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STRENGTH - BASED INTERVENTIONS ON EFL TEACHER'S WELL-BEING: A CASE STUDY

BY

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APPROVAL

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DEDICATION

To my beloved family,
for their unwavering support and belief in me
and
To the memory of my friend and colleague, Kağan Gül,
for his dedication to his work until the last day of his life…

ETHICS DECLARATION

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ABSTRACT

STRENGTH - BASED INTERVENTIONS ON EFL TEACHER'S WELL-BEING: A CASE STUDY

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This thesis explores how utilizing an individual's signature strengths are related to their well-being and how teachers can benefit for their teaching skills and professional satisfaction. More specifically, this study examines the mediating role of signature strengths and strength-based interventions on the well-being of an English as a Foreign Language (EFL) teacher within a higher education context in Türkiye. This argument is grounded in the principles of positive psychology (Seligman & Csíkszentmihályi, 2000), a paradigm that emphasizes the positive dimensions of life and its educational implications. The idea for this research arose from the need for new knowledge and ways to apply positive education and character strength teaching in Türkiye. One of the statements in the Turkish National Education General Competencies for Teaching Profession (2017, p. 23) is that teachers carry out their profession happily and willingly and they take care of their personal well-being and health. However, among the challenges in any educational system is ensuring that teachers, similar to their students, are prepared to realize their full potential. To accomplish this, it is essential to cultivate a setting that empowers educators to identify and foster their own strengths and well-being, like the support they provide to their students. Prioritizing teachers' well-being enhances their professional satisfaction and effectiveness, hence creating a positive ripple effect across the educational community. This holistic approach emphasizes the necessity for professional development programs that concentrate on both pedagogical competencies and personal growth, so empowering teachers to perform their roles with enthusiasm and fulfillment.

The research adopts mainly qualitative measures to investigate the impact of a 13-week Strength-based Intervention Program (SIP) on the professional well-being of a language teacher. It employs an exploratory case study design, guided by the principles of Design-Based Research (DBR) and Complex Dynamic Systems Theory (CDST), to provide an in-depth

understanding of how the interventions influence teacher well-being in a complex educational environment. Qualitative data were collected through weekly journals, narrations, and semi-structured interviews along with pre and post intervention assessments. Quantitative measures were utilized in order to select the participant as well as to identify the unique strengths of the participant. The Strength-based Intervention Program (SIP), rooted in positive psychology, focuses on our case's top three VIA-identified signature strengths as honesty, spirituality, and hope.

Findings demonstrate that incorporating signature strengths into pedagogical practices contributed to the teacher's professional well-being, nurturing a positive and reflective educational atmosphere. The teacher indicated enhanced engagement, satisfaction, and resilience in her professional role, in addition to enhanced classroom dynamics and student relationships. The study illustrates how strength-based interventions, customized to teachers' unique strengths profile, can effectively enhance their well-being and professional flourishing in the field of language education.

Key Words: Positive Psychology, Teacher Well-being, Signature Strengths, Strength- based Interventions (SIP)

ÖZET

YABANCI DİL OLARAK İNGİLİZCE ÖĞRETEN (EFL) ÖĞRETMENLERİN İYİ OLUŞU ÜZERİNE ÖZGÜL ÖZELLİKLERE DAYALI MÜDAHALELER: BİR VAKA ÇALIŞMASI

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Bu tez, bireylerin özgül özelliklerinin kullanımı ile onların iyi oluşları arasındaki ilişkiyi ve öğretmenlerin bu özgül özelliklerini kullanarak mesleki tatminlerini ve öğretim becerilerini nasıl geliştirebileceklerini araştırmaktadır. Özellikle bu çalışma, Türkiye'deki yükseköğretim bağlamında, Yabancı Dil olarak İngilizce Öğretmeninin (EFL) iyi oluşu üzerindeki özgül özelliklerinin ve özelliklere dayalı müdahalelerin aracılık rolünü incelemektedir. Bu argüman, yaşamın olumlu yönlerini ve bunun eğitime yansımalarını vurgulayan pozitif psikoloji ilkelerine (Seligman & Csíkszentmihályi, 2000) dayanmaktadır. Araştırma fikri, Türkiye'de pozitif eğitim ve karakter özellikleri öğretimini uygulamaya yönelik yeni bilgi ve yöntemlere olan ihtiyaçtan doğmuştur. Türk Milli Eğitim Genel Öğretmenlik Mesleği Yeterliliklerinde (2017, s. 23) yer alan ifadelerden biri, öğretmenlerin mesleklerini mutlu ve istekli bir şekilde icra etmeleri ve kişisel iyi oluşları ile sağlıklarına özen göstermeleridir. Ancak herhangi bir eğitim sisteminde karşılaşılan zorluklardan biri, öğretmenlerin de tıpkı öğrencileri gibi, kendi potansiyellerini gerçekleştirmeye hazırlıklı olmalarını sağlamaktır. Bunu başarmak için, öğrencilerine sağladıkları destek gibi eğitimcilerin kendi özgül özelliklerini ve iyi oluşlarını belirleyip geliştirmelerine olanak tanıyan bir ortam oluşturmak gereklidir. Öğretmenlerin iyi oluşunu ön planda tutmak, onların mesleki tatmin ve verimliliklerini artırarak eğitim topluluğu üzerinde olumlu bir etki yaratır. Bu bütüncül yaklaşım, öğretmenlerin hem pedagojik yeterliliklerini hem de kişisel gelişimlerini destekleyen mesleki gelişim programlarının gerekliliğini vurgular ve böylece onların görevlerini coşkuyla ve tatmin duyarak icra etmelerini sağlar.

Araştırma, 13 haftalık Özgül Özelliklere Dayalı Müdahale Programı'nın (SIP) bir dil öğretmeninin mesleki iyi oluşu üzerindeki etkisini incelemek için ağırlıklı olarak nitel

yöntemler benimsemektedir. Karmaşık eğitim ortamında müdahalelerin öğretmen iyi oluşunu nasıl etkilediğini derinlemesine anlamak için, Tasarım Odaklı Araştırma (DBR) ve Karmaşık Dinamik Sistemler Teorisi (CDST) ilkeleriyle yönlendirilen keşifsel bir vaka çalışması deseni kullanılmıştır. Nitel veriler, haftalık kayıtlar, anlatımlar ve yarı yapılandırılmış görüşmeler ile müdahale öncesi ve sonrasındaki değerlendirmeler yoluyla toplanmıştır. Katılımcıyı seçmek ve katılımcının özgül özelliklerini belirlemek için nicel ölçümler de kullanılmıştır. Pozitif psikolojiye dayanan Özgül Özelliklere Dayalı Müdahale Programı (SIP), vaka çalışmamızın belirlenmiş (VIA-SSS) en yüksek üç özgül özelliklerine (dürüstlük, maneviyat ve umut) odaklanmaktadır.

