

On some days, we have extra study hours with some students who need more assistance. After that, we are having lunch, but as there are also lessons afterwards, we have to be really quick to finish up our meal and get into the classrooms without having a proper rest after that extra study period.

(Betty, Interview 2)

At school, we are always busy. A day at school is so intense that there is a constant rush for us while there are also a lot of things that we need to think about.

(Eva, Interview 2)

The school corridors are like the hospital corridors. There are always some people running around. As teachers, we are always in continuous rush while carrying out our tasks.

(Sally, Interview 2)

The majority of the participants additionally stated that they were not able to rest amidst this rush at school by implying the negative effects of the short break times on their well-being. For example, Matt, Esther, and Anna mentioned the challenge they were having with the following quotes:

You are not able to rest mentally. You are not able to rest physically. So, this really has a huge negative impact on my well-being. ... There is literally nothing like a break time. They are talking about 10-minutes or 15-minutes of

periods, but I am not able to use them as I have to deal with the students all the time.

(Matt, Interview 2)

The places where we can rest such as tea rooms are far from our department room. It is impossible to go there and get some rest during short break times for us.

(Esther, Interview 2)

We have such short break times that in just ten minutes, I have to use the restroom, I have to drink water, and I have to move from one block to the other as my class is there. ... Of course, the time is not enough because sometimes you cannot even sit down as you need to do everything hurriedly.

(Anna, Interview 2)

Lastly, five of the participants also indicated the possibility of abrupt changes on their daily schedules as an extra workload on them. Eva and Gloria's quotations below show their disappointment with such changes at their workplace:

Let's say that my lessons are complete until the noon. While my schedule is free in the afternoon, I have to stay at school because they can assign us different tasks at any time. It is always the case especially when I have nothing to do in the department.

(Eva, Interview 2)

The substitutions within the department are informed to us very early in the morning. ... With an e-mail that reaches us at 6 p.m., we learn who we are substituting and what we will cover during the lesson. We are not really asked if we are able to substitute these classes because it is mandatory for us to do that unless we have something else really important.

(Gloria, Interview 2)

4.2.2. Expectations

Regarding the sub-theme of expectations, six participants indicated that the academic expectations of both parents and the school administrators increased the challenge level of their profession in addition to taking the fun out of the classrooms while teaching English. Betty, Yasmin and Eva addressed the issue of academic orientation of the English language classes as the following:

Sometimes, we are bombarding students with heavy grammar topics. I mean, we are teaching one of them and following with the other. ... I think we

should focus more on fun side of teaching a language. As our students need to take a proficiency exam to move to high school, our school is just exaggerating the academic level. After some time, our students start taking a dislike to our lessons, and this affects my well-being very negatively.

(Betty, Interview 2)

I mean, I enjoy my classes when I am able to create emotional bonds with my students. However, recently, I have started to realize that even my conceptualization of the English language teaching profession changed. I see that our school approaches teaching profession in a robotic manner. Their expectations from us are to improve students' academic level. In such cases, I am not able to do what I like the most about teaching English.

(Yasmin, Interview 2)

Well, I think our English classes are too academically oriented. I feel like we are exhausting our students with all that academic content. That causes them to approach to the English language like formulas and due to this, they are less able to use that language in their daily lives.

(Eva, Interview 2)

Along with the academic expectations of the school, six of the participants also indicated that the language teachers were also expected to carry out both curricular and extra-curricular tasks in addition to their already existing workload. Matt, Gloria, and Esther touched upon this issue in the upcoming quotes:

The thing is, there are some unwritten rules if you are teaching the 8th graders. You should always conduct your lessons perfectly because at the end of the school year, there is a proficiency exam. It is quite important for the students, so the expectations of the school administrators from us are too high. To do that, we have to track and spend extra time with the students who need more academic support. In addition to my 24 hours of teaching schedule, they also expect me to work with these students at the breaktimes or during the after-school studies. ... These expectations are sometimes beyond my capacity, and they affect my well-being in a very negative manner.

(Matt, Interview 2)

The expectations and the task allocations of the school administrators are sometimes quite unnecessary. These are the things that significantly reduce my motivation. ... For example, one day, they literally asked to get into contact with the parents of 27 students in a week in order to inform them about the proficiency exam that they would be taking a year later. How am I supposed to do that in such a short amount of time?

(Gloria, Interview 2)

At the beginning of each year, for example, the school expects us to be able to teach any grade that they may assign. For example, when I came to this school first, I had no experience with the young learners, but they assigned me to the primary school. I didn't receive any training on teaching English to young learners and they just expected me to do it. I mean, it is quite challenging and their approach to the teachers is currently the same.

(Esther, Interview 2)

Lastly, Eva and Sally highlighted the parents' expectations from the English language teachers as an adverse influence on their well-being:

Some parents are always complaining. There is common perception among the parents. They think that as they are paying for the school, the school and the teachers should be able to solve all academic, psychological, or social problems of the students. ... I mean it is quite selfish of them to think like this and it affects me negatively as a teacher because I feel overwhelmed with all these responsibilities.

(Eva, Interview 2)

Other than the school, the parental expectations also make me feel exhausted. They also have academic expectations as they are sending their children to a private school. However, the things they expect and the reality inside the school may not be on the same page all the time.

(Sally, Interview 2)

4.2.3. Work-life Balance

Considering their overall workload and the expectations from their school, all the participants reported that they had to continue doing work-related tasks even after the school finishes and during the weekends. Therefore, they revealed their inability to create a healthy balance between their professional and daily lives which affected their well-being in a negative way. Betty and Gloria highlighted the effect of this work-life imbalance on their well-being in the following quotations:

It is quite exhausting for me that even after the school I am still grading the papers or giving feedback to the students. I mean, we also have our own social life. My professional life actually conflicts with my private life. This significantly decreases my motivation.

(Betty, Interview 2)

Our workload is inhumane. For most of the time, we are not even able to set aside some time for ourselves. The thing is, we need to either sacrifice our

social life or delay the tasks related to school. This situation largely affects my well-being. It also affects my daily life, my professional life, and my perspective towards my profession.

(Gloria, Interview 2)

In addition to being unable to create a work-life balance because of the aforementioned contextual factors, four of the participants also indicated that they were not able to spend enough time with their family members. Anna and Yasmin explained this situation further by saying:

I cannot really spend time with my family. ... I mean, my son is 24 years old, and he also has his own job. When we want to have some family time together, the total time that I can spare for them is very constrained. Unfortunately, that is mostly because of me and my professional duties I have to carry out at home.

(Anna, Interview 2)

When my daughter started the 1st grade, to her homeroom teacher she said: "I wish my mom didn't have to grade the exams at home." I think this perceptibly explains the conditions under which I work. My workload significantly affects my family life.

(Yasmin, Interview 2)

Lastly, Betty, Esther, Sally, and Gloria mentioned the negative effect of the limited time they had to socialize with their friends because of their excessive professional responsibilities on their well-being. Betty and Sally address this issue as:

I can literally say that I have no social life. For most of the time, I feel the deficiency of the things that I want to do, but I am unable to do because of my profession. This is a very demotivating factor for me.

(Sally, Interview 2)

I have a lot of friends in different groups, and sometimes we want to make some plans together. However, because of things that may be assigned to me, I am not eager to be a part of such plans because I will be very sad if I cannot join my friends. ... The main reason why I do not have a proper social life is actually my work life.

(Betty, Interview 2)

4.2.4. Autonomy

The participants of the study mentioned the concept of autonomy as an important factor in determining their well-being. However, there was not a consensus among

them about how autonomous they were feeling in their teaching context while carrying out the instructional tasks inside the classroom.

Initially, all the participants indicated that they were not totally autonomous in their school in that they were following the same books, same lesson plans, and same lesson objectives. The following excerpts from Matt and Eva explain this situation further:

Generally, all the teachers in our department are using the same materials. We cannot really decide if those materials are really helpful for our students. We cannot really create big differences in our material use as we are required to use the same materials in the same levels.

(Eva, Interview 1)

The thing is, of course I am not %100 autonomous. There is a curriculum in our school that we need to follow, and we have to stick with it. We are also using a book while designing our teaching and that also puts some constraints on our autonomy.

(Matt, Interview 1)

Some of the participants highlighted the negative effects of not having total autonomy over their teaching practices in relation to their well-being. For instance, Anna, Esther, and Sally exemplified such negativities in the following quotations:

Systematically, we cannot feel too comfortable in our teaching practices. I feel like there is an auto-control system beyond us. No matter how hard you may try, your perspectives may not be the same with your superiors. ... Let's say that I would like to play Kahoot with my students. To do that, I need to get permission from the assistant principal. If I cannot get the permission, I cannot play that game. If I do that regardless, I may have conflicts with my superiors which in return may affect my well-being negatively.

(Anna, Interview 1)

If I had worries about my future or I was anxious about the money I am making, I would not feel free in my current context at all. My school is actually limiting my potential, and this is one of the most important reasons why my motivation is decreasing this year.

(Esther, Interview 1)

Not being totally autonomous affects me a lot. It basically limits my range of movement. I mean, there is already a pacing plan that is given to you.

Sometimes, I would like to spend more time on classroom discussions and talk about related topics with the students. However, as that plan is always in my mind, I feel like I have to catch up as soon as possible, which makes me feel really bad.

(Sally, Interview 1)

Some participants, on the other hand, indicated that they were feeling more autonomous in the same teaching context as they were able to shape their teaching practices according to their students' needs. Yasmin and Matt pointed to the positive feelings that such instances arouse on their well-being:

In the end, I think all teachers have created their own methods of teaching thanks to the experiences they have gained on the way. ... In that regard, I can say that I sometimes feel autonomous especially when I can try out new techniques with my students spontaneously. I really enjoy such moments inside the classroom, and they give me professional satisfaction.

(Yasmin, Interview 1)

There was a grammar topic which was not in our curriculum. However, I thought that my students would benefit from it as they would easily integrate that in their essays. So, I took an initiative, and I used one of the lessons for the teaching of this topic. If my superiors such as the head of the department or the coordinator finds out about it, I do not think that they will come to me and ask why I taught that. So, having that comfort zone, I feel quite positive about my professional well-being.

(Matt, Interview 1)

Lastly, five of the participants indicated that they were not part of the decision-making processes in their school, and that contributed negatively to their general feeling of autonomy. Anna and Gloria stressed the importance such process and their influence on their well-being as:

Sometimes I feel like I am rowing against the current. When the school is taking wrong decisions despite our thoughts and contributions, it gives me huge discomfort. That discomfort, in return, affects my well-being adversely.

(Anna, Interview 1)

When it comes to the important decision at school, I feel like we are only autonomous and have a say on paper. I do not think that our comments, thoughts, and feelings are taken into consideration by our school and the administrators in it. ... Such examples have severe effects on my teacher identity and well-being.

(Gloria, Interview 1)

4.2.5. Physical Space

Physical orientation of the participants' teaching context was also reported to be an influential factor in determining their well-being levels. For instance, Yasmin, Esther, and Matt stated that the location and the general nature of the campus where their school is located positively contributed to their well-being:

Actually, we're working in a very nice workplace. Being in that campus every day and moving through all that greenery definitely affects me positively. ... I mean we have a workplace full of oxygen in the middle of Ankara, a city which is famous for its boring buildings.

(Matt, Interview 2)

Around our workplace, there are a lot of nice places that we can benefit from while we are spending time with our children. So, I can say that our school has a great physical space. The location is simply amazing.

(Yasmin, Interview 2)

The location of the school is quite good in that it is quite close to the city center. I also has a very big and beautiful garden, and when I am there, I feel happier than when I am inside the building.

(Esther, Interview 2)

Other than the campus, however, most of the participants reported that the physical space allocated to both teachers and students was not enough for them. As a teacher who had been working in the same institution for many years, Esther stated how their physical space was not expanded despite the increase in the total population of the school:

I should say that there is an issue of jam inside the school caused by the rapid increase in the population and the fact that physical space stayed the same. ... So, it is like when footballers pass the ball to each other in confined places.

(Esther, Interview 2)

Similar to Esther, Yasmin and Matt also mentioned the negative physical effects of the crowdedness of the school for both teachers and students:

I mean the school is too crowded that you cannot even walk without bumping into each other. ... Right now, there are twelve classes in each grade. ... So, I

do not think that the space is enough for us. In terms of physical security, I do not really feel comfortable.

(Yasmin, Interview 2)

The school is too crowded. I am not only talking about the middle school. Let's say that I have a break time, and I want to enjoy my time in a different place at school. That place is also quite crowded because there are more students than there should be. Such instances affect my well-being negatively.

(Matt, Interview 2)

It was also reported by most of the participants that physical organization of the corridors within the school building made it almost impossible for teachers to pass through especially during the break times. Yasmin, Anna, and Matt referred to this problem with the following quotes:

We are literally crammed inside. It is especially impossible for us to fit in 8th graders corridor. Even fire extinguisher seems like a problem as when I was pushed back accidentally by one of the students, I hit my head on the fire extinguisher. ... These spaces definitely need to be revised and re-organized.

(Anna, Interview 2)

Before the pandemic, the student lockers were not in the corridors, and we were quite comfortable. Right now, after the pandemic, they are located in the corridors again and we, as teachers, cannot even pass through the corridors at the break times. We are sometimes getting squeezed by the students.

(Yasmin, Interview 2)

When I leave the classroom, it is just a chaos and rumble because of the lockers in the corridors as the corridors are already too narrow.

(Matt, Interview 2)

As the participants were sharing their department room with other colleagues and since the total number of English language teachers in that room was quite high according to them, all the participants reported that the total space allocated for them in their department was not enough. Gloria addressed that problem as:

I do not really feel comfortable because I do not have any individual space. The tables are already too small, and we are sharing it with another teacher. When we put our folders, computers, and books on it, we cannot work at the same time comfortably.

(Gloria, Interview 2)

All the participants also indicated that there were not any individual study rooms and places for them to rest during the day which caused them to feel uncomfortable. Eva and Betty shared their dissatisfaction with these deficits as the following:

Unfortunately, I am working in a very crowded environment. ... Working as a group is easier, but working individually is tough. ... When I want to work alone, I may need to go to the library or find an empty classroom. However, how can I be sure that they are available? It is quite challenging to find any space when I want to be alone.

(Eva, Interview 2)

There are not any places particularly for teachers at school where we can rest. There are only empty classes. Sometimes we also go to the school cafeteria to chat or sit on the benches outside in the garden, but I do not really feel comfortable there as we cannot really stay long enough in such places.

(Betty, Interview 2)

Lastly, apart from the general organization of the physical space at school, most of the participants highlighted the flaws in the physical orientation of their department room which either caused them to find other places to work, or to work less efficiently within the same room. Matt and Eva explain these issues in relation to their well-being in the upcoming quotes:

We have to share the same room with 23-24 teachers. Working together in the same room affects my well-being in a negative way as we are too crowded. I mean, the corridor where our department is located is also quite noisy as the students are using their lockers at the break times.

(Eva, Interview 2)

Our department is a place where more than 20 teachers are congested. I am really in a very negative physical environment. If my colleagues were not nice people, I think I would never step in that room as it is even more crowded than the classes. You are not able to get enough oxygen and you feel the need to take your head out of the window to get a sigh of relief. These are the physical disadvantages of the place where we are working at.

(Matt, Interview 2)

4.2.6. Technological Infrastructure

According to the participants, the classes where they teach were equipped with computers, smartboards, internet connection, audio speakers, and projection

machines. However, the positive effects of the existence of such devices on their well-being were not reflected in their comments about the technological infrastructure of their teaching context. Instead, they mostly mentioned the problems they were having with them in their teaching routines and the inadequacy of the technologic infrastructure of the school as adverse impacts on how they feel as English language teachers.

Among these, the state of the computers was mentioned by all the participants as a challenge while they were carrying out their instructional tasks. All the participants reported that the computers available to them were old and slow, and their number was not enough for all the teachers in the department. The following quotes delves into the details of this issue:

There are only 6-7 computers in the department. That's why, we have to bring our laptops to school. I mean, teachers are working under such technological constraints and that's quite demotivating for me.

(Betty, Interview 2)

The computer in the classes are at least 10 years old. ... I think they haven't changed them for a long time. I'm past their slowness, sometimes they even shut down in the middle of the lesson. Such instances create extra instructional challenges for me.

(Matt, Interview 2)

The computers both in the department and in the classrooms are too loaded. For example, I go to my classes earlier than normal. Why? Because those computers are not opening for hours. ... I mean, technologically, our school is quite inadequate.

(Anna, Interview 2)

Even though there are computers in the department, they continuously break down. We cannot really do much with these computers. As a teacher, sometimes I am forced to stop teaching and deal with the computers. So, we have to solve our problems by ourselves. I do not think that this should be happening in a private school.

(Gloria, Interview 2)

In addition to the computers, the participants also drew attention to the inadequacy of the printers in terms of their number and location at their schools. The following

quotations by Eva, Matt, and Gloria express the effect of such challenges on their instructional practices and overall well-being:

For all the teachers in the middle school, when we need to print something quickly, there are only 2 printers. They also frequently stop working. ... I mean, I just have 10 minutes during the breaktimes, and I do not really have time to deal with them. The fact that teachers have to hover around the school just to get a printed document is too ironic.

(Eva, Interview 2)

In the past, we had printers in our department room, but they removed it. And as an English language department, we need to have access to a lot of printouts. We need to share them with the students. Now when I need to print something urgently, I can't because I do not have any resources. This affects me very negatively as an English teacher.

(Matt, Interview 2)

There are only two printers in the whole school when you need to print something out as quickly as possible, and it constantly breaks down. For most of the time, I am not able to print out the material that I need to. I cannot just fulfil my needs. I mean, I cannot even print something that I prepare for my students. It affects the quality of my teaching a lot.

(Gloria, Interview 2)

Yasmin, Esther, and Matt also stated their dissatisfaction with the quality of the internet connection as they found it too slow. Additionally, they also reported that the Wi-Fi signal was too weak from some of the classes, they were not able to benefit from the Wi-Fi spot of the school. Yasmin explained this problem further by saying:

I think the internet connection at school is very slow. It doesn't even work in some of the classes. Even though they repeatedly mention that they are refreshing the networks in the school, every year, we are experiencing the same problem again. I think, as teachers, we need to be supported on this issue more by the school.