Bulgular, özgül özelliklerin pedagojik uygulamalara dahil edilmesinin, öğretmenin mesleki iyi oluşuna katkıda bulunarak olumlu ve düşünsel bir eğitim atmosferi yarattığını göstermektedir. Öğretmen, mesleki rolünde artan katılım, tatmin ve dayanıklılık ile birlikte sınıf dinamikleri ve öğrenci ilişkilerinde de iyileşme kaydetmiştir. Çalışma, öğretmenlerin kendilerine özgül özelliklerine göre uyarlanmış müdahalelerin, dil eğitimi alanında iyi oluşlarını ve mesleki gelişimlerini nasıl etkili bir şekilde artırabileceğini göstermektedir.

Anahtar Kelimeler: Pozitif Psikoloji, Öğretmen İyi Oluşu, Özgül Özellikler, Özgül Özelliklere Dayalı Müdahale Programı (SIP)

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ABBREVIATIONS

CDST	**:** Complex Dynamic System Theory
DBR	**:** Design-Based Research
EFL	**:** English as a Foreign Language
PE	**:** Positive Education
PPI	**:** Positive Psychology Interventions
SIP	**:** Strength-based Intervention Program
VIA	**:** Values in Action
VIA-IS	**:** Values in Action Inventory of Strengths
WHO	**:** The World Health Organization
VIA-SSS	**:** VIA Signature Strengths Survey

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1. INTRODUCTION

1.1. Introduction

This chapter addresses the research area and background of the study as a means of providing a better understanding of the research. First, the study begins with an introduction of its purpose, followed by its research questions, significance, and a few limitations. For greater understanding related literature is presented through the end of this chapter.

1.2. Statement of the Problem

In recent years, there is increased evidence that positive education has positive effects on all aspects of individual and social life, including well-being and it has become an increasingly important topic around the world. Within education as well, there has been a growing awareness of well- being as a whole. It is vital to be physically and emotionally well for the people who are in charge of teaching and inspiring young generations. As well as teachers' physical health, the proper investment in their mental and emotional health can determine whether he or she stays in their career and this is a prerequisite for promoting successful education, which is among the main objectives of educational framework.

The field of language teaching does not escape this trend of growing interest in well-being. The psychology of the learners was greatly considered, but relatively little consideration was given to the psychology of the teachers, which in a language class is equally as essential (Mercer et al., 2016). The focus of research has been the development of activities, frameworks, and interventions to support and improve student well-being (Noble & McGrath, 2016; Waters, 2011). However, it is important to note that despite all this activity for students' well-being, very few publications have explicitly addressed teachers (Niemiec, 2018; Kristjánsson, 2017; Waters & White, 2015). Language teachers are able to provide the best possible teaching when they are in a state of higher well-being. Hence, the well-being of teachers is not an extraneous luxury, but an essential component of good practice.

At this point, by focusing on measuring, understanding and building human strengths and character, positive psychology offers a valuable framework for promoting performance and improving everyday lives as well as analyzing teachers' academic achievement, career development, and mental health through promoting positive emotions, happiness, and well-being (Seligman & Csikszentmihalyi, 2000). In order to attain these outcomes, one way is discovering and exploiting one's strengths in order to find true calling and passion as part of positive psychology research. Given the complex nature of teacher well-being in language

education, it is essential to understand the multifaceted and dynamic connections between individual and contextual elements that influence it across diverse settings (Mercer, 2021). This understanding facilitates targeted support and establishes a solid base for advocating systemic changes in education, including the reduction of predicament, the mitigation of unsustainable workload demands, and the enhancement of professional autonomy and status, all of which are frequently neglected yet profoundly affect teacher well-being (Mercer, 2021). Furthermore, integrating well-being competencies as a fundamental aspect of teacher education programs, similar to other professions such as social work, could enable educators to effectively navigate and flourish in their careers over the long term, thereby protecting the sustainability of their professional and personal well-being (Mercer, 2021). To enhance support for teachers, it is crucial to implement personal character strengths programs that assist them in identifying, applying, and nurturing their own strengths, thereby allowing them to take advantage of the benefits of the strengths approach, which has predominantly concentrated on students to date (Lavy, 2020). These interventions generally initiate by assisting educators in identifying their strengths, promoting the application of these strengths in innovative and varied manners, and cultivating a strengths-oriented mindset (Haslip & Donaldson, 2021; Lottman et al., 2017; Shoshani et al., 2016). Notwithstanding these endeavors, investigations into the influence of character strengths on enhancing teacher well-being are few, underscoring the necessity for more extensive research in this domain (Lavy, 2020).

In this sense, due to this interest in practical methods for enhancing happiness, scholars have begun to focus their attention on ways of enhancing well-being, also known as positive psychology interventions by creating positive emotions, identifying and promoting strengths and character growth (Sin & Lyubomirsky 2009; Seligman et al., 2009; Seligman, 2013).

1.3. Purpose of the Study

The present study focuses on the affects and reflections of 13-week signature strengths-based interventions as key for flourishing and professional well-being of a language teacher in higher education context in Türkiye. It aims to integrate positive psychology and strength-based intervention into language education to provide common ground for the application and proliferation within (Turkish) education system both as research and as a practice. Based on the purpose of the study, the research questions were formulated as follows:

1. Does using signature strengths influence language teachers' professional well-being?

a) If yes, how does using signature strengths affect a language teacher's professional well-being?
b) What are the classroom implementations of using signature strengths?

1.4. Significance of the Study

As a primary concept explored in the field of positive psychology, well-being also emphasizes aspects related to helping teachers and learners engage and enjoy instruction and practices in education while facilitating great levels of well-being. (Wang et al., 2021). A rise in studies on language teachers' well-being has been noted in the field of language education recently (Talbot, & Mercer, 2018; Gregersen, et. al, 2020; Greenier, et. al, 2021). That is because unlike other branches language teachers especially for the ones who teach a language other than their first language more often face with the potential to lose their self-efficacy skill toward language, and this may result in emotional breakdown. Moreover, a high level of stress, working conditions and rising burnout rates affect the language teaching profession across the globe, which can ultimately lead to language teachers leaving the profession (Swanson, 2008). Furthermore, whether teaching at pre-school or adult level, the well-being of language teachers is crucial to having fewer discipline issues, teaching creatively, building positive relationships with students, and contributing to higher achievement levels among learners (Briner & Dewberry, 2007; DeVries & Zan, 1995; Kern, Waters, Adler & White, 2014). Specifically examined, according to Gallup index, which measures how much happiness scores of countries are affected by different factors, made a global happiness ranking and, in this ranking, Türkiye ranked 112th out of 146 countries with an index of 4,744 after Iran and Ghana (Helliwell et al., World Happiness Report, 2022). In addition, according to the "Global Emotions Report" published by Gallup in 2021, Türkiye ranked second among the countries experiencing the most anger, fourth among the most stressful countries, and first in the "least positive" index. Therefore, there is a need to apply positive psychology in a variety of contexts, including communities, schools as well as professional and family life (Donaldson et al., 2015).

In this vein, the present study aims to investigate the ways to foster a language teacher's well-being through strength based intervention program (SIP). Although there are some studies searching positive psychology and foreign langauge teaching and learning together, few are about in-service language teachers well-being by applying strength interventions. Through this current study, it is aimed to develop an 13-week SIP which includes one week for orientation and 12 weeks for implementing interventions designed according to signature strength of a language teacher specifically.