(Yasmin, Interview 2)

The only positive remark about the technological infrastructure of the school which contributed to participants' well-being positively was also mentioned by Yasmin as she was able to receive technical support from the Information Technology (IT) department of the school:

From a positive perspective, the IT department tells us to fill in a form in case of a technical problem and they may come for assistance from the other building in such cases. I find such services pretty useful for my profession and it makes me feel less stressed.

(Yasmin, Interview 2)

4.2.7. Financial Satisfaction

In terms of the financial satisfaction with their teaching context, all the participants indicated that they were not satisfied with the amount of salary they were getting from their school compared to the effort and labor they were putting in for their profession. The following quotes aim to uncover how the financial situation of the participating teachers was reflected on their well-being:

As the number of private schools around is increasing very quickly, and as they want to utilize the teachers' labor for a little amount of money, the teachers are not getting paid enough. One of the reasons why I wanted to work in my current context was the reason that the teachers were getting paid enough. However, as I spent more time within the system, I realized that teachers' well-being is not really considered while deciding on the financial policies of my school. Such policies right now are more advantageous for the school administrators or the founders. ... Even the state schools almost caught us in terms of the salary they are paying to their teachers. So, I can definitely say that I am not getting paid enough for the excessive workload that I work under.

(Anna, Interview 2)

Generally, I do not think that my salary is enough for all that effort that I am showing. Teaching is already a challenging profession. Wherever you go, if you want to do your job properly, you need to do a lot of tasks even at home. The relationships with all the people at school, the academic processes... Especially if you are working in such a place, it is even harder. So, that's why, I do not think that we, as teachers, are getting paid well enough in return for our labor.

(Eva, Interview 2)

Well, financially, the salary that I am getting does not even compensate for the things I do at school. ... There are even things to do at home regarding our profession. I even do extra shifts at home. I am also responsible for a student club. The amount of money that my school pays for that club is quite funny. I cannot stop laughing when I am mentioning this amount. ... So, if I am getting this money as an equivalent of all the things that I am doing, that means that I am being totally neglected by my school.

(Gloria, Interview 2)

At this point, the amount of money I am getting from the school makes it difficult for me to even pay for my daily life. I find it quite difficult to make ends meet. Because of these reasons, I am trying to find out different ways to earn money. Normally, considering the energy that I will use for the school, there are negative reflections of that on both my well-being and the school.

(Matt, Interview 2)

Compared to the previous years, I can clearly say that my purchase power has significantly dropped with the money I am getting from the school. So, it is not enough in return to all my labor. In the past, this was a school where I would be getting paid well regarding my teaching workload. However, it is not the case now. Consequently, this reduces my motivation and feeling of belonging to my school as if you do not have enough money, you have to start considering the other options.

(Esther, Interview 2)

I do not think that my salary is enough. If their expectations from us is to forget about our social life and keep working even outside the school, they should be giving us additional financial support. ... I mean you can live a very normal life with that money, and you may feel like it is enough for you because there is nothing for you to do due to the workload. If you want to do the activities of your wish, then you will realize that it won't be enough. And, of course, the effect of this on my well-being is very negative.

(Sally, Interview 2)

Even though there was an agreement among the participants about the insufficiency of the salary they were receiving, Esther and Gloria indicated their feeling of safety and contentment with the fact that they salaries were being paid on time on a specific day of the month. The following quotes shows their thoughts on the issue:

On the other hand, the fact that payments are being done regularly, and that all the teachers are treated fairly makes me think that I am working in a safe place.

(Esther, Interview 2)

Within an educational year, we get regular payments and we do not have a lot of problems with the amount of salary rise we are getting especially compared to the other schools. ... I hope this doesn't change in the future as well.

(Gloria, Interview 2)

Finally, it was reported by the participants that in addition to their salary, they were also provided with additional benefits from their teaching context such as free lunch,

transportation service, private health insurance, payments for additional duties, discount for teachers with children at the same school, and financial aid from the social committee. Considering these benefits, most of the participants indicated that the existence of them contributed positively to their well-being:

We eat at school from the school cafeteria. We are not required to pay anything extra for that which is good because considering the teachers' salary, it is difficult to pay for the meal. In terms of transportation, almost all the teachers can benefit from the school busses for free. I think that is the most important of all because going to school is quite difficult in the morning for me because I am living far away from there. ... When I think about these, I can say that they influence me quite positively.

(Betty, Interview 2)

For the monitoring duties, we receive extra funds. For the clubs that we carry out, we receive extra funds even though it is not much. During the summer holiday, there is something like summer allowance to compensate for the drop in our salaries in summer. As I said, even though they are not much, the fact that we are provided with these is good for me.

(Gloria, Interview 2)

As I am a teacher in this school, I am getting almost 80% of discount for my daughter in terms of the school fees. That's great for me because the school fees are too high compared to my salary. However, I still need to pay for the lunch and the service busses of my daughter. They are also providing us with a private health insurance which my whole family can benefit from.

(Yasmin, Interview 2)

Matt and Sally, on the other hand, reported the fact that they were finding these additional financial benefits as things that all the educational institutions are required to provide, thus observing no effect of them on their overall well-being:

I mean, when I think of the quality of the things that they provide to us such as the lunch, the service busses and the health insurance, I can neatly say that they do not affect my well-being at all because I am not really benefiting from them. There are problems that I am having with these services. For example, once we started arguing with the bus driver because of his rude behaviors. ... Such things do not actually affect me positively.

(Matt, Interview 2)

I feel like these are the things that every educational institution should provide for their teachers. I mean, if you are employing people, you should

do something to satisfy their needs so that they can flourish in their workplace. So, they don't really affect me too much.

(Sally, Interview 2)

4.2.8. Professional Development

In terms of professional development in their teaching context, the participants' views were centered around two main factors. Firstly, the participants indicated the effect of the existing professional development system in their school in relation to their well-being. Secondly, they shared their ideas about the professional development opportunities provided to them by their school and their effect on how they feel.

Betty and Yasmin stated the positive influences of the feedback they were receiving from their colleagues and the department head as a part of the professional development system in their school:

We continuously get feedback from our department head about our instructional practices inside the classroom. She comes and observes our lessons. Afterwards, we get feedback from her regarding the quality of our teaching. We can focus on our weaknesses as a teacher and try to improve them. I find such practices quite useful for my professional development.

(Betty, Interview 1)

Of course, it is impossible for us as teachers to be perfect in every aspect of our teaching. That's why, it is quite nice to observe others, see new techniques, and think about the possible adaptations of them to my own classes. It makes me feel very good to learn new and better educational practices from my colleagues. I think this process also contributes positively to my teacher identity.

(Yasmin, Interview 2)

Esther, on the other hand, questioned the effectiveness of the current professional system by mentioning the negative effect of it on her well-being:

I am not sure if the directions given to us qualified enough to improve us as teachers. We can actually argue that. ... For me, let alone being effective and useful, it has negative impacts on my well-being. For years, my lessons have been observed, I received feedback, and I prepared different plans. However, each time, there was something to improve in my lessons. I think they are

focusing more on our weaknesses instead of our strengths as teachers. This system does not allow teachers to experience self-efficacy in their professions.

(Esther, Interview 2)

All the participants revealed that their teaching context created some professional development opportunities for them. However, none of them found these opportunities effective and adequate for them to improve themselves professionally, thus affecting their well-being in a negative way. For instance, Anna states that while her school requires the teachers to participate in different seminars in a year, she is not receiving any financial aids to enroll in them:

They are sending us the brochures of the seminars and asking if we would be interested in taking part in them. However, they are not paying for it. I am a teacher in this school, and if this school is a private one, you have to enroll us in these seminars and pay for them. I do not have to pay any money for professional development.

(Anna, Interview 1)

Matt and Sally also highlighted the effect of inadequate professional development opportunities on their well-being as the following:

They are gathering us in the conference hall at the end of the day when all of us are already exhausted and, let's say, giving us presentations about differentiation. How are we supposed to benefit from that? I think the concept of professional development in our school started to become superficial and the school administrators do not really expect us to improve ourselves. I feel quite unwilling towards such opportunities because the expectations of the school have changed over the years.

(Matt, Interview 2)

If the school created more and quality professional development opportunities for me, I would sincerely feel better because I love learning new things about my profession. However, I do not observe anything like that right now.

(Sally, Interview 2)

4.2.9. Sense of Belonging

The participants' comments about the effect of their workplace on their sense of belonging revealed that all the participants started to feel less belong to their current working context. However, the reasons for such a decline showed both similarities

and differences. Betty, Matt, Sally, Esther, and Gloria highlighted their financial situation as the most influential factor on their sense of belonging:

I chose this profession with love. I love my students. I love my workplace as well. However, the overall financial statement of the school is getting worse, and it significantly decreases my sense of belonging towards it.

(Betty, Interview 2)

I used to think that I was working at the best place possible for me both professionally and financially. However, right now, I can get the same salary from any place that I work at. In such a case, how can I feel belong here?

(Matt, Interview 2)

When I look at my payroll, I always question how worthy I am for this school. Considering the current financial situation, I feel like this is no more a place for me to work in.

(Sally, Interview 2)

When the school doesn't satisfy you financially anymore, you need to explore other options as well. This is the reality of life. And that causes you to use your energy on somewhere else instead of your present context.

(Esther, Interview 2)

I do not really have a sense of belonging here and I do not think that I owe anything. I mean, if you are giving me this salary, you basically ignore all my efforts and hard work.

(Gloria, Interview 2)

Anna, and Yasmin, on the other hand, mentioned the rarity of social events and organizations held by the school as the foremost factor which causes them to lose their sense of belonging in the following quotes:

We used to have new year parties, brunch meetings, and end-of-the-term gatherings all together. Now, especially after the pandemic, all these events are no longer available for us. These were the events whose positive effects were contributing to my well-being. Of course, when they are not done anymore, this also reduces my sense of belonging and connectedness to my school.

(Anna, Interview 2)

In the past, we used to come together with my colleagues during the events held by the school. They were very nice. After the pandemic, they are no longer held. I think this affects my sense of belonging to the school. Lack of

these events morally affects me. The environment at school transformed into a robotic one where we just teach, and we do not share anything.

(Yasmin, Interview 2)

Different from the other participants, Eva pointed the “inhumane expectations” of the workplace as the most influential factor on her belongingness and connectedness towards her workplace:

I feel like my school has inhumane expectations from me. After all these, I do not really feel that I am valued here anymore. So, I think I lost my emotional bond with my school, and I do not feel belong here.

(Eva, Interview 2)

4.2.10. Health and Safety

The requirements of the English language teaching job in the participants’ workplace were reported to cause important health problems that they need to deal with while trying to conduct their instructional tasks. Four of the participants indicated that they were continuously getting ill as they were teaching in crowded classes where the number of students was high. Eva and Esther, for example, mentioned this problem during the interviews with the following quotations:

We, as a department, frequently catch flu. Probably all the other teachers also do. The children’s illnesses are more contagious, and we are also affected by that. I also think that such illnesses affect the adults more than they affect children.

(Eva, Interview 2)

I can say that as we are working with students whose immune systems are not very strong, they constantly get ill especially during winter. And of course, our state of health is also affected by that, and we get ill more frequently than we usually do.

(Esther, Interview 2)

In addition to such contagious illness, Betty and Esther also indicated the effect of their instructional and additional duties on their health as:

As we are talking all the time while we are teaching in our classes, I think it affects my physical health adversely. ... For example, during the holidays, I

have severe sore throat and that place is always itchy. Sometimes I am even having coughing fit as we are talking all the time and I have to raise my voice level in order to manage my class. In addition to this, we never sit down when we're teaching. Especially, when we are on duty, we spend all day almost without sitting down and that makes me really exhausted.

(Betty, Interview 2)

I think in time, I started to experience professional deformation. In addition to being exposed to excessive noise levels and remaining standing in the lessons, as we also go through a lot of mental labor, when these two things combine, it is quite challenging for me because it is quite different from office jobs. ... Sometimes I feel pains in my legs, or I am having problems with my spine as we have to stay in front of the computer quite often.

(Esther, Interview 2)

In addition to the physical disadvantages of their profession for their health and well-being, four of the participants, Anna, Eva, Gloria and Sally, also reported the instances of negative feelings such as stress and anxiety that affect their health adversely. For instance, Gloria indicated the effect of stress she was feeling in her job in relation to her views towards his school as the following:

As we are too busy, and we have to work in a rush all the time, I feel very stressed. In time, that feeling turns into anger towards the school administrators, and my colleagues. I remember getting angry at my colleagues on very tiny matters. I even get angry at myself because of the stressful nature of my job, and question my choice of becoming a teacher.

(Gloria, Interview 3)

In case of a medical problem, the participants mentioned the existence of the medical staff located within their workplace. Betty, Yasmin, and Esther also indicated that availability of such support affected their well-being positively:

There is a nurse in our building. If we do not feel very well, we can visit her and we can share our medical condition with her. She is trying to support us as much as she can. There is also a doctor of our school who is located in another building. These are very important for my health and well-being.

(Betty, Interview 2)

The medical staff in our workplace makes me feel good as in case of an emergency, I have witnessed that they are quick in stepping up and dealing with the medical problem as fast as possible. For example, one of my

colleagues this year had a health problem, and she was not able to walk. They put her in the wheelchair and called the ambulance immediately. So, such instances make me feel safe here.

(Yasmin, Interview 2)

There is a medical staff in our school. That's very important for us because in case of an emergency, not everyone knows how to do first aid. When it is done by a professional, I do not see any issues there.

(Esther, Interview 2)

Lastly, the participants revealed that the general location of their school and the security guards at the entries made them feel physically safe. However, most of the participants attracted the attention to the insecure nature of their department room and its effect on their well-being by exemplifying a case where important documents got lost and all the teachers searched them far and wide:

Our materials and documents are not safe within the department. For example, important documents mysteriously got lost in our department. Such instances make me feel insecure even where I spend most of my time.

(Gloria, Interview 2)

We had a situation in our department when important documents for some teachers got lost. We wanted to check the security cameras, but one of the student lockers was blocking the view of it. I am checking that camera every day and the same thing is still blocking that view. So, under such circumstances, it is impossible to feel safe within the department.

(Matt, Interview 2)

This week, some documents got lost from the desk of our colleagues. Even though we looked for everywhere, we could not find where they went. No one actually knows about where these documents are, even our department head. If we won't be able to even store our documents in the department, the school administrators need to approach this issue as soon as possible for our safety.

(Eva, Diary Entry 1)

Some documents which were on my desk got lost. It made me very nervous because I didn't even see them. The whole department searched for them, but we couldn't find it. Such instances really demotivate me.

(Anna, Diary Entry 1)

Overall, the organizational factors that affect the participants well-being the most were reported as their workload, physical space allocated to them, their satisfaction

with their institution in terms of their financial conditions, and the technological infrastructure of their working context. It was also found out that every participant reported a health problem caused by their profession. Even though the participants mentioned different comments about their autonomy, and their contentment with the provided professional development opportunities, it can be asserted that such organizational factors contributed to their well-being in a negative manner.

4.3. How do English language teachers relate their well-being to interactional factors?

The third research question was designed to investigate the relationship between interactional factors and English language teachers' well-being. Following the analysis of the interviews and the diary entries, four themes emerged, which are interaction with students, interaction with colleagues, interaction with parents and interaction with school administrators.

4.3.1. Interactions with Students

According to the findings retrieved from the interviews and the diary entries, almost all of the participants pointed out that mutual discussion environment especially regarding non-academic topics they have with the students in the classroom affect their well-being in a positive way. Esther used a metaphor to explain the affect of this mutual sharing environment that nourishes the lessons on her well-being:

The relationship is not like a teacher-student relationship, but rather like the conversations Aristotle and Socrates had, and I enjoy it very much. I also learn something from them. That interaction is not a simple interaction. ... You bring a constantly updated subject, and you are making it possible for the younger generation to synthesize it. You ensure that the pieces are combined in different ways. There is something living and organic there and you can grow it together by constantly contributing. I like these.

(Esther, Interview 1)

Anna, Sally and Yasmin also indicated that while sharing their ideas and learning about non-academic topics mutually, they feel happier, more excited and motivated.

I love these things about technology and it excites me when students also get excited ... Because I somehow give something to my students at the same time, they say "Look, our teacher also helps us in technology." I also learn a lot from them about online stuff, so it's a mutual interaction. We learn from students, just as children learn from us.

(Anna, Interview 1)

So, rather than teaching English grammar, I get very excited during the interactions we have when children research new things like, as I said our goal is to raise world citizens, and they really want to know something. ... For example, we had a unit on buildings. Do the students know famous buildings in different countries, have they been there? We asked many questions and it went from there to very different topics. I learned a lot of new things as well. I like such environments, they excite me during the lessons. You know, these conversations we have with the students motivate me a lot.

(Sally, Interview 1)

While I am teaching to 7th and 8th graders, I feel happier when we share our ideas with each other. For example, I feel much happier when we give each other more opportunities when talking about current issues, in which children can contribute to me and I can contribute to them, and where we get to know each other better in common areas. In other words, there is no literal teaching like grammar teaching, teaching in context, etc. I feel happier in TED talks, for example. Or, as I said, when there are things that I can inform children about or get from them on current issues, life skill comes first regarding this issue.

(Yasmin, Interview 1)

Additionally, three of the participants also mentioned the positive effects of sharing personal life topics outside of the classroom on their well-being. Gloria and Betty stated that the interactions with their students outside of the classroom makes them feel valued as an individual besides being a teacher.

Our interactions with our students outside of class, our conversations during breaks, or on duty days, for example, my students usually come so that we can chat, so I don't get bored during lunch duty. That's something that makes me very happy. Because it shows that I am valuable to them as a human being, apart from my identity as a teacher.

(Gloria, Interview 1)

One of my students gave me his lucky racket as a gift because he knew that I play tennis. I was very happy to see that I was valued so much, I felt happy and valuable.

(Betty, Diary Entry 2)

Similarly, Betty and Eva also referred to spending time outside of the classroom with her students and the bond they established as one of the motivating factors for them as a teacher.

Because after a certain point, you have very strong communication with some group of students. I mean, they invite me for dinner sometimes. While eating, you know, we're chatting. I know everything about them. They know things about me, too. I think it is something that motivates teachers a lot. It's something that motivates students a lot as well. I can give this as an example.

(Betty, Interview 1)

You are all together in a happy atmosphere, I mean, they want to connect with me very often. Even if I don't ask, most of them are from their own lives. For example, they share personal stuff, you know, they talk to me about what they did, what they do, what they like, they even talk about their families. So, I can say that we have a sincere communication in general. ... So it feels good to spend time with them.