1.5. Literature Review

This part, review of literature, is allocated to discuss major theories, key concepts of positive psychology, character and signature strengths, strength-based interventions and language teacher well-being. Prominent research studies related to concepts in educational contexts are presented with the aim of underlying the current situation in the field.

1.6. Positive Psychology

The premise of positive psychology is rooted in the Aristotelian model of human nature, which describes a good person as having positive character traits, strengths, and virtues (Jørgensen & Nafstad, 2004). In 1998, Martin E. P. Seligman introduced positive psychology to the American Psychological Association, marking a shift in the discipline's focus toward human flourishing and well-being (Linley, et. al, 2006). Seligman observed that psychology was too focused on weaknesses and damage, mental illnesses, and therapeutic interventions for mental illness, and neglecting to help all people lead better, more productive, and more fulfilling lives, as well as to identify and nurture high talent. Hence, positive psychology has emerged since 2000 to complement evidence-based approaches by providing insights into what makes life more meaningful and worth living (Seligman & Csikszentmihalyi, 2000).

Positive psychology expands traditional psychological approaches by focusing on cultivating well-being rather than solely treating mental illness. This shift is exemplified by the PERMA model (Seligman, 2011), which identifies five elements of well-being: Positive Emotion, Engagement, Relationships, Meaning, and Accomplishment. Each of these components supports an individual's ability to flourish in both personal and communal settings. For instance, studies in second language acquisition (SLA) suggest that integrating positive psychological principles into language learning enhances both motivation and emotional resilience (MacIntyre & Mercer, 2014). Learners who experience positive emotions, such as enjoyment and satisfaction, are better equipped to handle the challenges of language acquisition and maintain long-term engagement in the learning process (Budzinska & Majchrzak, 2021)

Moreover, the broaden-and-build theory proposed by Fredrickson (2004) underscores the role of positive emotions in expanding an individual's cognitive and social resources. By fostering emotions such as joy and contentment, individuals are better equipped to engage in creative thinking, problem-solving, and building social connections, all of which contribute to long-term well-being (Fredrickson, 2004; MacIntyre & Gregersen, 2012). This theory has found particular relevance in educational settings, where promoting positive emotions can

mitigate the effects of stress and anxiety, thereby enhancing both teacher and student outcomes (Oxford, 2016)

Based on the idea that people can develop their best selves by being inspired, since its emergence, positive psychology has aimed to inspire people to achieve their highest potential by focusing on what enables them to thrive. This involves the study of three central pillars: positive emotions (e.g., happiness, optimism), positive traits (e.g., character strengths), and positive institutions (e.g., schools, families) (Peterson & Seligman, 2004; Seligman, Steen, Park, & Peterson, 2005). These elements are crucial in fostering emotional resilience, effective stress management, and overall life satisfaction. It emphasizes positive states, characteristics, institutions, emotional resilience, visualizing success, and mindfulness, which are factors that contribute to positive experiences, a sense of fulfillment, and an effective management of stress. Along with emphasizing people's feelings, actions, and thoughts, it also focuses on what makes people happy, emotionally healthy, strong, and grateful, as well as on their strengths that allow them to thrive (as individuals and as communities as a whole) create the best version of themselves, and live their lives to the fullest.

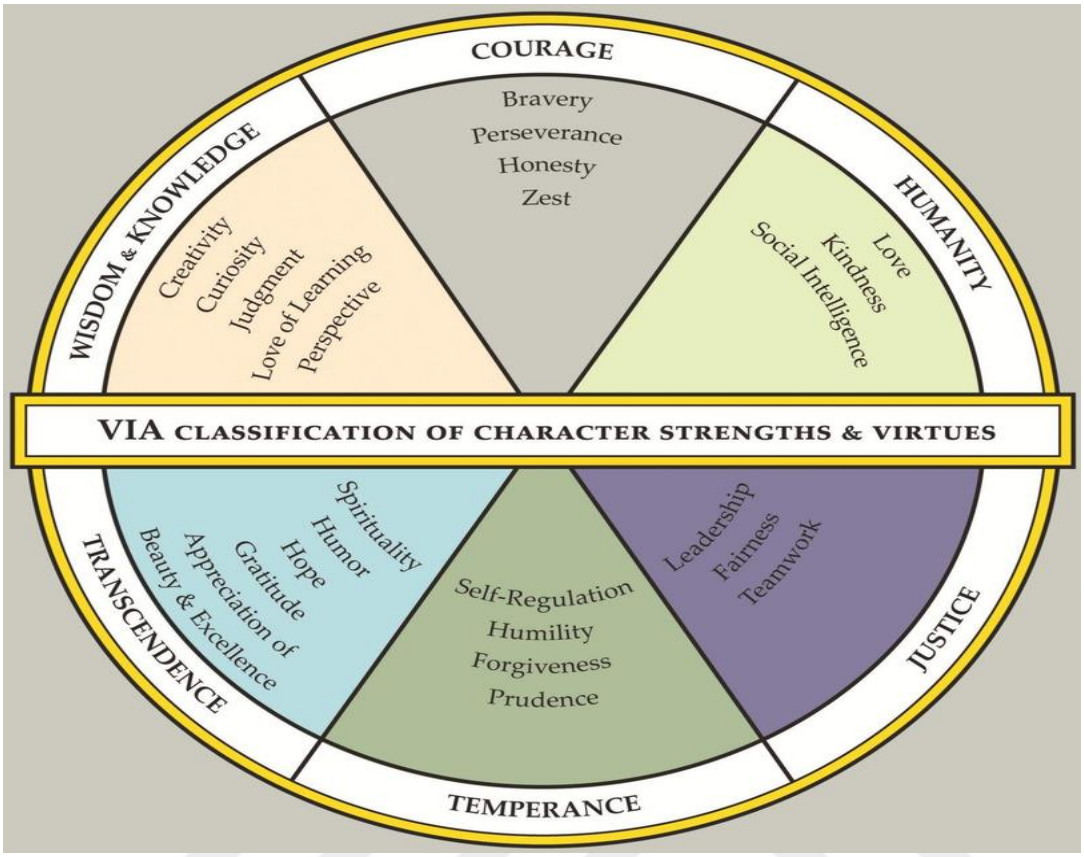
1.6.1. Strengths and Strength based Positive Psychology Interventions for Language Teachers

Developing good character is essential for the flourishing of both individuals and societies (Park, Peterson, & Seligman, 2006). Positive psychology developed a classification of character strengths and virtues early in its development. This classification could enable us to understand what is good in people. According to Lyubomirsky, Sheldon, & Schkade (2005) an individual's overall happiness can be influenced by three major factors including genetic components, circumstantial factors (such as education), and intentional factors.