(Eva, Interview 3)

Receiving positive feedback from the students plays a role in teacher well-being as it is another motivator according to seven participants' reports. For instance, in her diary entry, Anna reported that she felt happy, emotional and motivated when she received positive feedback from her students. She also stated in her interview that receiving appreciation is what teachers expect.

Some of my students wrote me very nice notes in which they thank me. We read them together. I felt very happy, touched and motivated.

(Anna, Diary Entry 3)

For example, the child's grade is getting higher, he comes and says, "Thank you, teacher, it is thanks to you". In other words, the only thing that can make a teacher happy is seeing the success of this student and receiving appreciation from the student. Because that's all we expect.

(Anna, Interview 3)

Sally also stated that receiving thanks from the students makes her feel happy.

It is always one of the notes they give me. "I love you very much. Thank you for everything. I'm glad we got to know you." We hear such things from the students and these make me happy.

(Sally, Interview 3)

In one of her diary entries, Esther stated that she felt “as happy as a child” with one of her students’ feedback:

I shared my high school memories with my students. They listened with great interest and I explained the grammar issue based on that memory. “I love your creative side, miss,” said one student at the end of the lesson. I was as happy as a child for my student’s feedback.

(Esther, Diary Entry 1)

On the other hand, the participants Betty, Yasmin, Eva, and Sally pinpointed that they sometimes feel demotivated, angry, sad, and bored when their interactions with the students are negative. Sally and Eva referred to the negative interactions that occur inside the classroom:

There were moments when a very simple instruction in a class was not received by more than fifty percent of the class. I felt incredibly demotivated by them too, because you understand that you’re not listened to. You realize that you are not understood and this demotivates you.

(Sally, Interview 1)

You know, we can get angry, of course, it’s very natural. Well, we are not robots either. In class processes, especially since we work with younger age groups, we really need to have a lot of patience. Let me speak for myself, of course. You know, when you show your face without controlling it, I think it’s not very positive either. Because they are kids. They can get used to it or get upset about it and, I don’t know, problems may arise in controlling their behavior, etc.

(Eva, Interview 3)

The participants Anna, Sally and Gloria also referred to the physical negative effects of having negative interactions with the students:

The change in student attitudes before and after the exam led to discussions in class and demands to do something different from the lesson topic. This caused my internal motivation to decrease during lessons physically and my headache complaints to increase.

(Sally, Diary Entry 1)

Similarly, Yasmin also stated that her level of happiness decreases when she works with younger students because of classroom management problems she faces:

I feel like I have more difficulty working with younger children, such as 6th graders. But more like this, my happiness may be decreasing a little bit because management is involved there. When it gets into management, having to sit students down and or trying to keep them quiet makes me unhappy.

(Yasmin, Interview 1)

Additionally, in one of her diary entries, Betty indicated that the negative interaction with the students affected her behavior in classroom and even made her question her decision to be a teacher:

After a student disrespected me during duty, I felt very bad and shared this incident with the school administration. I started to get angry and reactive when entering the classroom, I even started to question my career choice.

(Betty, Diary Entry 1)

4.3.2. Interactions with Colleagues

Collegial relationships were also identified as an important aspect that influences well-being of the teachers as they need to work as a team to overcome the challenges of this demanding occupation. Positive interactions among the colleagues where there is mutual trust, support, sincerity, and belongingness are reported as a factor that contributes positively to teachers' well-being. Almost all of the participants indicated that the communication is respectful, and the relationships are well-maintained among the colleagues in their departments. Anna, Esther, and Sally stated that this relationship pattern makes them feel respected and motivated:

I attach great importance to respect. Even though our ideas may conflict, we need to find a middle ground and maintain our relations with that person within a certain understanding of ethics, since it is a business environment. ... This affects me very positively. So, knowing that I am respected, knowing that I am loved, knowing that I am cared for... Likewise, making my friends feel it makes me happy, too.

(Anna, Interview 3)

When we come together, I see respectful and understanding communication. In other words, if there is peace and trust in the environment you are in, your motivation also increases as we just talked about. You enjoy what you do, it starts to feel like a hobby rather than a job, and your creativity increases.

(Esther, Interview 3)

All the participants declared that they have small group of colleagues in the department that they see as friends. Having closer friends in the department is mentioned as another factor that affects their well-being positively by five participants. Eva and Gloria referred to the feelings of trust and being supported by friends to exemplify this case further:

You know, you work more comfortably with a person you feel close to. ... I have a group of friends that I consider close. ... How does this affect my well-being? Of course, it is good. After all, it is nice to work with people you can trust, or when you have a problem, it is nice to know that they cannot be judgmental at work or that they will listen to you in a way that will watch out for your flaws. This feels good at this point.

(Eva, Interview 3)

I have 4 friends, so we have a group consisting of them. A group we call the young team. Because I always felt their presence and support, and because I knew that I could go to them and tell them everything in any situation, and I could trust them, I think that they were happier there and that the process of adapting to the school as a teacher was easier in the presence of my friends.

(Gloria, Interview 3)

Almost all of the participants also reported that the professional support they receive from their colleagues affects them positively to cope with the problems they face in the workplace. Two of the participants mentioned that they feel happy, motivated and supported when they receive feedback, help and praise from their colleagues regarding the work they do. Eva and Sally's comments on this sub-theme are as the following:

I like it when they praise me for something I do well, it makes me happy. It depends on the reactions we get from our colleagues in the department at work. I am so motivated while teaching English. I think the feedback I receive, especially from my colleagues, during these peer observations or during our meetings with the department head contributes to me positively.

(Sally, Interview 3)

In peer observations, we give especially positive feedback to each other. This is how it should be, and when my colleague gives me feedback, for example, her feedback style is very motivating and takes things forward. I have not received any negative feedback from any colleagues about the work I have done so far. Frankly, I feel supported.

(Eva, Interview 3)

Most of the participants indicated that they spend more time with their colleagues than their families and friends. Thus, they also receive emotional support from each other when one of them is in need of help. The following quotes of Betty showcases the positive effect of the emotional support the colleagues provide to each other:

They may have experienced the same event or a similar one with a friend of ours. When they tell me about their own experiences, I feel a little more relaxed. As if I wasn't the only one. I said it before because we experienced the same things and shared the same fate. In fact, chatting with colleagues on personal matters feels very good in that sense.

(Betty, Interview 3)

Similarly, Matt and Sally stated that the social support they give and receive from their colleagues enhances the feeling of togetherness and solidarity and decreases the feeling of loneliness:

... The feeling that people are there for you in your good times and bad times is actually social support. On days like these, I can clearly feel that the big group has put their differences aside, and this affects me positively.

(Matt, Interview 3)

... I can say that in these situations, we really try to support each other. ... My colleagues will be the only people that will support me whether I want it or not. That's why, the existence of such people makes me feel comfortable. I can say that it doesn't make me feel lonely.

(Sally, Interview 3)

Lastly, the interactions among the colleagues do not always occur in positive ways. Some of the participants declared having negative interactions among colleagues as another determiner of their levels of well-being. Four of the participants reported that having friends in the department does not always affect them positively. For example, Eva noted in her diary entry that she sometimes feels distrust towards her friends in the department and this leads to anxiety. Her comments can be seen below:

In addition, I observe that a feeling of distrust towards each other has begun to form between me and my friends. This situation often makes me feel stressed, anxious, and like I constantly have to keep things under control.

(Eva, Diary Entry 1)

Some of the participants indicated that especially during busier weeks, they experience negative interactions with their colleagues. Eva, Gloria and Sally mentioned that communication breakdowns happen at those times, and it affects their well-being negatively. Gloria and Sally refer to these times as the following:

I can say that I am a little obsessed with the fair distribution of work. That's why it affects me negatively when the distribution of work is not fair in group activities. Then, when we get close to grading the first exam, the department freezes. ... And as our tolerance for each other decreases, we actually experience situations such as rebuffing each other or not paying attention to each other too much.

(Gloria, Interview 3)

Apart from that, from time to time, we may have good, bad, and stressful moments in our department when the positivity of our interactional patterns decreases, and that affects my level of happiness.

(Sally, Interview 3)

4.3.3. Interactions with Parents

Being a teacher also requires continuous interaction and collaboration with the parents. Some of the participants referred to the positive interaction with parents as a factor that affects their job satisfaction and helps them to overcome professional difficulties. Five of the participants reported that parents' praise keep them motivated to continue working in this profession, which indicates a very crucial factor for well-being. Anna indicated that receiving thanks and praise from the parents makes her feel emotionally better and renews her belief that she is doing her job right:

The positive feedback from parents makes me very happy. We interact with parents during the times when something positive happens, and they send us e-mails of appreciation. They really motivate me and show me that I am on the right track.

(Anna, Interview 3)

Similarly, Betty, Yasmin, and Eva stated that their positive conversations with the parents is crucial for them because it increases their determination:

There is also very good feedback from parents. This could even be an email. So, even a thank you text after an exam or any time is actually enough to increase my motivation. Even one tiny thing can bring me back together and

make me say that I am actually in the right profession. ... Of course, when I hear these parents, my love for the profession actually increases.

(Betty, Interview 3)

... You know, their feedback is great. As they send thank you messages ... It allows me to continue working as an English language teacher in the coming years.

(Yasmin, Interview 3)

Well, there are some very thoughtful people who come to parent-teacher meetings just to thank us. These are positive things, of course, that increase a person's determination to continue her profession. I feel very valued during such instances.

(Esther, Interview 3)

On the other hand, there is a consensus among the participants that the interaction is not always positive with the parents. Negative interaction with the parents is mentioned as a stressor by six of the participants. Unrealistic demands of the parents, not using a respectful language, and being unthankful are among the examples of negative interaction experiences that the participants go through. As a result of these negative interactions, the participants reported feeling less valued, less motivated, and more exhausted. Betty explained how it affects her well-being when her efforts are disregarded by the parents as following:

But the negative things you hear, for example, those who blame you, those who say you did not notify me on time, those who say you did not provide enough additional materials, those who put the blame entirely on you, and the parents whose tone is so disrespectful, are also demotivating. You worked so hard for that child, but that effort is disregarded. They can say disrespectful things very easily. These demotivate me a lot.

(Betty, Interview 3)

In the following quotes, Esther also describes how the effort she puts in goes unnoticed by the parents and how this affects her well-being:

... It can cause boredom. I do everything, but it still goes unnoticed by the parents. One would think they could at least stop complaining and be thankful. That's why, these reactions from them have demotivating effects on my well-being.

(Esther, Interview 3)

Likewise, Sally mentioned that the lack of positive feedback from the parents devalues the teacher:

The lack of feedback from parents is a big deal, you know. They are their children, but I am giving from my social life as if they were my child and trying to teach them something. But then, not getting any feedback from the parents about this is a bit sad. So, did we do all these in vain? At this point, it devalues the teacher.

(Sally, Interview 3)

Anna and Betty also referred to the disrespectful communication patterns of some parents as demotivators for them:

Sometimes you don't get the respect you desire, sometimes it's about something ridiculous. So this may also be caused by the parents. Because the parent profile has also changed. I try not to let my psychology pull me down in such situations.

(Anna, Interview 1)

They don't talk to us the way we want. They don't speak very respectfully. This, for example, is one of the things that turns me off from the profession. ... Parents who do not look at us and approach us in such a belligerent manner. It reduces your motivation a lot. There were also parents who approached me with very disrespectful attitudes. There were even parents who said, "I will complain about you to the school administrators."

(Betty, Interview 3)

Lastly, Gloria stated that the interaction with the parents also affects her attitude towards the students and her motivation as a teacher. Her explanation regarding this effect is depicted in the following quote:

If a child's parent approaches me in a different way even though I don't deserve it, uses bad words and hurtful words, unfortunately, this shouldn't normally happen, but it also changes my perspective on that child. So, I can't approach that child completely neutrally. What his family said comes to mind and this is continuously going on in my head. ... That's why, my communication with these parents affects both my motivation and my perspective on the student. Unfortunately, it shouldn't be like I said, but it is the case.

(Gloria, Interview 3)

4.3.4. Interactions with School Administrators

Interactions with administration is another important factor that influences teacher well-being. Apart from their colleagues, administrative staff is the closest educational stakeholder that they work with. Teachers expect to be supported professionally and emotionally in schools. Three participants referred to the emotional support they receive from the administrative staff as a motivating factor regarding their teacher well-being. Anna stated that she felt valuable after receiving emotional support as in the following quote:

They supported me a lot during the period of my mother and father's illnesses and deaths, one after another, and not being able to go to school for a month and a half. They tried to be supportive. How did they try to support? They tried to support me morally, they called and were interested, they asked about my well-being, that is, they cared about me, and that motivated me in some way. Actually, I must say I wasn't expecting this much.

(Anna, Interview 3)

Gloria and Sally also mentioned how it makes them feel “valued and relieved” when their assistant principals support them:

My assistant principal ... He is the one who cares about us as individuals, and when we have any problems or sees that my face is a little sad, he calls us to his room and asks if there is anything he can do. He is a person who helps me instantly whenever I ask for support on school-related issues. Of course, this affects me very positively because he is one of the rare people at school who makes me feel that I am taken into consideration as an individual.

(Gloria, Interview 3)

But our assistant principal is a good person, so he has good communication skills in that regard. He can chat a lot regarding out-of-school matters. If we go with a request, that is, I do not sense any negativity on his face, etc. while communicating. He also helps with that. It really relaxes me.

(Sally, Interview 3)

Similarly, Esther noted in her diary entry that she felt like “a part of the team” when she received support from her assistant principal:

While entering the classroom, I saw that photocopied materials were insufficient. The assistant principal completed the missing materials and sent them to me. I felt supported and a part of the team.

(Esther, Diary Entry 1)

The need for receiving positive feedback, recognition and appreciation is reported by all of the participants. Only two participants expressed that they are appreciated because of their work and effort. Matt and Betty indicated its effect on their well-being as follows:

My efforts for the struggling students have been received positively, I would say they have been received extremely positively especially by the school administrators I work closely with. And frankly, I get feedback on this. In fact, it has a very positive effect instantly. You know, first of all, it increases a person's love for his profession.

(Matt, Interview 3)

The feedback I receive increases my motivation, it is positive feedback. ... I'm much happier because my relationship is better with the assistant principal, I am very comfortable in meetings. Whenever he sees me, he asks how I am. I think it is very important that he appreciates everything I do. These are things that have a positive impact on me. I can definitely say that it has a huge impact on my well-being.

(Betty, Interview 3)

On the contrary, five participants stated a lack of appreciation and the effect of unthankful school administrators on their well-being. Gloria, Eva and Sally noted in their diary entries that when their efforts were disregarded by the school administrators, it caused them to feel “angry, disrespected and not valued” and it affects their feeling of belonging to the school:

I think that the work we did was not appreciated in the performance meetings we held with our department head and assistant principals and everyone was given the same feedback. This makes me feel worthless as a teacher.

(Gloria, Diary Entry 1)

While the institution should be grateful to me for working with the students even during the breaks, in those cases, they act with individual relationships and my sense of belonging to the institution ends. I had to handle my own problems and it became stressful.

(Eva, Diary Entry 1)

The assistant manager ignored many other factors and said that although I made extra effort and worked until 11 p.m. in the evening for days, I was not able to complete my work and that the reason was that I was studying for a master's degree. I was already feeling tired enough for the sake of my well-

being by this point, let alone not being appreciated, and being completely ignored or distorted makes me angry.

(Sally, Diary Entry 3)

Additionally, almost all of the participants reported experiences in which their ideas were not taken into consideration, and they were not listened to by the school administrators. Based on the diary entry notes and the interview data, it is clear that it affects teachers negatively when they are not being included in the decision making processes in the school. Some of the participants' explanations regarding the effect of not being involved in the decision-making processes are as follows:

So, actually I don't think my ideas have any meaning. That's why, for example, I prefer to remain silent because whatever decision is taken, we will do our job. There were the situations where I felt like my decision-making authority was being taken away. The same goes for processes inside and outside the classroom. Of course, it affected me badly. Both in terms of my professional development and of course, am I in the right institution? There were times when I questioned this a lot.

(Betty, Interview 3)

As for issues with the administration ... We can say that what I mostly feel is not being understood, not being valued enough, or not being cared for. There are beliefs that I have lost over time in the administration dimension. So, there are situations where I lose faith. So, after all, they won't listen, after all, they won't pay attention. There are many situations where I don't talk anymore because I don't want to waste my breath.

(Esther, Interview 3)

When it comes to open communication, four of the participants reported that they do not see themselves honest as they feel the need to filter their language during their interactions with the school administrators. Betty and Gloria indicated that the relationship between teachers and the school administrators do not allow them to express their ideas freely:

... Probably because of the fact that we don't know what kind of reaction we will be encountering with, we don't feel comfortable. So, there were situations where I had to tell them something different instead of being honest. ... Unfortunately, I was pushed into this by the school because I was not given the ability to speak openly.

(Betty, Interview 3)

Because when I talk, I can't express my thoughts honestly, I actually express them the way they want, and they respond very positively because they are already expecting this answer. This affects me badly and I feel like a hypocrite. But as I said, of course it affects my relationship with the administrators. Especially the principal and the assistant principal do not accept much criticism and objections to the decisions they make. That's why, unfortunately, I cannot express myself honestly in these situations. This seriously affects my identity as a teacher.

(Gloria, Interview 3)

Lastly, almost all the participants indicated that the communication with their school principal and the head assistant principal rarely happens whereas they usually need to communicate with the assistant principals who are assigned to them. There is a consensus that the communication only occurs when there is a serious matter, or they make a mistake as a teacher. The lack of opportunities to be in contact with the principal and the head assistant principal is mentioned as a disadvantage by most of the participants. The following quotes indicate the participants' explanations who reported the effect of the rare communication with the school administrators on their well-being:

Rarely, when there is a substitution for a teacher or something serious happens, we contact with the head assistant principal. About the principal, I can't say that we see her too much in the school. You know, I don't have much active communication with her. ... Actually, there were only one or two major events that I experienced, and then she called me, and we talked, but I think a principal should be a little more in front of his teachers. So, aren't we given importance? I think this is an indication that you are not valued at a certain point.

(Eva, Interview 3)

The fact that we rarely communicate with the school administrators is a problem first of all. Because it's not like everyone is so busy that we don't see each other. You know, looking into your eyes and smiling during break times is actually a form of communication. We are the ones who are deprived of this communication. ... That's why, there's no such communication. I think the biggest disadvantage is that there is no attempt to communicate from their side. But of course, I can say that it negatively affects my mood, but I don't take it seriously anymore.