The study of positive psychology can provide new insights into positive emotions, engagement, meaning, character strengths, healthy relationships, fulfilling work, and thriving communities (Peterson & Seligman, 2004). Character strengths is one of the main interests in positive psychology. The term "character strengths" refers to a set of 24 positive traits (e.g., honesty, integrity, hope, and creativity) in six broad categories of virtues (e.g., intelligence, courage, humanity, justice, temperance, and transcendence). The strengths are categorized as high-order virtues (e.g., humanity can be achieved through the display of kindness), and it is proposed that every individual has a distinctive set of signature strengths that contribute to daily life (Peterson & Seligman, 2004). A variety of strengths classifications such as Strength Finder (Rath 2007), the Virtues Project (Popov 2000), the Values in Action (VIA) Inventory of

Character Strengths (Peterson and Seligman 2004), and Realise 2 (Linley et al. 2009) exist with different origins, objectives, definitions and intervention strategies. These factors have influenced the outcome measures and intervention strategies used with these classifications. Among these, for the assessment of character strengths, Values in Action Inventory of Strengths (VIA-IS) is the most widely used instrument, which is a 240-item questionnaire that can be completed either online or on paper. During the creation of the VIA Classification, Peterson and Seligman (2004) noted that individuals tended to identify certain strengths as central to themselves. These strengths are called signature strengths because they are character strengths that a person "owns, celebrates, and frequently exercises"(p. 18). The figure below lists Peterson and Seligman's (2004) 24-character strengths and virtue classification that contribute to fulfilment and happiness.

Figure 1. *VIA Classification of Character Strengths and Virtues*



Note: This figure shows the iterative classification of VIA virtues and strengths. Reprinted from *Research: Explorations of subjective wellbeing and character strengths among a Greek University student sample* by Sophie Leontopoulou and Sofia Triliva, 2012. Reprinted with permission.

As defined by Sin and Lyubomirsky (2009), positive psychology interventions (PPIs) are practices, activities or programs designed to encourage positive thinking or cognitions, positive feelings and behaviors. PPIs have gained more attention in recent years because of the increasing interest in practical measures for improving happiness (Sin and Lyubomirsky 2009). Instead of focusing on the negative aspects of a person or a group, these interventions emphasize the positive. Communities, organizations and individuals can benefit from these interventions through upliftment, growth, and improvement in lifestyle. Strengths based positive psychology interventions are designed to enhance well-being by developing an individual's top strengths. By doing so, individuals will be more engaged and achieve more and will be more satisfied with their lives. For over 60 years, strengths interventions have concerned themselves with identifying and developing strengths with the aim of increasing well-being or personal achievement (Forster 1991). It was common for participants to self-identify and label their strengths in older interventions (Forster 1991), but recent research has developed strengths

classifications (Linley et al., 2009). Especially leadership, community and social work, counseling and pediatrics are all areas where the strength-based interventions can be applied, however, in a variety of vocational and educational settings, strengths interventions now form the basis for a variety of interventions based on strength classifications (Peterson and Seligman 2004, Popov 2000; Rath 2007). Students have been the main focus of most of the research conducted on strengths interventions in schools. In a school context, strength interventions for teachers or individual-focused adult interventions have been less studied, especially in terms of their effectiveness or appropriateness. However, it has been proven that effective teachers, based on the improvement of their learners on standardized tests, possess high levels of humor, sociability, and enthusiasm as their character strengths (Park & Peterson, 2009). Research also indicated that in the profession of teaching, character strengths have been identified as a personality trait that may influence the effectiveness of a teacher (Chan, 2009). According to a study of Chinese teachers, zest, humanity, gratitude, and hope strongly correlated with subjective well-being (Chan, 2009). Slovenian teachers showed consistent results that curiosity, gratitude, love, hope, and zest were the most highly related to life satisfaction (Gradisek, 2012). While the field of strengths interventions is still in its infancy, it may be helpful to consider how strengths interventions work, what they have taught about well-being, and how they might guide future interventions in schools.

1.6.2. Positive Education and Foreign Language Teaching

Seligman defines positive education as an education that promotes traditional academic skills in addition to helping both teachers' and students' happiness. The purpose of Positive Education (PE) is to incorporate the positive psychology theory with the best practices in teaching in order to give schools and individuals the opportunity to flourish (Norrish, 2015). PE focuses on promoting flourishing rather than simply dealing with negative factors in education. By integrating well-being into the educational process, PE seeks to achieve both academic and well-being goals without compromising either. Students and teachers within a school setting may benefit from positive education, as well as other individuals in the educational community. According to Waters (2011), positive education focuses on building good relationships, developing character strengths, and promoting positive emotions

On the other hand, foreign language teaching is no longer limited to teaching language alone. The positive approach to education is also adopted in language teaching, most recently referred to as positive language education (Mercer et al., 2018). The goal of language education typically goes beyond narrowly defined linguistic competence to encompass a variety of psychological

aspects as well. The process of learning/teaching a foreign language can itself enhance well-being and in terms of a teacher or a learner, resilience and well-being are among the most important skills. For learners, positive emotions are specifically associated with higher-grade achievement (Pekrun, et. al. 2011; Villavicencio & Bernardo, 2013), more effective use of learning strategies (King & Areepattamannil, 2014), and active participation in class activities (King, et. al. 2015) in educational contexts. For teachers, the teaching profession is increasingly evolving into educational coaching, with a focus on metacognitive strategies and activating the potential of both themselves and their learners. The scholars (Capstick & Delaney, 2016) proposed that language plays a key role in enhancing resilience, strengthening communities, and inhibiting conflict. They also suggest that having access to a foreign language can support people in putting their experiences and feelings into words through various activities and forms of play (Capstick & Delaney, 2016). As a result, the application of positive psychology in language education has proven to be highly beneficial for both students and teachers.

A growing body of research emphasizes the importance of cultivating character strengths, such as perseverance, zest, and gratitude, to promote well-being and intrinsic motivation in learners. In an experimental study on English as a Foreign Language (EFL) learners, the use of character strengths exercises was shown to significantly reduce anxiety and increase students' intrinsic motivation to learn, particularly in stressful environments (Jin et. al., 2021). These exercises also helped students to develop a stronger sense of autonomy, competence, and relatedness—core psychological needs that fuel intrinsic motivation according to Self-Determination Theory (Ryan & Deci, 2000)

Overall, positive psychology's emphasis on positive emotions, character strengths, and supportive institutions provides a holistic approach to well-being. This approach not only aids individuals in managing stress but also cultivates a sense of fulfillment and purpose. Through its application in both personal development and educational contexts, positive psychology continues to offer practical strategies for helping people lead their best possible lives.

1.7. Well-being

The concept of well-being is an important variable in social research, discussed from a variety of perspectives (Prescott, 2010). According to Ryan and Deci (2001), well-being can be described as 'optimal psychological functioning'. Well-being is also defined by The World Health Organization (WHO) as 'a state in which the individual realizes his or her own abilities, can cope with normal stresses of life, can work productively and fruitfully and is able to make a contribution to his or her own community' (WHO, 2004). The scientific literature remains

largely ambiguous regarding the definition of well-being as the term well-being has been used interchangeably with various concepts, such as happiness, life satisfaction, or quality of life.