(Matt, Interview 3)

Considering the participants' comments regarding their well-being in relation to interactional factors, it can be asserted that positive interactions with the students that

elevate their quality of language teaching, positive feedback from both their colleagues and school administrators, and the support that they receive from the educational stakeholders in their working contexts improve their well-being. On the other hand, when the participants encounter negativities during such interactions such as lack of appreciation, misbehaviors, and inadequate support, they tend to report lower levels of well-being.



CHAPTER 5

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.0 Presentation

This section consists of four parts. The first part includes the discussion of the research findings in relation to the research questions. The second part highlights the main conclusions generated under the guidance of the findings. The third part presents the practical implications of the current thesis study on the relevant fields. Finally, the last part of this section mentions the limitations of the current thesis study as well as the recommendations for future research studies.

5.1. Discussion

This qualitative case study was conducted in order to understand the interplay between the well-being of English language teachers working at a private school in Türkiye and their workplace. Accordingly, the first research question aimed to explore how these teachers experienced their well-being in their teaching contexts. The second research question, on the other hand, focused on the relationship between the participants' well-being and the organizational factors that may have effect on them. Lastly, the third research question examined the participants' well-being in relation to their interactions with the educational stakeholders of their workplace. Upon the collection of the relevant data, sources of which were three semi-structured interviews and three weekly diary entries, thematic analysis method was used by the researcher in order to generate emergent themes. Moreover, Seligman's (2011) PERMA model of well-being and POS framework were utilized in the phase of data analysis and discussion about the participants' reports related to their well-being states.

Even though the construct of well-being is also affected by the contextual and ecological factors, in order to answer the first research question comprehensively, the experiences of the participants regarding their well-being were presented separately according to Seligman's (2011) PERMA model which consists of the following: positive emotions; engagement; relationships; meaning; achievement.

In general, most of the participants indicated that their happiness and contentment with their present context of teaching were lower compared to the earlier years of their teaching careers. Even though their experiences and the reasons for such a decline in how they feel currently showed slight differences, there were also significant similarities regarding the factors impacting their overall well-being. While the participants mostly pointed at the organizational factors as determiners of the negativities in their well-being, which will be touched upon later in this chapter, their subjective perspectives towards their profession were found to be positively influencing their wellness.

The foremost subjective factors mostly brought about by the participants as a positive contributor to their well-being were their experiences with their students inside the English language classes, and their individual aspirations towards the significance of their profession. All the participants reported that their positive emotions were mostly created as a result of the positive interactions with their students in positive English language learning environments in which they were able to get into mutual conversations with the learners, establish a culture of discussion, open up their horizons, and acknowledge them regarding the requirements of the 21st century. Through such interactions, the participants were able to increase their job satisfaction, experience self-efficacy, indulge in their teaching practices, and improve their motivation levels. The participants reported that such feelings as a result of the aforementioned instructional actions contributed positively to their overall well-being. In that regard, these findings showed similarities with the relevant literature which signifies the importance of instructional experiences in a positive learning environment with the students as a positive contributor to teachers' well-being (Frenzel et al., 2009; Kunter, 2013).

In addition to the relationships of the participants with their students, all of them also indicated the importance of their colleagues and a positive working environment as factors improving their well-being. Although unfavorable incidents also occur among them, all the participants indicated that they were able to establish positive interactional patterns with their colleagues where both parties respect each other. In addition to this, they also mentioned the supportive climate in their department among the English language teachers as a positive influence on their well-being. The participants indicated that they were able to get both emotional and professional support from the people they are working with in case of a need. Working in such a positive environment where there is constant support among the colleagues allowed the participants to feel less stressed and anxious, thus increasing their resilience towards their profession. The aforementioned factors were also reported in the literature as a positive contributor to teachers' well-being. For instance, while Johnson et al. (2005) and Hakanen et al. (2006) refer to reduced stress and improved well-being as a result of the supportive working context of the teachers, Vescio et al. (2008) mentions the importance of professional sharing opportunities among teachers as an affirmative contributor to how well they feel.

In comparison to the factors that affected the participants' well-being positively, it should be stated that the abundance of negative contributors on their well-being was worth noting. In terms of their motivational conditions, all of participants reported reduced levels of motivation compared to their experiences in the previous years in the same teaching context. While they highlighted the importance of the numerous factors as the reasons of such a decrease in their motivation levels, they mostly show similarities among the participants.

The mostly narrated factor which affected participants' motivation while they were explaining their experiences of well-being was found to be the workload under which they work. All the participants, during the first phase of the interviews in order to answer the first research question, indicated that their workload was excessive in many ways and that caused them to lose their motivation to teach English to their learners. The negative effects of the excessive workload on both participants' well-being and motivation caused them to feel more stressed while they are carrying out

their instructional duties. In addition to stress, all of the participants also mentioned the physical effect of the workload on their health as they reported frequent cases of exhaustion as a negative contributor on their well-being. Such negative effects of the excessive workload and unrealistic expectations from the educators also find reflections in the literature. Razeq (2022), Mbagwu (2022), and Skaalvik & Skaalvik (2011) also mention the negative effect of excessive workload demands on teachers' well-being and their feelings of stress, anxiety, and burnout as a result of them.

In addition to the workload, the work-life imbalance was also mentioned by three of the participants as a negative contributor on their motivation and well-being. As these teachers were not able to fulfil the tasks at their working contexts on time, they had to continue dealing with them even at home. For that reason, they felt the need to sacrifice their social and private life in order to complete the tasks assigned to them which created an imbalance between their professional and daily life. This finding is also relevant according to the literature as teachers who are able to manage a healthy work-life balance experience higher levels of job satisfaction as well as professional motivation (Leithwood et al., 2004).

Three of the participants also referred to their cases of autonomy as a determiner of their motivation in teaching English to their students. Because of the systematical and curricular constraints in their workplace, these participants were not able to follow the methods that they adjusted according to their students' needs while teaching English. So, following the methods which are of little use for the students significantly diminished their motivation as well as affecting their well-being adversely. Similarly, the review of the relevant literature also reveals that teachers' lack of autonomy causes them to report lower levels of well-being as well as increased feeling of burnout (Hoy & Tarter, 2011; Hargreaves & Fullan, 2012).

Regarding the first research question, it was also found that the participants' future career endeavors are greatly shaped by their well-being in that almost all the participants expressed their unwillingness to continue working as an English language teacher as long as the conditions are the same within their workplace. So, it can be inferred from the participants' comments that the aforementioned factors as

well as organizational and interactional ones, which will be explored further in the following paragraphs, caused them to feel burnout which may lead to increased attrition rates similar to the findings generated by different research studies in the literature (Borman & Dowling, 2008; Gregersen et al., 2023; Herman et al., 2018; Kinay et al., 2021; McCallum & Price, 2010).

Under the light of the POS theory, which refers to positive human resource practices, positive organizational practices, positive leadership, and positive relationships as the key tenets of positive organizations, the second and the third research questions explored the organizational and interactional factors that affected the participants' well-being. The investigation of the organizational factors resulted in ten interrelated themes which influenced the participants' well-being both positively and negatively.

The first of these themes, workload, as previously mentioned while explaining the participants' individual experiences of their well-being, was regarded by the participants as the most effective factor on their well-being. They reported that the overall nature of the workload in their teaching context was excessive as they were required to fulfill numerous professional duties related to English language teaching. In addition to that, the participants also mentioned the existence of extra-curricular duties as a burden on their shoulders which did not have direct relevance to their profession. As the duration of the break times were relatively short for them, the participants indicated that they were constantly feeling fatigued in their workplace. Similar to the studies in the literature on the effect of workload on teachers' well-being (Razeq, 2022; Mbagwu, 2022; Siriwardana, 2022; Skaalvik & Skaalvik, 2011), the findings indicate that working under immoderate workload demands significantly decreased the participating teachers' well-being.

As a second theme of the organizational factors, the participants also mentioned the negative effects of the high expectations from the school administrators and parents regarding their professional duties. It was noted from the participants' comments that such expectations increased the frequency of negative emotions such as stress, inadequacy and anxiety while also negatively influencing their teaching practices inside the classroom. Therefore, the participants regarded this theme as a negative

contributor on their well-being. The review of the literature also highlights the importance of placing realistic demands on teachers to refrain them from feelings of stress and burnout (Pillay et al., 2005; McCallum & Price; 2010) as teaching a language is already a demanding profession due to its intercultural requirements (Mercer et al., 2016).

The findings also revealed that the participants were unable to create a healthy balance between their professional and personal lives due to the organizational requirements regarding their profession. This resulted in reports of lower well-being experienced by the teachers as they were not able to socialize with the people in their immediate environment such as their colleagues, friends, and family members. This finding correlates with the findings of Leithwood et al. (2004) in that work-life balance of the teachers is an important determiner of their overall job satisfaction and their well-being.

The participants also reported that the autonomy they had over their teaching practices as allowed by their institutions also played an important role in their well-being levels. Hargreaves & Fullan (2012) and Day & Gu (2010) indicates that the level of autonomy that the teachers have is a significant determiner of their well-being. Similarly, the results of the present study also revealed that even though participants were not totally autonomous as they had to follow a specific curriculum while teaching English, they were able to adjust their methods within their classes in case of a need from the students. However, some participants did not feel autonomous enough as they believed that they were strictly restricted by their institution. Considering these, while more autonomous teachers reported higher levels of motivation and well-being, those that lacked this feeling experienced a decline in their well-being in such cases.

The other two influential themes which were referred to as organizational factors affecting the participants' well-being were physical space allocated to them and the technological infrastructure of their workplace. In general, the participants complained about the inadequacy of the physical orientation of their school and department room in that there were not any rooms to work or rest individually. In

addition to that, they constantly pointed at the overpopulation in their workplace in terms of both number of the students and the teachers which limited their mobility because of the jam in the corridors. The participants' comments also revealed that although their department room and the classes in which they teach English were equipped with the relevant technological devices, their sufficiency in terms of quality and quantity was a big challenge while they were carrying out their professional tasks. These two factors are significant in that they influenced the participants' well-being in a negative way. As Dexter et al. (2006) indicates, the quality and the quantity of both technological and instructional materials are important determiners of the teaching practices and their effectiveness. Mercer & Gregersen (2020), similar to the current findings of this study, also state that the existence of such resources affects teachers' well-being in a positive way. Moreover, the relevant literature also signifies the necessity of the physical and technological organization of the educational workplaces as a positive contributor on teachers' well-being (Dreer, 2022; Kamarudin et al., 2022).

As also stated in the relevant literature, the financial conditions of the teachers and the financial benefits provided to the teachers play an important role in determining their well-being and their future in the teaching profession (Holochwost et al., 2009; Troman, 2000; MacIntyre et al., 2020). The participants of the current study also stated that they were not paid enough compared to their physical and emotional labor in their profession. Even though they were provided with additional financial benefits by their institution, it was not enough to improve their well-being as their salaries did not allow them to be satisfied with their profession.

In addition to this, while it was reported as one of the emergent themes regarding the organizational factors that affect participants' well-being, most of the teachers indicated that their current financial situation in their school caused them to lose their sense of belonging and explore different options for their future career paths. Therefore, it may be asserted that satisfying teachers both professionally and financially plays a huge role in improving their well-being as well as securing their positions at their current teaching contexts.

In terms of the professional development opportunities provided to them and the professional development system applied in their workplace, the participants also reported lower levels of well-being. While the participants found these opportunities for professional development inadequate and inefficient, they were also displeased with the effectiveness of the system followed in their institution to evaluate their professional acts and improve them as English language teachers. These findings also resonate in the literature as various studies highlight the importance of professional development as an important factor to promote teachers' well-being (Butt & Retallick, 2002; Kern et al.; 2014; Soini et al.; 2010). Chen et al. (2022) also revealed that Chinese language teachers' well-being conditions were positively affected by the professional development opportunities that were provided by their institutions.

The participants' health and safety appeared as the last organizational factor that has an influence on how they experience their well-being. It was indicated by half of the participants that they were experiencing constant minor health problems caused by both curricular and extra-curricular requirements of their profession such as sore throat, fatigue, flu, and pains in different parts of their body. As stated earlier, the mental effects of their profession also caused some of the participants to experience negative feelings of stress and anxiety. These physical and mental problems experienced by the teachers are also reflected in the relevant literature as there are several studies which focused on the physical and mental health problems of the teachers (Fleming et al., 2013; Maslach & Leiter, 2008).

However, it should also be noted here that the participants expressed their positive thoughts on the assistance of the medical staff located in their workplaces in case of an emergency. Darling-Hammond (2020) also highlights the importance of such services for teachers' well-being and the leading educational stakeholders' responsibility to provide such facilities to their teachers. Lastly, while the participants referred to their physical security regarding the location of their school, they also indicated the security problems that may take place within their department as a factor which influences their well-being negatively in their workplace.

As stated earlier, the third research question focused on the participants' interactional patterns and the effect of them on their well-being. Firstly, it should be indicated that participants reported higher levels of well-being in the case of positive interactions with their students and colleagues. They also highlighted the importance of the support that they get from their colleagues as one of the most significant sources to elevate their well-being. In addition to that, the professional interactions among the colleagues where positive practices are transformed from one teacher to another through methods of dialogue and observation are reported as a positive contributor on the participants' well-being. The review of the relevant literature also draws attention to such interactions and the solidarity among the colleagues as an influential factor to promote teacher well-being (Ryan & Deci, 2017). In addition to that, Collie et al. (2012) and Kern et al. (2014) mention the importance of professional relationships in improving the teachers' satisfaction with their profession as well as the increase in their belongingness to their workplace.

In relation to their interaction with the parents, some of the participants indicated that the supportive behaviors of parents and the positive feedback that they provide regarding the teachers' efforts affect their well-being positively by increasing their feelings of being valued and satisfaction. On the other hand, the instances where parents disregard the teachers' efforts and labor were reported to lead the participants towards the feelings of overwhelm and demotivation.

Lastly, similar to their colleagues, some of the participants stated that when they are supported and valued by the school administrators, they experience higher levels of well-being. However, five of the participants referred to the lack of appreciation from the administration as a detrimental factor on their well-being. Interestingly, almost all the participants also mentioned their feelings regarding the decision-making processes at their workplace and their inability to be a part of them. They also referred to the rare instances of communication with the principal and head assistant principal unless something urgent happens. These factors, in line with the relevant literature, are regarded by the participants' as negative contributors on their well-being (Louis et al., 2010; Kurt & Duyar, 2023; Hoy & Tarter, 2011).

5.2. Conclusion

The present qualitative case study aimed to explore the interplay between the English language teachers' well-being who work in a private middle school in Türkiye and the place where they continue their profession. To do that, three research questions were generated by the researcher that focus on different aspects of the construct of well-being. The first research question delves into the individual experiences of these English language teachers' well-being. The second and the third research questions, on the other hand, examines the organizational and interactional factors that influence the participants' well-being. To provide answers to these questions, 8 English language teachers employed at a private school in Türkiye were invited to three semi-structured interviews which were conducted on regular intervals. In addition to the interviews, the participants were also asked to record their weekly experiences in their organizations regarding their well-being for a duration of 3 weeks in three different diary entries. The data collection phase was followed by the thematic analysis of the interview scripts and diary entries under the guidance of Seligman's (2011) PERMA model of well-being, POS theory, and the findings from the relevant literature. The following conclusions are mainly drawn as a result of the data analysis process:

First, even though there were fluctuations in the participants' overall well-being, most of them reported low levels of well-being due to personal and contextual factors. The participants' positive interactions with the students inside the classroom which led to the engagement of the students with the target language content were the most prominent source of increase in their well-being. Additionally, the participants also highlighted the positive relationships with their colleagues in relation to their positive reports of well-being.

Second, the nature of the workload in their teaching context affected the participants' well-being in a negative manner. As they had to deal with excessive job demands, they experienced negative feelings of stress and anxiety while also feeling physically exhausted. The heavy requirements of their profession also influenced the participants' work-life balance as they were not able to deal with their professional

tasks during the time they spent in their workplace. Similar to their well-being, the participants also reported that their motivation levels were also in a constant decline. Even though none of the participants mentioned any serious health problems, the instances where they were under the effect of minor health issues were very frequent and that diminished their well-being.

Third, the participants revealed several organizational factors which affected their well-being either positively or negatively. As stated above, the reflections of the excessive workload of the participants were generally negative on their well-being. In addition to this, the unrealistic and heavy expectations of the school administrators and parents also influenced the feelings of the participants as they generally aroused negative emotions such as stress, burnout, and attrition. In addition to that, the participants' inability to adjust their work-life balance affected their well-being negatively as they were not able to find any spare time to spend with their family and friends. As the participants were expected to follow a pre-designed curriculum as well as lesson plans, they felt less autonomous in their teaching practices; thus, reporting lower levels of well-being. The inadequacy of the physical space allocated to the participants in their teaching context as well as the limitations caused by the physical orientation of their workplace also influenced the way the participants felt about their well-being.

Fourth, the technological infrastructure of their organization and the challenges that the participants were facing due to the technical problems contributed negatively to their well-being. Even though the participants were provided with additional financial incentives, they were not enough to change their perspectives on their financial status as all of them were in the opinion that their salaries were not enough in return for their physical, emotional and mental labor. The professional development opportunities provided to the participants were also found inadequate and inefficient by the participants while the professional development system to evaluate their professional progress was regarded as an added burden on their workload, both of which cause a decline in the participants' well-being. The financial dissatisfaction of the participants with their workplace was also influential in determining the sense of belonging of them towards their workplace as the majority

of the participants indicated that they did not have such a bond with their current organization. While the participating teachers' well-being levels were also adversely affected by the health problems common to their profession, the existence of medical staff in their school was one of the rare factors that promoted the participants' well-being.

Fifth, the participants' relationships with their students and colleagues were repeatedly referred to as positive contributors to their well-being. The positive feedback and the reactions that these teachers get from their students and colleagues allowed them to feel happier while teaching English at their workplace. Lastly, the participants reported higher levels of well-being when they were supported and appreciated by the school administrators and the parents while there was a significant decline in their well-being when their efforts were neglected and disregarded by the same educational stakeholders.

5.3. Practical Implications of the Results

The findings of this study in relation with the existing body of literature provides the following implications for the educational stakeholders to revise and consider in their educational institutions:

1. The findings of the current study revealed that unrealistic professional expectations and excessive workload are considered as a serious threat to English language teachers' well-being working in private schools. Therefore, the educational design of the private institutions may be revised to refrain the educators working in such contexts from negative emotions of stress, anxiety, burnout and attrition.
2. It is clearly asserted by the findings that the organizational factors such as physical space, technological infrastructure, and safety are perceived as the most significant determiners of the English language teachers' well-being working in a private middle school. Therefore, educational leaders and administrative staff in these contexts may show extra diligence in the physical

arrangement of their educational institutions so that English language teachers are supported with relevant teaching resources, technological infrastructure, individual working and resting spaces, and physical safety.

3. As the findings of this thesis study revealed, the financial expectations and the financial satisfaction of the English language teachers working in a private school are of great important in determining their overall well-being. For that reason, the private institutions in Türkiye may consider adjusting their financial policies in a way that they may promote teachers' job satisfaction, and well-being.
4. The comments of the participants in this study highlighted the importance of autonomy as an important factor for English language teachers' well-being. Therefore, the educational leaders in private institutions, in relation with the curriculums followed there, might allocate more freedom for the English language teachers within their classrooms in terms of their feelings of autonomy, and self-efficacy.
5. The opportunities for professional development were also indicated by the participants of this study as an important factor in increasing their well-being. Therefore, private educational institutions in Türkiye may allocate more importance to providing more professional opportunities of good quality for English language teachers in which they can enhance their professional identity by getting to know different approaches, and teaching techniques in their field.
6. As the findings of the current study signify the changes in English language teachers' well-being as a result of their interactions with parents and students, the private educational institutions should play an active role as mediators among students, parents, and English language teachers in a way that these teachers feel supported by their administrators. This will allow the teachers to experience more self-efficacy and job satisfaction as their well-being levels will be promoted in such a working environment.

7. Seligman's (2011) PERMA model of well-being consists of five dimensions that generally reflect on individual's present states. The individual well-being experiences of the participants in the present study, on the other hand, are also affected by their future visions. Therefore, the addition of different dimensions focusing on future aspirations of the individuals and their relevance to the concept of well-being could be significant in assessing this construct more efficiently.

5.4. Limitations to the Study and Recommendations for Future Research

While the results of the present thesis study are significant for the relevant area of research, the limitations and the recommendations for future studies are worth mentioning in order to generate a comprehensive understanding of teacher well-being construct and the factors that play a role on it. As the setting of the current research was a private school in Türkiye, the well-being experiences of the English language teachers working in public schools may be different. Therefore, future studies can be conducted to overview the range of factors contributing to English language teachers' well-being. Even a comparison of both contexts, namely public schools and private schools, could picture a better understanding of the influential factors on English language teachers' well-being. In terms of the data collection tools, the present study utilized semi-structured interviews and diary entries. For further studies, on the other hand, additional inclusion of qualitative research tools such as field observations and focus group interviews may generate more comprehensive results regarding the well-being of the English language teachers.

As this study only focused on the overall well-being experiences of English language teachers in relation to organizational and interactional factors, the strategies through which their well-being could be promoted were not under the scope of the research design. Therefore, the future studies may also focus on the ways that English language teachers could utilize to improve their well-being in their working contexts. Lastly, all the participants indicated that they were unwilling to continue their profession in their current context. Therefore, future research studies may be

designed in a way that the participants of the present study could be tracked to evaluate if they are going to experience teacher attrition and burnout.



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APPENDICES

A. APPROVAL OF THE METU HUMAN SUBJECTS ETHICS COMMITTEE

UYGULAMALI ETİK ARASTIRMA MERKEZİ
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01 ARALIK 2022

Konu: Değerlendirme Sonucu

Gönderen: ODTÜ İnsan Araştırmaları Etik Kurulu (İAEK)

İlgili: İnsan Araştırmaları Etik Kurulu Başvurusu

Sayın Prof. Dr. Abdullah Cendel KARAMAN

Danışmanlığını yürüttüğünüz Salih Can ATEŞ'in "*İngilizce Öğretmenlerinin Esenliği ve Çalışma
Yerleri Arasındaki Etkileşim: Durum Çalışması*" başlıklı araştırması İnsan Araştırmaları Etik
Kurulu tarafından uygun görürlerek **0594-ODTUİAEK-2022** protokol numarası ile onaylanmıştır.

Bilgilerinize saygılarımla sunarım.

Prof. Dr. Sibel KAZAK BERUMENT
Başkan

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B. 1st INTERVIEW PROTOCOL IN TURKISH

Görüşme Protokolü I – Öğretmen Geçmişsi ve Bireysel Esenlik

NOT: Bu çalışmada yürütülen görüşmeler yarı yapılandırılmış görüşme olduğundan aşağıda belirtilen sorular araştırmacılar tarafından değiştirilebilir veya görüşme esnasında ortaya çıkan sorular eklenebilir.

1. Biraz kendinizden bahsedebilir misiniz? Kaç yaşındasınız? Evli misiniz?
Çocuğunuz var mı? Varsa okul çağında mı? Okul çağındaysa sizinle aynı okula mı gidiyor?
2. Eğitim geçmişiniz nedir?
3. Kaç yıldır öğretmenlik yapıyorsunuz? Kaç farklı okulda çalıştinız? Şu anda hangi kademedede görev yapmactasınız?
4. Öğretmen olmaya nasıl karar verdiniz? Herhangi bir olaydan ya da bir kişiden etkilendiniz mi?
5. Kendinizi bir öğretmen olarak nasıl tanımlarsınız?
6. Etrafinzdaki insanlar (öğrenciler, meslektaşlar ve idareciler) sizi bir öğretmen olarak nasıl tanımlar?
7. İyi bir öğretmeni nasıl tanımlarsınız? Sizce ideal bir İngilizce öğretmeni hangi özelliklere sahip olmalıdır?
8. İngilizce öğretirken ne kadar mutlu olduğunuzu söyleyebilir misiniz?
9. İngilizce öğretmekle alakalı yeni yöntemler sizi ne kadar heyecanlandırıyor?
10. İngilizce öğrettiğiniz sınıflarda ne kadar sıkılıkla kendinizi heyecanlı ve sevinçli hissediyorsunuz? Bu duyguları hissettiğiniz bir anınızı paylaşabilir misiniz?

11. Profesyonel yaşamınızla alakalı hangi öğeler sizi daha mutlu ediyor?
12. İngilizce öğretmenin hangi yanlarını seviyorsunuz? Bu mesleğin hangi özellikleri sizin için umut verici?
13. İngilizce öğretirken kendinizi ne kadar motive hissediyorsunuz? Bu motivasyonlarınızın kaynakları nelerdir? Kendinizi motive hissettiğiniz bir tecrübeyi paylaşabilir misiniz?
14. İngilizce öğretmeni olarak sizce ne kadar özerkliğe sahipsiniz? Bu durum sizin mutluluğunuza nasıl etkiliyor?
15. Genel olarak sağlık durumunuz hakkında neler söyleyebilirsiniz? Fiziksel ve ruhsal olarak kendinizi ne kadar iyi hissediyorsunuz?
16. Fiziksel, mental ve ruhsal sağlık durumunuzda öğretmenlik mesleğinin ne kadar etkisi var? Bu etkiyi genel olarak nasıl tanımlayabilirsiniz? Öğretmenlik mesleğinizi yaparken sağlık durumunuzda nasıl değişimler gözlemliyorsunuz?
17. Gelecekte kendinizi nerede görüyorsunuz? Profesyonel olarak başka planlarınız var mı? Öğretmenlik yapmaya önmüzdeki yıllarda da devam etmeyi düşünüyor musunuz?
18. Profesyonel anlamda gelecek hedefleriniz var mı? Varsa bu hedefleri gerçekleştireceğinizi düşünüyor musunuz?
19. Öğretmenlik mesleğindeki gelecek durumunuz sizi nasıl etkiliyor?
20. Son olarak eklemek ya da paylaşmak istediğiniz başka bir şey var mı?

C. 1st INTERVIEW PROTOCOL IN ENGLISH

Interview Protocol I – Teacher Background and Individual Well-Being

NOTE: Since the interviews conducted in this study are semi-structured interviews, the questions stated below may be changed by the researchers or questions that arise during the interview may be added.

1. Can you tell us a little about yourself? How old are you? Are you married? Do you have children? If yes, is s/he at school age? If s/he is of school age, does s/he go to the same school as you?
2. What is your educational background?
3. How many years have you been teaching? How many different schools did you work in? At what level do you currently work?
4. How did you decide to become a teacher? Have you been affected by any event or person?
5. How would you describe yourself as a teacher?
6. How do the people around you (students, colleagues, and administrators) describe you as a teacher?
7. How do you define a good teacher? What characteristics do you think an ideal English teacher should have?
8. Can you tell me how happy you are teaching English?
9. How excited are you about new methods of teaching English?

10. How often do you feel excited and joyful in the classrooms where you teach English? Can you share a moment when you felt these emotions?

11. What elements related to your professional life make you happier?

12. What do you like about teaching English? What features of this profession are promising for you?

13. How motivated do you feel when teaching English? What are the sources of these motivations? Can you share an experience that made you feel motivated?

14. How much autonomy do you think you have as an English teacher? How does this situation affect your happiness?

15. What can you say about your general health condition? How well do you feel physically and spiritually?

16. How much of an impact does the teaching profession have on your physical, mental, and spiritual health? How can you describe this effect in general? What changes do you observe in your health while doing your teaching profession?

17. Where do you see yourself in the future? Do you have any other plans professionally? Do you plan to continue teaching in the coming years?

18. Do you have any professional future goals? Do you think you will achieve these goals, if any?

19. How does your future situation in the teaching profession affect you?

20. Finally, is there anything else you would like to add or share?

D. 2nd INTERVIEW PROTOCOL IN TURKISH

Görüşme Protokolü II – Öğretmen Esenliği ve İş Yeri İlişkisi

NOT: Bu çalışmada yürütülen görüşmeler yarı yapılandırılmış görüşme olduğundan aşağıda belirtilen sorular araştırmacılar tarafından değiştirilebilir veya görüşme esnasında ortaya çıkan sorular eklenebilir.

1. Bugüne kadar kaç farklı kurumda çalışığınız? Şu an çalışığınız kurumu seçmenizin sebepleri nelerdi? Bu kurumda çalışmak sizi nasıl hissettiriyor?
2. Kurumunuz tarafından görev tanımlarınız ve sizden beklenenler net olarak ifade ediliyor mu? Bu durumun sizin sizin üzerindeki etkileri nelerdir?
3. Çalışığınız kuruma katkıınız/etkiniz hakkında ne düşünüyorsunuz?
4. Çalışığınız kurumun size katkısı/etkisi hakkında ne düşünüyorsunuz?
5. Haftalık kaç saatlik bir ders yükünüz var? Bu ders yükünde sürekli bir değişiklik söz konusu mu?
6. İngilizce derslerine girmek dışında ne gibi görev ve sorumluluklarınız var? Bu görev ve sorumluluklar mesleki yaşıınızı nasıl etkiliyor?
7. İngilizce öğretmenliği dışında kurumunuz tarafından size verilen başka görevlendirmeler var mı? Bu görevlendirmeler iş hayatınızı nasıl etkiliyor? Bu durumu örneklendirerek açıklayabilir misiniz?
8. Genel olarak iş yükünüz hakkında neler söyleyebilirsiniz? Bu iş yükü profesyonel ve kişisel hayatınızı nasıl etkiliyor? Bu etkiyi bir örnekle açıklayabilir misiniz?

9. Çalıştığınız kurumda size sağlanan herhangi bir profesyonel gelişim programı mevcut mu? Eğer mevcutsa bu program size öğretmen olarak ne gibi katkılar sağlıyor? Varsa bu katkıya bir örnek verebilir misiniz?
10. Profesyonel gelişim konusunda ne kadar isteklisiniz? İstekleriniz doğrultusunda kurumunuz size herhangi bir yardım ya da destek sağlıyor mu?
11. Çalışığınız kurumda kendinizi güvende hissediyor musunuz? Bu durum sizi nasıl etkiliyor?
12. Çalışığınız kurumun size sağladığı mesleğinizle alakalı maddi ya da manevi destekler mevcut mu? Mevcutsa bu desteklere örnek verebilir misiniz? Bu destek durumu sizi nasıl etkiliyor?
13. Çalışığınız kurumda mesleki gelişiminize yönelik dönüt alabileceğiniz bir sistem mevcut mu? Mevcutsa bu sistem hakkında birkaç bilgi verebilir misiniz? Bu sistemin sizi nasıl etkilediğinden bahsedebilir misiniz?
14. Fiziksel olarak okulunuzu ve okulunuzdaki çalışma ortamını tarif edebilir misiniz? Okul içerisinde kendinize ait bir odanız mevcut mu? Bu bağlamda İngilizce öğretmeni olarak görev yaparken kendinizi rahat hissediyor musunuz?
15. Okulunuzda yaşanabilecek herhangi bir sağlık problemine karşın ilk müdahaleyi sağlayacak sağlık personelleri mevcut mu? Mevcutsa bu konu hakkında bize biraz bilgi verebilir misiniz? Bu durum sizi nasıl etkiliyor?
16. Genel olarak kurumunuzun zaman planlaması hakkında bilgi verebilir misiniz? Dersler ve derslerden sonra verilen teneffüsler ve öğle araları ne kadar uzunlukta? Dersleriniz bittiğinde okuldan ayrılabilir mi? Bu dinlenme aralarının sizin üzərinizdeki etkisi hakkında ne söyleyebilirsiniz?

17. Okulunuzda bulunduğunuz vakitlerde bireysel olarak çalışabileceğiniz ya da dinleneceğiniz ortamlar mevcut mu? Bu durum sizin nasıl etkiliyor?
18. Kurumunuz genel olarak sizin için fiziksel ve teknolojik olarak ne kadar yeterli? Bu yeterliliği örneklerle açıklayabilir misiniz? Bu durumun sizin üzerinde nasıl bir etkisi var?
19. Kurumunuz İngilizce öğretim politikasından memnun musunuz? Bu konuda kurumunuz tarafından konulan sınırlamalar var mı? Varsa bu sınırlamaları örneklerle açıklayabilir misiniz?
20. Kendinizi otonom hissediyor musunuz? Bu konuda yaşadığınız ve paylaşmak istediğiniz bir tecrübe var mı? Bu durumun sizin üzerindeki etkisi nelerdir?
21. Daha önce kurumunuzdaki iş yükünden bahsetmişiniz. Bu iş yükünü okul içerisinde kaldırabiliyor musunuz? Sosyal hayatınız ve iş hayatınız birbirinden ne kadar ayrı? Bu iki hayatın birbiriyle iletişimini siz nasıl etkiliyor? Bu etkileşimi örneklerle detaylandıracılar misiniz?
22. Finansal olarak kurumunuz tarafından emeğinizin karşılığını aldığıınızı düşünüyor musunuz? Bu durumun sizin profesyonel hayatınızdaki etkiler nelerdir?
23. Çalışığınız kurumda genel olarak kendinizi ne kadar mutlu hissediyorsunuz? Mutluluk seviyeniz üzerinde etkisi olan başlıca şeyler nelerdir?
24. Son olarak eklemek ya da paylaşmak istediğiniz bir şey var mı?

E. 2nd INTERVIEW PROTOCOL IN ENGLISH

Interview Protocol II – Teacher Well-Being and Workplace Relationship

NOTE: Since the interviews conducted in this study are semi-structured interviews, the questions stated below may be changed by the researchers or questions that arise during the interview may be added.

1. How many different institutions have you worked in so far? What were the reasons why you chose the institution you currently work for? How does working at this institution make you feel?
2. Are your job descriptions and expectations from you clearly stated by your institution? What are the effects of this situation on you?
3. What do you think about your contribution/impact to the institution you work for?
4. What do you think about the contribution/impact of the institution you work for?
5. How many hours of course load do you have per week? Is there a constant change in this course load?
6. What duties and responsibilities do you have other than attending English classes? How do these duties and responsibilities affect your professional life?
7. Apart from teaching English, are there any other assignments given to you by your institution? How do these assignments affect your business life? Can you explain this situation with an example?

8. What can you say about your workload in general? How does this workload affect your professional and personal life? Can you explain this effect with an example?
9. Is there any professional development program provided to you by the institution you work for? If so, what kind of contribution does this program provide to you as a teacher? If so, can you give an example of this contribution?
10. How enthusiastic are you about professional development? Does your institution provide you with any help or support in line with your requests?
11. Do you feel safe in the institution you work for? How does this situation affect you?
12. Is there any material or moral support related to your profession provided by the institution you work for? If available, can you give examples of these supports? How does this support situation affect you?
13. Is there a system in your institution where you can receive feedback regarding your professional development? If available, can you give some information about this system? Can you talk about how this system affects you?
14. Can you physically describe your school and the working environment at your school? Do you have your own room in the school? Do you feel comfortable working as an English teacher in this context?
15. Are there medical personnel who can provide first aid in case of any health problem that may occur in your school? If so, can you give us some information about this issue? How does this situation affect you?

16. Can you give information about your institution's scheduling in general? How long are the breaks and lunch breaks after classes? Can you leave school when your classes are finished? What can you say about the impact of these rest breaks on you?

17. Are there environments where you can work or relax individually during your time at school? How does this situation affect you?

18. In general, how adequate is your institution physically and technologically for you? Can you explain this competence with examples? What impact does this situation have on you?

19. Are you satisfied with your institution's English teaching policy? Are there any restrictions imposed by your institution on this issue? If there are, can you explain these limitations with examples?

20. Do you feel autonomous? Do you have any experience you have had on this subject that you would like to share? What is the impact of this situation on you?

21. You have previously mentioned the workload in your institution. Can you handle this workload within the school? How separate are your social life and work life from each other? How does the interaction of these two lives affect you? Can you detail this interaction with examples?

22. Do you think you are financially compensated for your efforts by your institution? What are the effects of this situation on your professional life?

23. In general, how happy do you feel in the institution you work for? What are the main things that have an impact on your happiness level?

24. Finally, is there anything you would like to add or share?

F. 3rd INTERVIEW PROTOCOL IN TURKISH

Görüşme Protokolü III – Öğretmen Esenliği ve İletişim

NOT: Bu çalışmada yürütülen görüşmeler yarı yapılandırılmış görüşme olduğundan aşağıda belirtilen sorular araştırmacılar tarafından değiştirilebilir veya görüşme esnasında ortaya çıkan sorular eklenebilir.