In addition to these descriptions and definitions of well-being, some other conceptualizations and perspectives of well-being also emerged to comprehend the multifaceted nature of this construct. For example, subjective well-being deals with a combination of life satisfaction and positive affects (Diener et al., 1999); flow is linked to a state of optimal experience characterized by complete absorption in an activity (Csikszentmihalyi, 1990); social well-being relates to the quality of one's relationships and interactions with others (Berkman & Syme, 1979); environmental well-being refers to the connection between individuals and their environment (Kaplan & Kaplan, 2003). These all provide a solid foundation to explore additional perspectives on well-being and offer valuable insights into the conceptualization of well-being.

In positive psychology, a field first introduced by Maslow (1959), the well-being theory, articulated by Seligman (2011) and summarized in the acronym PERMA, represents a measurable, independent path to substantial well-being—a life rich in meaning and purpose. Five components constitute the Perma model as positive emotions, engagement, relationships, meaning, and accomplishment with the exception of the proposed two candidates, health, freedom and responsibility. According to the PERMA model, well-being is composed of three pillars, and these are namely positive experiences, positive institutions, and positive individual traits. Positive experiences pertain to one's happiness in the present, satisfaction with the past, and hope for the future. To develop and sustain flourishing communities, positive institutions focus on strengths and systemic designs. Lastly, positive individual traits include perseverance, courage, and the capacity to love, which are all crucial characteristics to living a fulfilling life (Seligman & Csikszentmihalyi, 2000).

Positive psychology goes hand-in-hand with psychological well-being, which is divided into two major approaches: one that emphasizes happiness and hedonic well-being, while the other emphasizes developing human potential and eudemonic well-being (Keyes, 2002; Ruini, 2014). Compared to the hedonic perspective, the eudemonic viewpoint focuses on human thriving, which is characterized by a psychosocial development that includes fulfillment, good relationships, feeling skillful, confident, and accepting that life is meaningful and intentional, and emphasizes a sense of satisfaction as well as seriousness (Diener et al., 2010). Based on the eudemonic view of well-being, well-being arises from the positive relationships between all these elements (Mercer & Gregersen, 2020). The scholars suggest that considering all the pillars, elements, and perspectives of well-being, when examining the issue, it is essential to

understand and investigate their interplay as well-being comes out from the dynamic interaction of various personal and contextual factors in the lives of people (Seligman & Csikszentmihalyi, 2000). It has been found that the rise in well-being correlates with better physical health and longer life span (Diener & Seligman, 2004; Lyubomirsky et al., 2005), a greater sense of social justice (White, 2010), a higher level of income and social awareness (Diener & Seligman, 2004), greater level of happiness and productivity (Krekel et al., 2019).

1.8. Professional Well-being of Language Teachers

In educational research and practice, teacher well-being, a complex concept that includes physical, emotional, social, and mental health, has become a crucial issue. It describes the overall state of a teachers' well-being including their resilience, sense of fulfillment and satisfaction as teachers. Teachers are the cornerstones of educational systems and have significant role in shaping the lives of students. Their well-being is not only essential for their personal satisfaction but also for their effectiveness in class (Skaalvik & Skaalvik, 2007; WHO, 2019).

Despite the fact that there has been an increasing interest in teacher well-being over the last decade, there aren't many definitions of well-being that are directly relevant to teachers. They contain both objective and subjective domains, but their interpretations vary. Burns and Machin (2013), for instance, take inspiration from various organizational definitions of well-being that take into account teachers' attitudes about their work, subjective views about their job or organizations, and more objective measures of work performance, absenteeism, or retention. Aelterman and colleagues (2007) describe teacher well-being as a positive emotional state that arises from harmony between the individual needs and expectations of teachers and the sum of particular contextual factors. According to Acton and Glasgow (2015), it is a feeling of personal professional fulfillment, satisfaction, purpose, and enjoyment that is creates in a cooperative process with students and colleagues. However, current definitions of teacher well-being have been developed and theorized by researchers without purposefully incorporating the perspectives and voices of teachers themselves.

Despite the lack of a precise definition, there is a general consensus that teacher well-being is crucial. Coleman (2009) highlights the importance of well-being in the teaching profession by contending that a school cannot cope with the emotional health of its students without caring for its staff's emotional health as well. Therefore, there is a critical need for well-being among language teachers as well. In the context of teaching, the well-being of the teachers has been investigated with regard to their satisfaction with their positions and feelings that are triggered

by their professional experiences (Collie et al., 2016). It is important to consider how the well-being of teachers affects learners and schools, for instance, teachers who are experiencing low well-being in the workplace may be less effective and may leave their jobs more often (Boyd et al., 2006). According to various international research, teachers are among the most important factor influencing student achievement in schools, according to international research (Hattie, 2008, Darling-Hammond, 2012). In their studies, McCallum and Price (2010, 2012, 2015) pointed out that, teachers must be well in order for children and youth to thrive and flourish. Thus, there is a need for a pedagogy, which focuses on teacher practice for teacher well- being. In terms of positive psychology interventions (PPIs), it may be useful for teacher development (pre-service and in-service) to explicitly include well-being objectives as part of other professional development goals to prepare language teachers for their future careers. As an example, Gregersen, MacIntyre, and Meza (2016) examined individualized PPIs taken as part of a conversation partners program and showed that well-being scores rose over and above what was expected. Furthermore, Hiver (2016) examined the well-being of language teachers. Based on his research on novice teacher resiliency (Hiver, 2016), he concluded that early career educators who were able to handle emotional peaks and valleys occur naturally in classroom practice had a greater sense of hope and hardiness than those who were not.

Additionally, teachers with high well-being report higher levels of self-efficacy and are more likely to have positive relationships wtih their students (Herman et al., 2018; Warren & Hale, 2016), and students who have high well-being show better academic performance and experience less psychological distress (Adler, 2017). Teachers who work in schools with positive climate and culture report feeling less stressed, being more organized, and spending more time teaching (Billingsley, 2004; McLean et al., 2018). According to preliminary international research, schools can better serve diverse student populations and retain teachers by promoting their teachers' well-being (Roffey, 2012).

When it comes to the factors that affect teachers' well-being, several different internal and external aspects can be presented (Benevene et al., 2018). These can either be negative or positive. For instance, numerous problems including poor language proficiency, lack of confidence, and stress brought on by a severe workload, can potentially jeopardize the well-being of teachers (Mousavi, 2007; Talbot & Mercer, 2018). According to earlier research, negative feelings like stress and burnout can play important roles (Capone et al., 2019; Derakhshan et al., 2021).

Additionally, self-efficacy and resilience are constructs that promote the well-being of the teachers. Therefore, it is suggested that flourishing does not conflict with the presence of stress

in people's life, but rather shifts perspectives toward the positive traits that help people cope with challenges (Greenfield, 2015). The existance of positive features such as work fulfillment and interests in work has been identified as a characteristic of professional well-being among teachers, as proposed by Ryan and Deci (2001). This is linked to ideal mental capacity and their positive work experience (Benevene et al., 2018). In addition, the first component of well-being that may affect self-inspiration and the course of one's personal and Professional life is self-efficacy (Bandura, 2000). Teachers' self-decisions about their ability to influence learner results, especially those students who are challenging to teach, are what define their self-efficacy (Ross et al., 2012).