1. İngilizce öğretmenliği mesleğiniz çerçevesinde duygusal olarak kendinizi nasıl ifade edersiniz? Çalışığınız kurumda en sık yaşadığınız duygusal durumlar nelerdir? Duygularınızı ne kadar kontrol edebildiğinizi düşünüyorsunuz?
2. Genel olarak bireysel mi, yoksa grup halinde çalışmayı mı tercih edersiniz? Bu tercihinizin mesleki anlamda sizin üzerindeki etkileri nelerdir?
3. Kurumunuzda çalışığınız bir gün içerisinde kaç farklı insan grubuyla iletişim halindesiniz?
4. Öğrencilerinizle aranızdaki iletişim düzeyinden biraz bahseder misiniz? Bu iletişim biçiminin sizin üzerindeki etkileri nelerdir?
5. Meslektaşlarınızla aranızdaki iletişim düzeyinden biraz bahseder misiniz? Bu iletişim biçiminin sizin üzerindeki etkileri nelerdir?
6. Yöneticilerinizle aranızdaki iletişim düzeyinden biraz bahseder misiniz? Bu iletişim biçiminin sizin üzerindeki etkileri nelerdir?
7. Öğrencilerinizin velileriyle aranızdaki iletişim düzeyinden biraz bahseder misiniz? Bu iletişim biçiminin sizin üzerindeki etkileri nelerdir?

8. Mensubu olduğunuz öğretmenlik zümresini bize tarif edebilir misiniz?

Genel olarak bu zümre içindeki iletişim kalıpları hakkında ne düşünüyorsunuz? Zümrenizin iletişimsel özellikleri sizi nasıl etkiliyor?

9. Mensubu olduğunuz öğretmenlik zümresinde herhangi bir arkadaşınız ya da herhangi bir arkadaş grubunuz var mı? Bu durumunun sizin esenliğiniz üzerindeki etkileri nelerdir?

10. Kendi zümreniz dışındaki diğer öğretmenlerle sürekli olarak iletişim kuruyor musunuz? Eğer kuruyorsanız aranızda nasıl bir iletişim söz konusu? Bu iletişimün öğretmen olarak sizin esenliğinizde nasıl bir etkisi var?

11. Zümre içerisinde mesleki ya da sosyal paylaşımlar yapıyor musunuz? Eğer yapıyorsanız, bu paylaşımı örneklendiren bir tecrübeizi paylaşabilir misiniz? Varsa bu paylaşımların sizin esenliğiniz üzerindeki etkileri nelerdir?

12. Kurumunuzda beraber çalışığınız insanlardan ihtiyacınız olduğunda sosyal destek alabiliyor musunuz? Eğer alabiliyorsanız, bu desteğin sizin üzerinde nasıl bir etkisi var?

13. Kurumunuzda kendinizi dürüstçe ifade edebiliyor musunuz? İfade ettiğiniz düşünceler kurum çalışanları ya da yöneticiler tarafından nasıl karşılanıyor? Bu durumunun esenliğiniz üzerindeki etkileri sizce nelerdir?

14. Kurumuzda yaptığınız çalışmalar öğrencileriniz, velileriniz, meslektaşlarınız ya da yöneticileriniz tarafından olumlu karşılanıyor mu? Eğer karşılanıyorsa, bu karşılık hangi formlarda size geri dönüt olarak veriliyor? Bu durum sizi mesleki anlamda nasıl etkiliyor?

15. Okulunuzdaki ya da zümrenizdeki yöneticiler/liderler düşüncelerinizi ve görüşlerinizi dikkate alıyor mu? Bu durumun esenliğiniz üzerindeki etkileri nelerdir?
16. Genel olarak mensubu olduğunuz zümre ile çalışırken kendinizi ne kadar mutlu hissediyorsunuz?
17. Son olarak eklemek ya da paylaşmak istediğiniz başka bir şey var mı?



G. 3rd INTERVIEW PROTOCOL IN ENGLISH

Interview Protocol III – Teacher Well-being and Communication

NOTE: Since the interviews conducted in this study are semi-structured interviews, the questions stated below may be changed by the researchers or questions that arise during the interview may be added.

1. How do you express yourself emotionally within the framework of your profession as an English teacher? What emotional situations do you experience most frequently in the institution you work for? How much do you think you can control your emotions?
2. Do you generally prefer to work individually or in groups? What are the effects of this choice on you professionally?
3. How many different groups of people do you come into contact with during a day when you work in your organization?
4. Could you tell us a little about the level of communication between you and your students? What are the effects of this form of communication on you?
5. Could you tell us a little about the level of communication between you and your colleagues? What are the effects of this form of communication on you?
6. Could you tell us a little about the level of communication between you and your managers? What are the effects of this form of communication on you?
7. Could you tell us a little about the level of communication between you and your students' parents? What are the effects of this form of communication on you?

8. Can you describe to us the teaching department you belong to? What do you think about the communication patterns within this department in general? How do the communicative characteristics of your department affect you?
9. Do you have any friends or any group of friends in the teaching department you belong to? What are the effects of this condition on your well-being?
10. Do you constantly communicate with other teachers outside your department? If so, what kind of communication is there between you? What impact does this communication have on your well-being as a teacher?
11. Do you share professionally or socially within the department? If you do, can you share an experience that exemplifies this sharing? What impact, if any, do these interactions have on your well-being?
12. Can you get social support from the people you work with in your organization when you need it? If you are able to receive it, what impact does this support have on you?
13. Can you express yourself honestly in your organization? How are the thoughts you express received by employees or managers? What do you think are the effects of this situation on your well-being?
14. Are the work you do in your institution received positively by your students, parents, colleagues or administrators? If so, in what forms is this feedback given to you? How does this situation affect you professionally?

15. Do the administrators/leaders in your school or group take your thoughts and opinions into consideration? What are the effects of this situation on your well-being?

16. In general, how happy do you feel when working with the department you belong to?

17. Finally, is there anything else you would like to add or share?



H. DIARY ENTRY FORM IN TURKISH

GÜNLÜK BİLGİLENDİRME FORMU

Bu araştırma, Orta Doğu Teknik Üniversitesi İngiliz Dili Öğretimi Yüksek Lisans Programı öğrencisi Salih Can Ateş tarafından Prof. Dr. Abdullah Cendel Karaman danışmanlığında yüksek lisans tezi kapsamında yürütülmektedir. Bu nitel araştırmanın amacı, Türkiye'de özel bir okulda çalışan İngilizce öğretmenlerinin esenliğini etkileyen örgütsel, bağlamsal ve bireysel faktörleri ortaya çıkartmaktadır. Bu faktörlerin öğretmen esenliği üzerinde olan etkisini daha iyi anlayabilmek için bu günlük çalışmasına ihtiyaç duyulmuştur. Sizden istenilen, okuldaki iş hayatınızda günlük yaşanan ve öğrencileriniz, meslektaşlarınız ya da idarecilerinizle olan iletişiminden ortaya çıkan durumların bireysel esenliğinizle olan olumlu ya da olumsuz etkilerini haftalık olarak bu günükte kayıt altına almanızdır. Bu çalışmada kimliğinizi açığa çıkaracak hiçbir bilgi yer almamaktadır. Bu nedenle aşağıdaki uyarıları dikkate almanız ve kendinizi rahat bir şekilde ifade etmeniz bu tez çalışması açısından önem taşımaktadır. Bu çalışmaya vakit ayırdığınız ve katkılarınız için çok teşekkür ederim.

1. Günlük tutarken lütfen sayfanın sağ üst köşesine tarih yazınız.
2. Öncelikle yaşadığınız olayı ve bu olayların esenlik durumunuza olan etkisini anlatınız.
3. Yaşadığınız olayları ve sizin üzerindeki etkilerini mümkün olduğunda detaylandırma çalışınız.
4. Lütfen yalnızca işinizle ilgili olaylar ve etkilerden bahsediniz.

<i>Bu hafta çalıştığım okulda neler yaşadım?</i>	<i>Okulda yaşadıklarım esenliğime nasıl etki etti?</i>

I. DIARY ENTRY FORM IN ENGLISH

DIARY ENTRY FORM

This research is carried out by Salih Can Ateş, a student at the Middle East Technical University English Language Teaching Master's Program, under the supervision of Prof. Dr. Cendel Karaman. The purpose of this qualitative study is to reveal organizational, contextual and individual factors affecting the well-being of English teachers working in a private school in Türkiye. This diary entry is needed to better understand the impact of these factors on teacher well-being. What you are asked to do is to record in this diary on a weekly basis the positive or negative effects of the situations that occur daily in your work life at school and that arise from your communication with your students, colleagues or administrators, on your individual well-being. This study does not contain any information that would reveal your identity. Therefore, it is important for this thesis study that you take into account the following warnings and express yourself comfortably. Thank you very much for your time and contribution to this study.

1. When keeping a diary, please write the date in the upper right corner of the page.
2. First, describe the event you experienced and the impact of these events on your well-being.
3. Try to detail the events you experienced and their effects on you as much as possible.
4. Please mention only events and impacts related to your working context.

<i>What did I experience at the school I work at this week?</i>	<i>How did my experiences at school affect my well-being?</i>

J. INFORMED CONSENT FORM

GÖNÜLLÜ KATILIM RIZA FORMU

Bu araştırma, Orta Doğu Teknik Üniversitesi İngiliz Dili Öğretimi Yüksek Lisans Programı öğrencisi Salih Can Ateş tarafından Prof. Dr. Abdullah Cendel Karaman danışmanlığında yüksek lisans tezi kapsamında yürütülmektedir. Bu formun amacı sizi araştırma hakkında bilgilendirmek ve gönüllü katılımınız için rızanızı almaktır.

Araştırmamanın Amacı

Bu araştırmamanın amacı, Türkiye'de özel bir okulda çalışan İngilizce öğretmenlerinin esenliğini etkileyen örgütsel, bağlamsal ve bireysel faktörleri ortaya çıkartmaktadır.

Araştırma Prosedürü

Araştırmamanın bir parçası olmayı kabul ederseniz, Aralık ve Nisan ayları arasında yapılacak olan yarı yapılandırılmış görüşmelere katılımınız ve yine bu aylar arasında belirlenecek tarihlerde planlanacak günlük girişileri yapmanız beklenecaktır. Sizden toplamda 3 ana görüşmeye katılmanız ve 8 farklı günlük girişini yapmanız istenecektir. İlk görüşme profesyonel geçmişiniz ve bireysel esenlik durumunuz hakkındaki görüşlerinize odaklanacaktır. Sonraki 2 görüşme ise bireysel esenliğinizin etkide bulunan örgütsel ve bağlamsal faktörler hakkındaki görüş ve tecrübe lerinizi almak için planlanacaktır. 2. ve 3. görüşmeler arasında bireysel esenliğinizin gündelik olarak etkileyen faktörlerini belirteceğiniz günlükler tutmanız beklenecaktır. Her ana görüşmenin ardından, bu görüşmelerde paylaşılan görüş ve tecrübelerinin ve günlük girişlerinde belirtilen faktörlerin detayları hakkında daha derinlemesine bir fikir edinmek için 3 farklı takip görüşmesi yapılacaktır. Tüm görüşmeler video konferans yöntemiyle gerçekleştirilecek ve daha sonra yazıya dökülecektir. Her görüşmenin süresi yaklaşık 30-60 dakika olacaktır. Çevrimiçi olarak gerçekleştirilen görüşmelerin ses kayıtları dijital olarak kaydedilip, şifre korumalı araştırma bilgisayarlarında saklanacaktır.

Araştırmaya Katılım Hakkında Önemli Bilgiler

Bu araştırmaya katılım tamamen gönüllülük esasına dayanmaktadır. Görüşmeler ve günlük girişileri sonucu elde edilen veriler güvende tutulacaktır ve sadece araştırmacının erişimine açık olacaktır. Verileriniz sadece bilimsel amaçlar için kullanılacaktır. Araştırmamanın sonuçları paylaşılırken gerçek isimleriniz yerine takma isimler kullanılacak ve böylece kişisel bilgileriniz maskelenecaktır. Sizi rahatsız edebilecek herhangi bir soruya cevap vermeme hakkına sahipsiniz. Ayrıca araştırma esnasında herhangi bir zamanda ve herhangi bir ceza almadan katılımınızı çekebilirsiniz. Böyle bir durumda, çalışmaya devam etmemenizi kararınızı araştırmacuya sözel olarak iletmeyi yeterli olacaktır.

Daha detaylı bilgi için:

Katılımınız için teşekkür ederiz. Araştırma ile ilgili daha fazla bilgi almak için İngiliz Dili Eğitimi öğretim üyesi Prof. Dr. Abdullah Cendel Karaman ya da yüksek lisans öğrencisi Salih Can Ateş ile iletişime geçebilirsiniz.

Yukarıdaki bilgileri okudum ve bu çalışmaya tamamen gönüllü olarak katılıyorum.

Adı Soyadı:

Tarih:/...../.....

İmza

K. LIST OF INITIAL CODES

Abrupt changes on the workload	Creating more sincere relationships with peer colleagues
Academic orientation of the English lessons	Creating respectful relationships with older colleagues
Academic oriented parents	Crowded school
Adaptation to the group work	Discrimination in the workplace
Additional benefits from the school	Disappointment
Additional duties	Emotional insecurity
Additional extracurricular duties	Enhancing students' visions
Additional financial benefits	Establishing neat interactional patterns with students
Adequate lunch break	Establishing routines with colleagues
Age difference between the teachers	Excessive Workload
Agism	Expectations from the colleagues
Anger	Expectations from the parents
Bad technology infrastructure	Expectations from the students
Badly organized department room	Expectations from the workplace
Badly organized physical space	Expectations of the admins
Being able to express thoughts honestly	Expectations of the parents
Being able to share problems with colleagues	Expectations of the students
Being affected from the country's status	Expectations of the workplace
Being have to interact with parents	Feedback from the admins
Being have to regulate emotions	Feedback from the colleagues
Being honest to students	Feedback from the parents
Being part of decision making	Feedback from the students
Being thankful	Feeling as a team
Being trusted by the students	Feeling comfortable
Being unable to cooperate with colleagues	Feeling comfortable inside the classroom
Being used to	Feeling emotionally safe
Burnout	Feeling exhausted
Chance to communicate with native speakers	Feeling financially safe
Changing motivation levels	Feeling happy
Clear interactions within the department	Feeling monotonous
Clear superior-subordinate relationship	Feeling motivated
Collaborating with colleagues	Feeling of being under scrutiny
Continuous assessment of students	Feeling of belonging
Continuous rush within the school	Feeling of comfort
Creating empathy	Feeling of emptiness
	Feeling of incompetence
	Feeling of loneliness
	Feeling of monotony inside the school
	Feeling of togetherness

Feeling of worthlessness	Lack of individual time
Feeling overwhelmed	Lack of motivation
Feeling physically safe	Lack of patience
Feeling responsible for collective work	Lack of praise from admins
Filtered language	Limited interaction with colleagues
Financial expectations	Limited resources
Future career endeavors	Losing linguistic ability
Getting support from the admins	Losing self confidence
Getting support from the colleagues	Low authority
Getting used to uncertainty	Low contribution to the workplace
Gradual adaptation to the workplace	Low number of nurses
Having a say in the department	Low telephone signal
Having authority over the classroom	Medical support
Having autonomy	Mobbing
Having friends in the department	Monotonous lessons
Having fun with colleagues	Need for strict planning
Having fun with the students	Negative affect of teachers' gender
Having professional satisfaction	Negative aspects of having friends in the department
High contribution to the workplace	Negative effects of professional development system
High demands from the teachers	Negative feedback from the admins
High number of teachers	Negative feedback from the colleagues
Inadequate and old restrooms	Negative Feedback from the parents
Inadequate computer labs	Negative Interactions with colleagues
Inadequate computer numbers	Negative interactions with admins
Inadequate emotional support	Negative interactions with parents
Inadequate financial support	Negative interactions with students
Inadequate medical support	Negative reactions from the admins
Inadequate parking spots	Negative reactions from the students
Inadequate physical space	Neglecting professional development opportunities
Inadequate printers	No place to rest
Inadequate professional development system	Noise pollution within the school
Inadequate professional support	Not being a part of decision making
Inadequate interaction in the department	Not being able to communicate with family
Individual Cases	Not being able to communicate with friends
Injustice in the workplace	Not being able to express thoughts honestly
Insufficient lunch break	Not being able to rest
Interaction with colleagues from other departments	Not being listened by the admins
Internet connection problem	Not being supported by the admins
Job insecurity	Not feeling comfortable
Keeping distance with colleagues	Not feeling courages about trying new things
Keeping updated	Not feeling spacious
Lack of autonomy	Not getting feedback from the admins
Lack of communication with the admins	
Lack of individual study rooms	

Not getting paid well	Preferring to work as a group
Not having a meeting room	Preferring to work individually
Not having a proper social life	Problems with smartboards
Not having enough time for professional development	Professional anxiety
Not having tablets	Professional development opportunities
Not having time for family	Professional development support from admins
Not having time for friends	Professional interactions with the colleagues
Not having time to communicate with colleagues	Professional Motivation
Not using the physical space for the lessons	Professional uncertainty
Old and slow computers	Psychological burden
Old buildings	Rare communication with the admins
Old projections	Reactions from admins
Old speakers	Reactions from parents
One-way interaction with parents	Reactions of the students
Perception of ideal teacher	Reasons to work individually
Physical insecurity	Reduced work quality
Physical space for smokers	Reflections of negative emotions
Poor application of the education programme	Regulation of emotions
Poor lesson planning	Regulation of negative emotions
Poor Time management	Respectful language patterns within the department
Positive affect of young teachers	Satisfaction with educational policy
Positive effects of professional development system	Shared classrooms
Positive aspects of having friends in the department	Short break times
Positive benefits of break times	Simple communication with the principal
Positive contributions of the workplace	Sincere Relationships with Students
Positive environment within the department	Small tables for the teachers
Positive feedback from the admins	Social interactions with colleagues
Positive Feedback from the colleagues	Social support
Positive feedback from the parents	Spacious campus
Positive feedback from the students	Spending time with colleagues outside the school
Positive Interaction with colleagues	Stress
Positive interaction with admins	Strict rules
Positive interaction with parents	Students' age
Positive interactions with students	Supporting colleagues in need
Positive interactions with students outside the school	Systematic problems
Positive reactions from the admins	Taking time off from work
Possible health problems caused by the profession	Teacher perception of self
Praise from the admins	Technological support
Praise from the colleagues	Thankful students
	Tiny teacher lockers
	Trusting admins
	Trusting colleagues
	Uncertainty

Unclear expectations of the workplace	Unwillingness for interaction
Unhappiness	Wish to try out new professions
Unthankful admins	Work distribution imbalance
Unthankful parents	Working with younger teachers
Unwillingness to continue the profession	Work-social life balance
Unwillingness for change	Work-social life imbalance



L. DEBRIEFING FORM

KATILIM SONRASI BİLGİLENDİRME FORMU

Sayın katılımcı,

Öncelikle çalışmamıza katkılarınız için teşekkür ederiz.