Besides, resilience, mindfulness, and emotional regulation are other factors or strategies that influence well-being (Lovewell, 2012; Zadworna-Cie'slak & Karolina, 2018). Bullough (2011) asserts that resilience is an essential aspect of human life, while Creswell and Lindslay (2014) define mindfulness as the capacity to freely attend to what is happening in an individual's ongoing moment experiences, and Yin et al. (2016) define emotional regulation as the capacity to control when and how an individual encounters emotion in an activity they are interested in. All are thought to be necessary for fostering effective teaching in challenging circumstances in order to reduce stress and promote well-being (Bullough, 2011; Garland et. al., 2011). According to Herman et al. (2017), teachers who experienced high levels of stress and burnout and lacked effective coping mechanisms such as emotional regulation, mindfulness practices, and resilience were unable to succeed in their roles as teachers and were unable to meet their students' academic goals.

Also, in addition to academic success, the globally booming area of positive education applies findings from positive psychology to schools with the aim of fostering holistic well-being of all participants (Norrish, 2015; Larsen, 2016). Teachers are the key players in accomplishing school objectives (Hattie, 2003). It will be advantageous for them to have good health, more importantly, a high level of well-being if they are to provide education with excellent professional performance.

While there are several factors affecting the well-being of teachers, there are many desirable outcomes of a high level of well-being of teachers. Sutton and Wheatley (2003) stress that teachers' positive and negative emotions have a substantial impact on student outcomes. Lyubomirsky and Lepper (1999) suggest that high well-being functions as a protective factor against depression and burnout. Frequent use of successful teaching techniques is also correlated with the frequency of good feelings (Moè et al., 2010). In particular, Kunter (2013) demonstrated that improvements in students' achievement and pleasure may be explained by

the affective well-being (here passion for teaching) of teachers. Furthermore, positive affect is linked to intrinsic motivation and the idealized image of the “passionate teacher” who excels at inspiring and encouraging students to reach their full potential (Kunter & Holzberger, 2014). More recently, researchers discovered that feeling good about students partially mitigates the adverse effects of feeling bad about students on teachers’ self-efficacy, which is a significant predictor of teachers’ professional performance and a shield against their ill-being (Zee & Koomen, 2016).

These all provide clear evidence that well-being of teachers is linked to many factors and outcomes that are also highly relevant for education system and the teaching as a profession. Therefore, increasing well-being of teachers contributes to improving their quality of health and has a positive impact on the teaching and learning processes at schools (Gray et.al., 2017).

2. METHODOLOGY

2.1. Introduction

This chapter delineates the methodological approach concerning the design of the study. Within the scope of this study, positive psychology, specifically signature strengths-based interventions, were implemented for a language teacher who is teaching at a higher education institute in order to examine its impact on her overall subjective and professional well-being and relevant secondary outcomes regarding flourishing in life (i.e., perceived success in social relationships, self-esteem, purpose, and optimism). This section encompasses research design together with the fundamental concepts, a description of the participants, the universe, data collection instruments, procedures, and data analysis. Furthermore, some sample strengths-based interventions are described, providing practical insight into the application of this research. Table 1 outlines the procedures undertaken in this study, including the phases, descriptions, and data collection tools used at each stage:

Table 1

Data Collection Order and Instruments

Research Design	Phase	Description	Data Collection Tools
Exploratory Case Study (with an embedded experimental component)	**Pilot Study**	Conducted a pilot study with one participant to identify potential problems and refine methodology.	Interviews, Observations, Journals
	Participant Selection (pre-intervention)	Administered PERMA Profiler and Workplace PERMA Profiler to 33 lecturers. Selected lecturer with second lowest well-being score.	PERMA Profiler, Workplace PERMA Profiler
	Orientation Session	Conducted an orientation session with presentations on positive psychology, strengths, well-being, and a video on character strengths. Provided a worksheet on virtues and character strengths.	Orientation materials, ppt, Video, Worksheet
	Identifying Signature Strengths	Administered VIA Signature Strengths Survey (VIA SSS) to identify top three strengths of the participant: honesty, spirituality, hope.	VIA Signature Strengths Survey (VIA SSS)
	Intervention Design and Customization	Prepared interventions based on literature. Collaboratively discussed and finalized interventions with participant. Each strength targeted for four weeks (honesty in October 2022, spirituality in November 2022, and hope in December 2022).	Literature Review, Discussions
	Implementation and Data Collection	Participant implemented interventions in teaching, maintained weekly journals, and participated in weekly interviews. Researcher prepared weekly checklists.	Journals, Interviews, Checklists
	Observation and Researcher Notes	Engaged in informal discussions and direct observations. Researcher recorded observations and notes.	Observations, Researcher Notes
	Post-Intervention Assessment	Administered post-tests (PERMA Profiler and Workplace PERMA Profiler) to assess changes in well-being. Analyzed results showing improvements in well-being scores.	PERMA Profiler, Workplace PERMA Profiler
	Data Analysis	Thematic and content analysis. Interviews transcribed, journals compiled and read multiple times, coded by researcher and expert. Analysis performed using Maxqda software.	Maxqda software, Thematic and Content Analysis

2.2. Researcher's Role in The Study

The researcher's background in positive psychology is robust, underpinned by extensive training from leading institutions and pioneers in the field. Prior to conducting this study, the researcher completed several specialized courses to ensure a thorough understanding and effective application of positive psychology principles and interventions. These courses included:

Positive Psychology I - Martin E.P. Seligman's Visionary Science from the University of Pennsylvania (16 hours): This course provided foundational knowledge on the science of positive psychology, emphasizing the vision and pioneering work of Dr. Martin E.P. Seligman. Key topics covered included the PERMA model (Positive Emotion, Engagement, Relationships, Meaning, and Accomplishment), which forms the basis of well-being theory, and the concept of learned optimism, which focuses on how positive thinking can impact mental health and overall well-being. The course also explored the application of positive psychology principles in various domains, including personal development and professional practice.

The Science of Well-being from Yale University (19 hours): This course focused on empirical research and practical strategies for enhancing well-being. It covered key concepts such as happiness, mindfulness, and behavior change, which are critical for applying positive psychology in educational settings. The course provided evidence-based practices for improving personal well-being, such as gratitude exercises, social connections, and mindfulness techniques. It also emphasized the importance of behavioral interventions and habit formation in sustaining long-term well-being.

Positive Psychology II: Applications and Interventions from the University of Pennsylvania (16 hours): This course offered advanced insights into the practical applications and interventions of positive psychology. It included designing and implementing strategies to foster well-being and resilience, essential for the study's intervention design. Topics covered included strengths-based interventions, resilience training, and positive coaching techniques. The course provided practical tools and techniques for enhancing individual and group well-being, and it emphasized the role of positive interventions in educational and organizational settings.

Positive Psychology in Education from Başkent University (60 hours): This course specifically targeted the application of positive psychology within educational contexts. It provided the researcher with tailored strategies and interventions relevant to enhancing both teacher and student well-being. The course covered topics such as introduction to positive psychology in education, human brain and happiness, PERMA model, positive emotions, flow

activities, reducing hedonic adaptation and strengths fostering student engagement and motivation, and using character strengths to improve educational outcomes. It also addressed the challenges and opportunities of implementing positive psychology practices in schools and other educational institutions.