Bu araştırma, Orta Doğu Teknik Üniversitesi İngiliz Dili Öğretimi Yüksek Lisans Programı öğrencisi Salih Can Ateş tarafından Prof. Dr. Abdullah Cendel Karaman danışmanlığında yüksek lisans tezi kapsamında yürütülmektedir.

Bu çalışma, Türkiye'de özel bir okulda çalışan İngilizce öğretmenlerinin esenliğini etkileyen örgütsel, bağılamsal ve bireysel faktörleri ortaya çıkarmayı amaçlamaktadır. Bu çalışmada temel olarak, İngilizce öğretmenlerinin iş yerlerindeki esenliğiyle alakalı faktörlerini belirlemek ve yine bu öğretmenlerin esenlik seviyelerini artırmak için eğitim kurumlarına yüklenebilecek rolleri vurgulamak hedeflenmektedir.

İngilizce öğretmenliği mesleği, çeşitli bağlamlarda ve farklı konularında günlük etkileşim gerektirdiğinden genellikle yüksek düzeyde stres, kötü çalışma koşulları, düşük motivasyon ve bu öğretmenler tarafından artan yıpranma ve tükenmişlik oranları ile karakterize edilir (Swanson, 2008). Etkileri devam eden küresel bir pandemiye tanık olan dil öğretmenlerinin dünya genelinde enerjilerini, öğretime bağlılıklarını, motivasyonlarını ve esenliklerini tüm dünyada istenilen seviyelerde tutmaları oldukça zor görülmektedir (Day & Gu, 2010). Bu nedenlerle, İngilizce dili öğretmenlerinin esenlik hallerini etkileyen bağılamsal ve bireysel faktörlerin araştırılması ve eğitim kurumlarına öğretmenler için olumlu çalışma koşulları ve ortamları yaratabilecek iç görüler sunmak, şu anda hiç olmadığı kadar önemlidir. Bu kapsamında, katılımcılarla bireysel esenliklerini ve bu esenlik durumlarını etkileyen örgütsel ve bağılamsal faktörleri aktardıkları görüşmeler yapılmıştır. Ayrıca katılımcılar, bireysel esenliklerini etkileyen tecrübelerini paylaştıkları günlükler tutmuşlardır.

Bu çalışmadan elde edilen bulguların 2023 yılının Temmuz ayı başlarında ortaya çıkması beklenmektedir. Toplanan veriler sadece bilimsel araştırma amaçlı kullanılacaktır. Katılımınız için teşekkür ederiz. Araştırma ve sonuçlarıyla alakalı daha fazla bilgi almak için yüksek lisans öğrencisi Salih Can Ateş ya da İngiliz Dili Eğitimi öğretim üyesi Prof. Dr. Abdullah Cendel Karaman) ile iletişime geçebilirsiniz.

M. TURKISH SUMMARY / TÜRKÇE ÖZET

İNGİLİZCE ÖĞRETMENLERİNİN ESENLİĞİ İLE İŞ YERİ ARASINDAKİ İLİŞKİ: BİR DURUM ÇALIŞMASI

GİRİŞ

İnsanların bir arada uyum içinde çalıştığı mekanlarda psikolojik açıdan güvenli ortamların sağlanması için esenlik kavramının araştırılmasının kritik bir gereklilik olduğu ileri sürülebilir. Bu bakımdan öğretmenlerin genellikle memnuniyet ve sevinç duygularını yaşadıkları öğretmenlik mesleğinin doğası göz önüne alındığında (Schutz, 2014), öğrencilerinin gelişimine katkıda bulunabileceklerine inandıkları için öğretmenlerin içsel olarak motive oldukları ileri sürülebilir ki bu aynı zamanda içinde yaşadıkları toplumda da yansımalar bulabilir (Bakar vd., 2014). Ancak öğretmenlik mesleği, çeşitli bağamlarda ve farklı konularla günlük etkileşimler gerektirdiğinden, genellikle yüksek düzeyde stres, kötü çalışma koşulları, düşük motivasyon ve artan tükenmişlik ve yıpranma oranlarıyla karakterize edilir (Mercer, 2023; Swanson, 2008). Bunlara ek olarak, eğitim kurumlarının aşırı talepleri ve buna bağlı olarak eğitim kalitesi ve ülkelerin refah seviyeleri nedeniyle tükenmişlik yaşayan öğretmenlerin sayısı giderek artmakta ve bu öğretmenler, mesleklerini bırakma eğiliminde olmaktadır.

Bu artış oranlarının nedenleri arasında öğretmenlerin maddi kaynaklarının ve sosyal statüsünün yetersiz olması, eğitim değerlerinin tutarsız olması, eğitimin geleneksel değerine ilişkin belirsizlik ve çalışma koşullarının yetersiz olması öne çıkmaktadır (Karikova, 2010). Ayrıca aşırı iş yükü (Shernoff vd., 2011), öğretmenlerin omuzlarına yüklenen belirsiz sorumluluklar, eğitim kurumlarının yüksek bekłentileri, öğrencilerin talepkâr ve ilgisiz yapısı (Skaalvik ve Skaalvik, 2017), ve eğitim politikası dizaynında sınavlara verilen büyük önem (Lever vd., 2017) öğretmenlerin esenliği üzerinde büyük bir tehdit oluşturmaktadır.

Esenlik kavramının karmaşık yapısı, bu terimi tek bir tanıma indirmeyi neredeyse imkânsız hale getirmektedir. Ancak bu kavramın, başarı ve aitlik hissi, iyi bir zihinsel ve fiziksel sağlığa sahip olma veya işyerindeki stres etkenleriyle baş edebilme gibi bireysel hislerle yoğun bir şekilde bağlantılı olduğu ileri sürülebilir. Bu nedenle esenlik, meslek sahibi kişiler için arzu edilen bir durumdur çünkü mesleki görevleri ne kadar verimli yerine getirdikleri ile doğrudan ilişkilidir. Psikolojik açıdan bakıldığından ise öğretmen esenliği hedonik ve ödomanik yaklaşımalarla da tanımlanabilir. Hedonik yaklaşımalar daha çok öğretmenlerin duygusal deneyimlerine ve duygularını ne kadar iyi düzenleyebildiklerine odaklanırken (Day ve Gu, 2007; Frenzel, 2014; Schutz ve Zembylas, 2009; Isenbarger ve Zembylas, 2006), ödomanik yaklaşımalar öğretmenlerin çalıştığı sosyal bağlamı da göz önünde bulundurmaktadır; dolayısıyla bu tarz yaklaşımalar, işyeri kültürü ve kurum ve kuruluşlardaki çalışma koşulları gibi örgütsel faktörlerin öğretmenlerin esenliği üzerindeki etkisini vurgulamaktadır (Cameron ve Spreitzer, 2012). Dolayısıyla bireysel faktörler öğretmenleri esenliğini belirleyebilse de öğretmenlerin motive oldukları, mesleki açıdan desteklendikleri ve fizyolojik açıdan güvenli ortamlarda çalışmalarının da esenlikleri için aynı derecede önemli olduğu ileri sürülebilir.

Pozitif bilimler ve sosyal bilimler gibi diğer branş öğretmenleri, esenlik düzeyleri açısından dil öğretmenlerine benzer deneyimler yaşayabilse de başka bir dilde eğitim vermek ve iletişim kurmak, dil öğretmenliği mesleğine ek ve benzersiz stres unsurlarını da beraberinde getirmektedir. Örneğin, bir dilin öğretilmesi aynı zamanda hedef kültürün farkındalığını da gerektirdiğinden, dil öğretmenleri işlerinde yoğun kültürlerarası talepleri karşılamak zorunda kalabilirler. Ayrıca bazen dil yeterliliği oldukça yüksek olan öğrencilere ders vermek zorunda kaldıkları için bu tür etkileşimler sırasında dil yeteneğinin düşük olmasının stresini de hissedebilirler. Son olarak, dil öğretiminde halihazırda izlenen iletişim yaklaşım gibi genel yöntemler, öğretmen ve öğrenciler arasında yoğun etkileşim kalıpları gerektirdiğinden, oldukça enerji tüketen yöntemler olarak değerlendirilebilir. Dil öğretmenlerinin esenliği, mesleklerini özgü bu tür faktörlere ek olarak, iş güvencesizliği, ağır iş yükü ve eğitim paydaşlarından gelen yüksek beklentiler gibi faktörlerden de etkilenebilir. Ayrıca dil öğretmenlerinin öz-yeterlikleri ve kendi öğretim uygulamaları üzerinde sahip oldukları özerklik, onların esenliğinin önemli belirleyicileri olarak

düşünülebilir. Bunlar göz önüne alındığında, olumlu eğitim sonuçlarının büyük ölçüde onlara bağlı olması nedeniyle dil öğretmenlerinin esenlik durumları da araştırılmaya ve keşfedilmeye değerdir.

Bahsedilen faktörlere ek olarak, COVID-19 salgını sonrasında, acil uzaktan eğitime hızlı bir geçiş olması nedeniyle dünyanın her yerindeki eğitim paydaşları, eğitim programlarındaki ani değişikliklere uyum sağlamak zorunda kalmıştır. Bu önemli olay, dil öğretmenlerini mesleklerinde yaşadıkları stres, yıpranma, tükenmişlik ve düşük esenlik düzeyi gibi olumsuz duygulara daha yatkın hale getirmiştir. Üstüne üstlük, özel okulların çoğunda dil öğretmenlerinin zorlu koşullar altında aralıksız çalışmaları beklenmekte ve onlara okul bağlamı içinde ve dışında karşılaşabilecekleri sorunlar konusunda yeterli güvence verilmemektedir (Kasimi ve Hangisi, 2021). Bu nedenlerden dolayı, dil öğretmenlerinin esenliğini etkileyen bireysel, örgütsel ve etkileşimsel faktörlerin araştırılması ve uzun vadede öğretmenler için olumlu çalışma koşulları ve ortamları yaratabilecek eğitim kurumlarına iç görüşler sunmak, bu öğretmenlerin daha iyi bir esenlik duygusuna sahip olabilmeleri için günümüzde her zamankinden daha önemlidir.

Türkiye'de İngilizce öğretmenlerinin esenliği konusu yeterince araştırılmamıştır ve alandaki öğretmenlerin görüşlerinin alınması gerekmektedir. Buna bağlı olarak bu durum çalışması, Türkiye'de özel bir okulda çalışan İngilizce öğretmenlerinin esenliğini etkileyen örgütsel, bağlamsal ve bireysel faktörleri ortaya çıkarmayı amaçlamaktadır. Bunu gerçekleştirmek için bu çalışmada aşağıdaki araştırma sorularına yanıt verilmeye çalışılmaktadır:

1. Türkiye'de özel bir okulda çalışan İngilizce öğretmenleri esenlik durumlarını nasıl deneyimlemektedir?
2. Bu İngilizce öğretmenleri kendi esenliklerini kurumsal faktörlerle nasıl ilişkilendirmektedir?
3. Bu İngilizce öğretmenleri kendi esenliklerini etkileşimsel faktörlerle nasıl ilişkilendirmektedir?

YÖNTEM

Bu çalışmanın amacı, Türkiye'deki özel bir ortaokuldaki İngilizce öğretmenlerinin işyerlerindeki kişisel ve bağlamsal faktörlerle ilişkili olarak esenlik kavramını nasıl

deneyimlediklerini anlamak ve keşfetmek olduğundan, nitel araştırma yöntemi bu çalışma için uygun görülmüştür. Nitel araştırma yöntemlerinden biri olan durum çalışması, araştırmacıların belirli bir durumu yakın ve uzak bağamlarının yanı sıra çevresi ile de ilişkili olarak ayrıntılı bir şekilde analiz etmelerine olanak tanıyan empirik bir yöntemdir (Yin, 2018). Durum çalışması tasarımları farklı bakış açılarına göre farklı kategorilere ayrılmaktadır. Mevcut çalışma, İngilizce öğretmenlerinin sınırlı bir bağlamla ilişkili olarak esenliklerini nasıl tanımladıklarını araştırmayı amaçladığı için, araçsal durum çalışması tasarımlına daha uygundur (Stake, 1995). Bu çalışmadaki bahsedilen sınırlı bağlam, Ankara'da bulunan özel bir ortaokuldur. Literatürde belirttiği gibi durum çalışması araştırması yapmak, araştırmacıların gerçek bir durum veya kendi bağlamsal koşullarıyla ilişkili durumlar hakkında bilgi toplamasını sağlar (Yin, 2017). Buna göre mevcut çalışma, araştırma sorularına tam olarak cevap verebilmek için hedef durumun ayrıntılı bir şekilde tanımlanmasını ve birden fazla kaynaktan gelen katılımcı verilerinin kapsamlı bir şekilde analiz edilmesini gerektirmektedir.

Araştırma Türkiye'nin başkenti Ankara'da bulunan özel bir ortaokulda gerçekleştirilmiştir. Okul 1989 yılında kurulmuş olup, o tarihten bu yana Ankara'nın en saygın eğitim kurumlarından biri olarak anılmaktadır. Hedef okul 900'den fazla öğretmen ve yaklaşık 400 destek personeli istihdam etmektedir. Ayrıca Türkiye'nin farklı şehirlerindeki ana kampüs ve şube okullarında toplam 9000'in üzerinde öğrenci eğitim görmektedir. Hedef okuldaki öğrencilerin anaokulundan liseye kadar eğitim alma şansı olsa da mevcut çalışma 5. sınıfından başlayıp 8. sınıfa kadar devam eden ortaokul düzeyinde yürütülmüştür. Her sınıf seviyesi 12 şubeden oluşmakta ve her şubede 20'den fazla öğrenci bulunmaktadır. Hedef ortaokuldaki öğrencilere her hafta toplam 10 saat İngilizce eğitimi verilmektedir. Ancak İngilizce öğretimi hem ana dili İngilizce olan hem de ana dili İngilizce olmayan öğretmenler tarafından verildiği için bu saatlerin dağılımı sınıf seviyesine göre değişmektedir. Öte yandan, mevcut araştırma bağlamında hem ana dili İngilizce olan hem de ana dili İngilizce olmayan öğretmenler normalde haftada 21-24 saat ders yüküne sahiptir.

Mevcut çalışmanın katılımcıları, hedef araştırma ortamının İngilizce bölümünde halihazırda çalışan, ana dili İngilizce olmayan 8 İngilizce öğretmeninden

olmaktadır. Bu katılımcılar, hedef problemin, sürecin veya olayın çeşitli perspektiflerden incelemesine olanak tanıdığı için amaçlı maksimum örneklemestratojisikullanılarakseçilmiştir(Creswell,2012).Araştırmayakatılanbu öğretmenler, yaşı, toplam deneyim ve aile yapısı açısından farklılık gösternelerine rağmen, tüm katılımcıların ana dili Türkcedir. Bu katılımcıların tümünün İngilizce öğretmenliği ya da İngiliz Dili ve Edebiyatı alanında lisans diploması vardır. Katılımcılar, toplamda en az 5 yıl İngilizce Öğretmenliği deneyimlerine sahiplerdir. Son olarak, araştırmmanın yapıldığı okulda katılımcılar en az 3 yıl boyunca çalışmıştır. Deneyim çeşitliliğini sağlamak amacıyla araştırma için farklı sınıf düzeylerinde ders veren öğretmenler seçilmiştir. Araştırma ortamının demografik özelliklerini nedeniyle katılımcıların 7'si kadın, yalnızca 1'i erkektir. Katılımcıların gizliliğini sağlamak amacıyla çalışma sırasında kendilerine takma adlar verilmiştir.

Bu çalışmanın ana veri kaynağı, katılımcıların akademik geçmişleri, genel esenlik durumları ve esenliklerini etkileyen bağlamsal ve iletişimsel faktörler hakkında derinlemesine bilgi toplamak amacıyla yapılan yarı yapılandırılmış görüşmeler yoluyla toplanmıştır. Dil öğretmenlerinin esenliği ve bunun bağlamsal ve iletişimsel faktörlerle ilişkisine ilgili literatür incelekten sonra araştırmacı tarafından üç farklı görüşme için sorular hazırlanmıştır. Daha sonra protokollerin son haline getirilmesi amacıyla 10-20 Ekim 2023 tarihleri arasında katılımcılarla aynı kurumda görev yapan bir İngilizce öğretmeni ile pilot çalışma yapılmıştır. Görüşmeler 1 Kasım – 15 Aralık tarihleri arasında gerçekleştirilmiş ve katılımcıların müsaitlik durumuna göre düzenli olarak planlanmıştır. Görüşmelerin odak noktaları farklı olduğundan toplam süreleri de 20 dakika ile 70 dakika arasında değişmiştir. Tüm görüşmeler Zoom üzerinden gerçekleştirilmiş olup, katılımcıların deneyimlerini en açık ve rahat şekilde ifade edebilmeleri için katılımcıların ana dili olan Türkçe dilinde yapılmıştır. Tüm görüşmeler araştırmacı tarafından kayıt altına alınmış ve veriler toplandıktan sonra aynen yazıya geçirilmiştir. Ancak görüşme protokollerindeki sorular katılımcıların geriye dönük düşünmesini gerektirdiğinden, araştırmacıının katılımcıların esenliklerine ilişkin günlük deneyimlerini de kaydetmesi önemli görülmüştür. Bunu yapmak için araştırmacı katılımcılardan düzenli olarak günlük kaydı tutmalarını istemiştir. Ancak günlük girişleri, halihazırda meşgul olan profesyonellere ek yük getirebilecek bir teknik olduğundan

(Saldana, 2011), katılımcıların yazdığı toplam günlük sayısı 3 ile sınırlı tutulmuş ve bu günlükler 20 Kasım ve 15 Aralık tarihleri arasında yazılmıştır. Bu tarihler aynı zamanda 2. ve 3. görüşmelerin yapıldığı tarihlerle de örtüşmektedir.

Mevcut çalışmada, Yin (2016) tarafından oluşturulan beş aşamalı analitik yöntem benimsenmiştir. İlk aşamada araştırmacı, ses kaydına alınan tüm görüşmeleri aynen yazıya geçirmiş ve katılımcıların günlük kayıtları, verilerin düzenli bir şekilde saklanabilmesi için ayrı ayrı belgeler halinde yazılmıştır. Çözümleme aşamasında ise transkripsiyonlar ve günlük kayıtları tekrar tekrar okunmuş ve araştırmacı tarafından ilk kodlar atanmaya başlanmıştır. Başlangıç kodları oluşturulurken tematik analiz yönteminden de yararlanılmıştır (Braun ve Clarke, 2016). Tematik analiz kendi içinde de kategorize edilebildiğinden, bu çalışmada araştırmacı tarafından belirlenen temaların kaynağı doğrudan bu çalışmanın spesifik verilerinden geldiği için tümevarımsal tematik analiz metodundan yararlanılmıştır. Kodlama sürecinde veri analizinin daha iyi ve organize yapılabilmesi için araştırmacı tarafından MAXQDA yazılımı kullanılmıştır. Daha önce de belirtildiği gibi katılımcılardan görüşmelerde ve günlük kayıtlarında ana dilleri olan Türkçeyi kullanmaları istenmiştir. Araştırma sonuçları sunulurken katılımcıların ilgili alıntıları İngilizcaye çevrilmiştir.

BULGULAR, TARTIŞMA VE SONUÇ

Bu nitel durum çalışması, Türkiye'de özel bir okulda çalışan İngilizce öğretmenlerinin esenliği ile işyerleri arasındaki etkileşimi anlamak amacıyla yapılmıştır. Buna göre, ilk araştırma sorusu, bu öğretmenlerin öğretim bağamlarında esenliklerini nasıl deneyimlediklerini keşfetmeyi amaçlamıştır. İkinci araştırma sorusu ise katılımcıların esenliği ile onları etkileyebilecek organizasyonel faktörler arasındaki ilişkiye odaklanmıştır. Son olarak üçüncü araştırma sorusu, katılımcıların işyerlerindeki eğitim paydaşlarıyla olan etkileşimleriyle esenliklerini arasındaki bağlantıyı incelemiştir.

İlk araştırma sorusunu cevaplamak için yapılan verilen analizin sonuçları katılımcılara göre bireysel olarak sunulmuştur. Buna göre, katılımcıların çoğunlukla kendi esenlik hallerine olumlu katkıda bulunduklarını öne sürdüğü öznel faktörlerin

başında, İngilizce derslerinde öğrencileriyle olan deneyimleri ve mesleklerinin önemine yönelik bireysel arzuları gelmiştir. Bu bağlamda, bu bulgular, olumlu bir öğrenme ortamında öğrencilerle yapılan öğretim deneyimlerinin öğretmenlerin esenliklerine olumlu katkı sağladığını belirten ilgili literatürle benzerlik göstermektedir (Frenzel vd., 2009; Kunter, 2013). Katılımcıların tamamı öğrencileriyle olan ilişkilerinin yanı sıra meslektaşlarının ve olumlu çalışma ortamının da esenlik durumlarını artıran faktörler olarak önemini belirtmişlerdir. Aralarında olumsuz olaylar da yaşansa da tüm katılımcılar, meslektaşlarıyla her iki tarafın da birbirine saygı duyduğu olumlu etkileşim kalıpları kurabildiklerini belirtmişlerdir. Buna ek olarak katılımcılar, kendi bölgelerindeki İngilizce öğretmenleri arasındaki destekleyici iklimin onların esenliği üzerinde olumlu bir etkisi olduğunu da eklemiştir. İlk araştırma sorusuyla ilgili olarak, katılımcıların gelecekteki kariyer planlarının büyük ölçüde esenlik duyguları tarafından şekillendiği, neredeyse tüm katılımcıların koşullar aynı olduğu sürece İngilizce öğretmeni olarak çalışmaya devam etme konusundaki isteksizliklerini ifade ettikleri de ortaya çıkmıştır.

İkinci ve üçüncü araştırma soruları katılımcıların esenliğini etkileyen organizasyonel ve etkileşimsel faktörleri araştırmıştır. Organizasyonel faktörlerin araştırılması, katılımcıların esenliğini hem olumlu hem de olumsuz etkileyen birbiriyle ilişkili on farklı tema ortaya çıkarmıştır. Bu temalardan ilki olan iş yükü katılımcılar tarafından esenlik halleri üzerinde en etkili faktör olarak görülmüştür. Katılımcılar, İngilizce dili öğretimiyle ilgili çok sayıda mesleki görevi yerine getirmeleri gerekliliklerinden, öğretim bağamlarındaki genel iş yükünün aşırı olduğunu bildirmiştir. Ayrıca katılımcılar meslekleriyle doğrudan ilgisi olmayan ders dışı görevlerin omuzlarında bir yük olarak varlığından da bahsetmişlerdir. Literatürde iş yükünün öğretmenlerin esenliği üzerindeki etkisini araştıran çalışmalarla benzer şekilde (Razeq, 2022; Mbagwu, 2022; Siriwardana, 2022; Skaalvik ve Skaalvik, 2011), bulgular aşırı iş yükü talepleri altında çalışmanın katılımcılarının esenliğini olumsuz olarak etkilediğini ortaya çıkarmıştır.

Örgütsel faktörlerin ikinci teması olarak katılımcılar, okul yöneticilerinin ve velilerin mesleki görevlerine ilişkin bekłentilerinin yüksek olmasının olumsuz etkilerinden de

bahsetmişlerdir. Katılımcıların yorumlarından bu tür beklentilerin stres, yetersizlik ve kaygı gibi olumsuz duyguların sıklığını artırdığı, aynı zamanda sınıf içi öğretim uygulamalarını da olumsuz etkilediği kaydedilmiştir. Bu sebeple, katılımcılar, bu faktörlerin esenliklerini olumsuz yönde etkilediğini aktarmışlardır. Katılımcılar ayrıca kurumlarının izin verdiği ölçüde öğretmenlik uygulamaları konusunda sahip oldukları özerkliğin de esenlik düzeylerinde önemli bir rol oynadığını bildirmiştir. Bunlar göz önüne alındığında, daha özerk öğretmenlerin daha yüksek düzeyde motivasyon ve esenliğe sahip olduğu, bu duygudan yoksun olanların bu gibi durumlarda esenlik düzeylerinde bir düşüş yaşadıkları görülmüştür.

Katılımcıların esenliğini etkileyen örgütsel faktörler olarak diğer iki etkili tema ise kendilerine ayrılan fiziksel alan ve işyerlerinin teknolojik altyapısı olmuştur. Katılımcılar genel olarak okullarının ve bölüm odalarının fiziksel durumunun yetersizliğinden ve bireysel olarak çalışabilecekleri ve dinlenebilecekleri odaların olmamasından şikayetçi olmuşlardır. Ayrıca katılımcılar, iş yerlerinde hem öğrenci sayısı hem de öğretmen sayısı açısından aşırı nüfus olduğunu ve koridorların sıkışıklığı nedeniyle hareket kabiliyetlerinin kısıtlandığını sürekli dile getirmiştir. Katılımcıların yorumları ayrıca, bölüm odalarının ve İngilizce öğretikleri sınıfların teknolojik cihazlarla donatılmış olmasına rağmen mesleki görevlerini yerine getirirken nitelik ve nicelik açısından yetersizliklerinin onlar için ciddi zorluklar çıkardığından da bahsetmişlerdir. Benzer şekilde ilgili literatür de eğitim ortamlarının öğretmenlerin esenlik hallerine olumlu katkı sağlayacak şekilde fiziksel ve teknolojik olarak düzenlenmesinin gerekliliğine işaret etmektedir (Dreer, 2022; Kamarudin vd., 2022).

İlgili literatürde de belirtildiği gibi öğretmenlerin maddi durumları ve öğretmenlere sağlanan maddi faydalardan onların öğretmenlik mesleğindeki esenliklerini ve geleceklerini belirlemeye önemli rol oynamaktadır (Holochwost vd., 2009; Tröman, 2000; MacIntyre vd., 2020). Araştırmacıların katılımcıları da benzer şekilde mesleklerinde fiziksel ve duygusal emeklerine kıyasla yeterli ücret almadıklarını da belirtmişlerdir. Kurumları tarafından kendilerine ek mali yardımlar sağlanmış olmasına rağmen, maaşları mesleklerinden memnun olmalarına izin vermediği için bu durum onların esenlik hallerini artırmaya yetmemiştir. Öğretmenlerin çoğu

okullarındaki mevcut maddi durumlarının aidiyet duygularını kaybetmelerine ve gelecekleri için farklı kariyer seçeneklerini de değerlendirmeye mecbur etmesine degenmiştir. Bu nedenle, öğretmenleri hem profesyonel hem de finansal açıdan tatmin etmenin, onların esenliğini artırmada ve mevcut öğretim bağamlarındaki konumlarını güvence altına almada büyük bir rol oynadığı ileri sürülebilir.

Katılımcılar, kendilerine sağlanan mesleki gelişim fırsatlarının ve işyerlerinde uygulanan mesleki gelişim sisteminin de esenlikleri üzerinde olumsuz bir etki yarattığından bahsetmişlerdir. Katılımcıların tamamı mesleki gelişime yönelik bu fırsatları yetersiz ve verimsiz bulurken, bazı katılımcılar aynı zamanda kurumlarında İngilizce öğretmeni olarak mesleki davranışlarını değerlendirmeye ve kendilerini geliştirme konusunda uygulanan sistemden olumsuz olarak etkilenmişlerdir. Bu bulgular aynı zamanda alakalı literatür taramasında da yankı bulmaktadır; çünkü çeşitli çalışmalar öğretmenlerin esenliğini artırmada önemli bir faktör olarak mesleki gelişimin önemini vurgulamaktadır (Butt ve Retallick, 2002; Kern vd., 2014; Soini vd., 2010).

Katılımcıların sağlık ve güvenliği, esenliklerini nasıl deneyimlediklerini etkileyen son organizasyonel faktör olarak ortaya çıkmıştır. Katılımcıların yarısı, mesleklerinin hem ders hem de ders dışı gerekliliklerinden kaynaklanan boğaz ağrısı, yorgunluk, grip ve vücutlarının farklı bölgelerinde yaşanan ağrılar gibi sağlık sorunları yaşadıklarını belirtmişlerdir. Daha önce de belirtildiği gibi katılımcıların yaptıkları mesleğin zihinsel etkileri bazıları üzerinde stres ve kaygı gibi olumsuz duygular yaşammasına da neden olmuştur. Ancak burada şunu da belirtmek gerekir ki, katılımcılar acil durumlarda işyerlerinde bulunan sağlık personelinin yardımına ve bu durumun esenlik hallerini üzerindeki etkilerine yönelik olumlu düşünce belirtmişlerdir. Son olarak katılımcılar, okullarının konumuyla ilgili olarak fiziki güvenliklerine degenirken, aynı zamanda kendi bölümlerinde yaşanabilecek güvenlik sorunlarının da iş yerindeki esenliklerini olumsuz yönde etkileyen bir faktör olduğunu aktarmışlardır.

Üçüncü araştırma sorusu, katılımcıların etkileşim kalıplarına ve bunların esenlikleri üzerindeki etkisine odaklanmıştır. Öncelikle katılımcıların öğrencileri ve

meslektaşlarıyla olumlu etkileşimde bulunmaları durumunda daha yüksek düzeyde esenlik hali bildirdiklerini belirtmek gerekir. Ayrıca katılımcılar meslektaşlarından aldıkları desteğin, esenlik düzeylerini artıracak en önemli kaynaklardan biri olduğunun altını çizmişlerdir. Ayrıca meslektaşlar arasındaki olumlu öğretim uygulamaların diyalog ve gözlem yöntemleriyle bir öğretmenden diğerine aktarıldığı mesleki etkileşimlerin de katılımcıların esenliğine olumlu katkı sağladığı belirtilmiştir. Velilerle etkileşimleri ile ilgili olarak bazı katılımcılar, velilerin destekleyici davranışlarının ve öğretmenlerin çabalarına ilişkin verdikleri olumlu geri bildirimlerin, kendilerine değer verilme ve memnuniyet duygularını artırarak esenliklerini olumlu yönde etkilediğini belirtmişlerdir. Öte yandan öğretmenlerin çaba ve emekleri ebeveynler tarafından göz ardı edildiğinde bu durumun katılımcılar açısından motivasyon kaybına yol açtığı ortaya çıkmıştır.

Son olarak bazı katılımcılar, meslektaşlarıyla benzer şekilde, okul yöneticileri tarafından desteklendikleri ve değer verildiğinde kendilerinin esenlik düzeylerinin daha yüksek olduğunu belirtmişlerdir. Ancak katılımcılardan beşi, yönetim tarafından takdir edilmemelerini kendi esenliklerine zarar veren bir faktör olarak nitelendirmiştir. İlginçtir ki, katılımcıların neredeyse tamamı işyerlerindeki karar alma süreçlerine ilişkin duygularından ve bunların bir parçası olamamalarından da bahsetmişlerdir. Ayrıca katılımcılar acil bir durum olmadığı sürece müdür ve baş müdür yardımcısı ile nadiren iletişim kurduklarını ve bu durumun onların esenlik düzeylerinde olumsuz bir etkisi olduğundan da söz etmişlerdir.

Mevcut çalışmanın bulguları, gerçekçi olmayan mesleki beklentilerin ve aşırı iş yükünün İngilizce öğretmenlerinin r için ciddi bir tehdit olarak değerlendirildiğini ortaya koymuştur. Bu nedenle eğitimcileri stres, kaygı, tükenmişlik ve yıpranma gibi olumsuz duygulardan uzak tutmak için kurumların eğitim tasarıının revize edilmesi gerekmektedir. Böylece bu profesyoneller mesleklerinde daha yüksek motivasyonla uzun süre kalabilir ve dil öğretimi uygulamalarını öğrencilerin başarısına daha yüksek katkı sağlayacak şekilde geliştirebilirler. Bulgular, örgütsel faktörlerin İngilizce öğretmenlerinin esenliğinin en önemli belirleyicileri olarak algılandığını açıkça ortaya koymaktadır. Bu nedenle, İngilizce öğretmenlerinin ilgili öğretim kaynakları, teknolojik altyapı, bireysel çalışma fırsatları ve ferah çalışma alanları ile

desteklenmesi için eğitim liderleri ve idari personeller tarafından eğitim kurumlarının fiziki düzenlemesinde daha fazla özen gösterilmesi gerekmektedir. Ayrıca bu profesyonellerin işyerlerinde sağlıklarına yönelik olası tehditlere karşı fiziksel ve tıbbi güvenlikleri de dikkate alınmalıdır. Buna ek olarak Türkiye'deki özel kurumların mali politikalarını öğretmenlerin iş tatminini ve esenliğini artıracak şekilde ayarlamaları gerekmektedir, çünkü bu olumlu duyguları deneyimleyen İngilizce öğretmenleri aynı zamanda öğretim ortamlarına ve öğrencilerine daha olumlu katkıda bulunma potansiyeline sahiptir.

Özel kurumlardaki eğitim liderleri, burada takip edilen müfredatlarla ilgili olarak, öğrencilerinin ihtiyaçlarına göre İngilizce öğretmenlerine yaratıcılık ve yenilikçilik açısından daha fazla alan bırakmalıdır. Bu şekilde bu öğretmenler daha fazla öz-yeterlik yaşayabilirler, öğretmenlik uygulamalarından daha fazla keyif alabilirler ve esenlik düzeylerini artıtabilirler ki bunların hepsi hem bu eğitim kurumlarının hem de öğrencilerin başarısında olumlu yansımalar bulacaktır.

Ayrıca, meslektaşlar arasındaki olumlu ilişkiler, bu çalışmanın katılımcılarının esenliği için olumlu bir faktör olarak sıkılıkla gündeme gelmiştir. Bu sebeple eğitim liderleri, kendi bölümlerindeki İngilizce öğretmenlerinin meslektaşlarıyla daha fazla olumlu deneyim yaşayıp onları teşvik edecekleri sosyal ve mesleki etkinliklere de önem vermelidir. Bu şekilde bu öğretmenler meslektaşlarıyla daha iyi ilişkiler kurarak iş tatminlerini ve genel esenlik seviyelerini artırabilirler. Benzer şekilde Türkiye'deki eğitim kurumları, İngilizce öğretmenlerine kendi alanlarındaki farklı yaklaşımları ve öğretim tekniklerini tanıarak mesleki kimliklerini geliştirebilecekleri daha kaliteli mesleki fırsatlar sunmalıdır.

Son olarak, mevcut çalışmanın bulguları İngilizce öğretmenlerinin ebeveynleri ve öğrencileriyle olan etkileşimlerinin bir sonucu olarak esenlik düzeylerinde meydana gelen değişiklikleri işaret ettiğinden, eğitim kurumları öğrenciler, ebeveynler ve İngilizce öğretmenleri arasında aracı olarak aktif bir rol oynamalıdır. Bu durum, öğretmenlerin esenlik seviyelerinin yükselmesini sağlanacağından, onların daha fazla öz-yeterlik ve iş tatmini yaşamalarına olanak tanıyacaktır. Bu pozitif duygulara sahip öğretmenler ise mesleklerinde kalma eğilimde olacaklardır.

Bu tez çalışmasının sonuçları ilgili araştırma alanı açısından önemli olmakla birlikte, öğretmenlerin esenlik yapısı ve bu yapıda rol oynayan faktörlere ilişkin kapsamlı bir anlayış oluşturmak adına çalışma kapsamındaki sınırlılıklara ve gelecek çalışmalara yönelik önerilere değinmek önemli olacaktır. Bu çalışma, tek bir araştırma bağlamında yalnızca 8 İngilizce öğretmeninin esenlik deneyimlerine odaklanmıştır. Daha genellenebilir sonuçlar üretmek için gelecekteki araştırmalarda birden fazla araştırma bağlamına dayalı olarak daha fazla sayıda katılımcı yer alabilir. Ayrıca, bu araştırmayı bağımlı Türkiye'deki bir özel okul olduğundan, gelecekteki araştırma çalışmaları devlet okullarında çalışan İngilizce öğretmenlerinin esenlik hallerine odaklanabilir.



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