Due to these comprehensive training and specialized courses undertaken in positive psychology, the researcher assumed multiple roles to ensure the successful implementation and evaluation of this exploratory case study. As a designer of interventions, the researcher utilized her knowledge to create tailored interventions based on the participant's unique signature strengths of honesty, spirituality, and hope. She facilitated an orientation session to introduce the study's concepts, providing presentations and practical exercises on positive psychology and character strengths. Furthermore, in collaboration with the participant, the researcher ensured the interventions were practical and adaptable to the teaching context, addressing specific needs and classroom dynamics. In the data collection process, she gathered qualitative data through weekly journals, narrations interviews, and observations, providing detailed insights into the participant’s experiences.

Using thematic and content analysis methods, the researcher analyzed the data with the help of Maxqda software to identify patterns and themes, enhancing the reliability and validity of the findings. She conducted informal observations and maintained detailed notes to capture the nuances of the participant's classroom interactions. Finally, as an evaluator, the researcher administered post-tests (PERMA Profiler and Workplace PERMA Profiler) to assess changes in the participant's well-being and analyzed the results to evaluate the effectiveness of the interventions. The researcher’s extensive training ensured a rigorous and comprehensive approach to the study, contributing valuable insights to the field of positive psychology in education.

2.3. Pilot Testing

An emphasis on studies should be placed on case studies research because pilot studies provide practical steps for resolving real-world problems (Whithely and Whithely, 2006). As pilot studies are pragmatic and adaptable to the real-world situation (Sampson, 2004; Nunes et al., 2010), a pilot study was conducted to identify possible problems and to effectively conduct the implementation process of the signature strength interventions aimed at enhancing teacher well-being.

The research commenced with a pilot study designed to identify potential issues and fine-tune the research methodology. This initial phase enabled the anticipation and resolution of any

problems that might occur during the main study. A single participant, a language lecturer from the same institution with the researcher, was involved in this phase. The insights gained from the pilot study informed necessary adjustments and improvements to the research design, ensuring the main study would proceed smoothly and effectively.

The following sections provide detailed information about the context and participant of the study, the intervention and procedure implemented, and the outcomes observed. The context and participant section describe the educational setting, as well as the specific teacher involved in the study. The intervention and procedure section outlines the steps taken to integrate the signature strength interventions into the teacher's practice. Finally, the outcomes section discusses the impact of these interventions on the teacher's well-being and classroom dynamics.

2.3.1. Context and Participant

For this preliminary investigation, to assess the feasibility and impact of strength-based interventions on teacher's well-being before embarking on the main phase of data collection, the pilot study was conducted with a lecturer at Kırşehir Ahi Evran University, School of Foreign Languages in the 2022–2023 academic year. The participant for the pilot study was selected from among 17 lecturers through both convenience and purposive sampling. The criteria for selection included being a volunteer to participate the study and having classes in the preparatory school.

She was first given the Workplace PERMA Profiler and PERMA Profiler scales to assess her baseline well-being. Following this, the researcher conducted an orientation session to familiarize her with the study's concepts. Before starting the interventions, the Values in Action Signature Strengths Survey (VIA-SSS) was applied to the participant to identify her strongest signature strengths.

VIA-SSS is a psychometric tool designed to identify an individual's core character strengths. Developed by psychologists Christopher Peterson and Martin Seligman, the survey is based on the VIA Classification of Character Strengths, which outlines 24 distinct strengths categorized under six broad virtues: wisdom, courage, humanity, justice, temperance, and transcendence. These strengths are considered universally valued moral traits that contribute to personal and collective well-being. The VIA Survey consists of a series of self-report questions that respondents answer based on how well each statement describes them. Responses are scored to rank the 24-character strengths from strongest to weakest for each individual.

The survey results provide a personalized profile of an individual's strengths, highlighting their top signature strengths. These are the traits that come most naturally to the person and are

frequently exercised in their daily life. For example, top strengths are the individual's most prominent character strengths. For one person, this might be kindness, gratitude, and love of learning; for another, it might be bravery, honesty, and perseverance.

By completing the VIA-SS Survey, individuals can identify their unique constellation of strengths. This process helps them understand which traits are most central to their identity and how they can leverage these strengths to improve their well-being and performance in various aspects of life. The survey results can be used for personal development, career planning, relationship enhancement, and educational purposes. The strongest signature strengths of our case were identified as *honesty, forgiveness,* and *self-regulation*. However, since this was a pilot study, I chose to focus solely on her first signature strength, *honesty*, to evaluate efficacy of the interventions and data collection techniques.

2.3.2. Intervention and Procedure

The interventions focusing on honesty were carefully adapted for the participant to implement during her classes. Over a four-week period, the participant implemented these interventions as part of her teaching practice. Throughout this period, the participant maintained daily journals to document her experiences and reflections on the interventions. At the end of each week, she engaged in interviews with the researcher to discuss her implementation process and the outcomes observed in her classroom. This pilot study lasted one month, during which the participant initially faced challenges in understanding and applying the interventions, as well as in writing her reflections. Specifically, the first week proved to be particularly challenging as she struggled to fully comprehend the intervention process and integrate it into her teaching practice.

Despite these initial difficulties, by the end of the piloting period, the participant reported finding the process quite effective. She expressed a positive outlook on the interventions and indicated a willingness to continue incorporating such strategies into her classes and personal life. The experience underscored the potential benefits of honesty-based interventions in enhancing both teacher and student engagement and well-being.

The pilot study helped determine whether the proposed interventions could be practically implemented within the educational context. It provided insights into the logistical aspects of the study, such as the duration and frequency of interventions, as well as the participant's ability to integrate these interventions into her teaching practice and daily routine. Furthermore, by conducting a trial run of the study, the researcher could identify any unforeseen challenges or barriers specific to the implementation of signature strength interventions. This included

technical difficulties, participant engagement issues, or any other factors that might impede the smooth execution of the main study. The pilot study also allowed the researcher to test and refine the signature strength interventions tailored to the participant's unique strengths profile. This preliminary phase provided valuable feedback on the appropriateness and impact of the interventions, ensuring they were well-suited to the participant's needs and the study's objectives.

2.3.3. Outcomes

The language instructor successfully applied interventions centered around her signature strength of honesty, and it yielded several key insights leading to positive outcomes. Through these interventions, she was able to create positive environment where students felt comfortable sharing their ideas and opinions, and this led to happy, motivated, engaged, and confident students. Integrating honesty into her teaching practices improved student engagement, motivation, language proficiency, and classroom performance. In addition to improving student happiness and joy, it fostered trust among students and strengthened friendships among them. This intervention also helped the teacher realize the power of honesty and its effectiveness in classroom activities and lesson preparation. In utilizing her signature strength, she experienced happiness, satisfaction, and pride.

The findings underscore the potential of signature strengths-based interventions to enhance both student well-being and foster positive classroom dynamics and the personal well-being of the instructor.

The pilot study conducted prior to the main research phase provided critical insights and informed several key adjustments to the study's methodology. Following are the detailed outcomes and their implications for the main study:

- Two participants were initially selected for the pilot study. However, one participant withdrew from the study in the early stages due to health reasons. This highlighted the potential for similar occurrences in the main study and underscored the importance of clearly explaining the study's details, data collection procedures, and obtaining informed consent from the selected case participant. As a precaution, two additional participants were selected as alternatives for the main study to ensure continuity in case of unforeseen withdrawals.
- Although the pilot study began with an orientation related to the current research, it became apparent that the participant lacked sufficient knowledge about the

research topics and the interventions being implemented. Particularly in the early stages of the intervention, the participant faced challenges, leading to frequent informal meetings with the researcher to provide additional support. This experience indicated the need for a more detailed orientation in the main study and aimed to equip participants with a better grasp of the study's framework, thereby reducing initial challenges.

- The researcher arranged additional meetings with the participant outside the data collection process to address any challenges encountered. They sought solutions to these problems, demonstrating a collaborative approach to the intervention. This approach ensured that any issues encountered were promptly addressed, thereby maintaining the study's integrity and participant engagement. The introduction of weekly checklists for the main study (see Appendices H& I) served as a structured mechanism to monitor and support the participant's progress.
- The minor adjustments to the journal template and interview questions based on pilot study feedback aimed to enhance the data collection process. These refinements ensured that the tools were clear and effective in capturing the necessary data, thereby contributing to the overall robustness of the study's methodology.

The pilot study played a crucial role in refining the research methodology and intervention design for the main study. By addressing identified challenges and incorporating participant feedback, the main study was better positioned to achieve its objectives and contribute valuable insights into the study.

2.4. Exploratory Case Study

The current research primarily utilizes an exploratory case design, in accordance with the study's objective. Case studies involve a thorough investigation by a researcher of a specific program, event, activity, process, or individual. Researchers employ a range of data gathering methods over an extended period to gather comprehensive information on the case(s) (Creswell 2014). Moreover, by employing case studies as a research methodology, researchers can adopt a versatile, comprehensive, and multi-faceted approach that is in line with the increasing popularity of mixed-methods research (Yin, 2013).

2.4.1. Context and Participants

The initial phase of the research involved administering two separate surveys to English language lecturers from various state universities in Central Anatolia, Türkiye during the 2022-2023 educational year to assess their overall and professional levels of well-being. The Perma Profiler (Butler & Kern, 2015) was used to assess general well-being, and The Workplace Perma Profiler (Kern, 2014) was used to assess professional well-being of lecturers. The selection of participants was executed through a combined approach of convenience and purposive sampling. According to Creswell (2009) "using a convenience sample allows the researcher to manage the data collection process more efficiently, as it involves participants who are easy to reach and willing to participate." Therefore, convenience sampling was employed because it allowed the researcher to manage the process thoroughly and investigate the research questions in depth. Studying with participants whom the researcher could reach easily and visit frequently was a practical choice. The researcher herself works at a university in the Central Anatolia region, necessitating the selection of participants within close proximity to facilitate regular visits and consistent data collection. This approach ensured that the researcher could provide adequate support, monitor progress closely, and address any issues promptly, thereby enhancing the overall quality and reliability of the study.

Purposive sampling, also referred to as judgment sampling, entails selecting an informant based on specific attributes they possess. An underlying theory or a set number of informants are not necessary for this nonrandom technique. To put it simply, the researcher determines which information needs to be obtained and sets out to locate people who possess the necessary knowledge or experience to provide it (Bernard 2002, Lewis & Sheppard 2006). Purposive sampling was adopted for two reasons. First, it allowed the researcher to specifically select a participant with the lowest well-being scores. This ensured that the case study would provide valuable insights into the impact of strength-based interventions on individuals who might benefit the most. To sum up, convenience sampling facilitated ease of access and frequent visitation by the researcher, while purposive sampling ensured the selection of participants with specific attributes relevant to the study.

The surveys were prepared via Google Forms, including some demographic questions, and sent to the target population in the universities via WhatsApp groups, e-mails, and QR codes and 33 participants volunteered to participate in the first phase of the study. Participants' teaching experiences vary from 6 to 14 years, and their age ranges from 29 to 40.

2.4.2. Instrument and Procedure

In order to measure their well-being in terms of both their general and professional lives, all language teachers within the institutions who declared initial interest in participating completed two preliminary surveys, namely The Perma Profiler (Butler & Kern, 2015) and The Workplace Perma Profiler (Kern, 2014), which were developed and validated by the experts. The Perma Profiler is a comprehensive tool that measures flourishing according to one of the founders of positive psychology field, Dr. Martin Seligman's well-being theory. The scale consists of 23 items, categorized into five domains with three items each: Positive Emotion (feelings of happiness; items 3,13,22), Engagement (involvement in activities; items 2,10,17), Relationships (sense of connection; items 8,19,21), Meaning (sense of purpose; items 7,9,20), and Accomplishment (feelings of achievement; items 1,5,15). Additionally, it includes three items for Negative Emotion (items 4,14,16), three items for Health (items 6,12,18), as well as item 11, which is about loneliness and one item assessing Overall Well-being (item 23). It was designed as an 11-point Likert scale, ranging from 0, representing the lowest level, to 10, which represents the highest level. This scale is widely used in research and applied settings, such as educational, organizational, and clinical contexts, to assess individual and group well-being, guide interventions, and evaluate program effectiveness. Likewise, The Workplace Perma Profiler scrutinizes these domains but tailors the question items to suit a workplace context. This questionnaire consists of 23 self-report items, each rated on an 11-point Likert scale, from 0 (not at all, never, terrible) to 10 (always, excellent, completely).

The reason these scales were chosen as data collection instruments is that they focus primarily on the PERMA domains while also considering multiple items per feature, rather than just a single item (Huppert and So, 2013). Furthermore, the five PERMA domains are captured at both content and analytical levels in the measurements. They also show acceptable reliability, convergent and divergent validity, and cross-time stability (Butler & Kern, 2016).

Upon completion of the pilot study, a consent form detailing the nature of the study, and the two well-being scales were provided to approximately 50 teachers (see Appendix C) for the main study. Of these, 33 teachers completed the survey, with 22 female and 11 male participants.

2.4.3. Data Analysis

The data collected from two surveys were computed using Microsoft Excel, and the conclusions were examined among the 33 participants. The frequency analysis of the Perma Profiler and Workplace PERMA Profiler unveiled a diverse range of well-being scores among

the participants. The total scores, obtained by the sum of Positive Emotion, Engagement, Relationships, Meaning, and Accomplishment and subtracting Negative Emotion, provide a thorough assessment of the overall well-being of each participant. Participant 23 was determined to have the highest overall well-being score of 39.7 according to the analysis. This subject demonstrated high scores in all positive components, specifically in Relationships, Meaning, and Accomplishment, while maintaining a low level of Negative Emotion. Participant 23's high score indicates that he is thriving in his work environment and enjoying a harmonious and satisfying feeling of well-being.

In contrast, Participant 6 obtained the lowest total score of 25.8. However, when informed about the study's goal and the processes for collecting qualitative data, he expressed reluctance to participate, claiming his own work and studies as the reason. As a result, the instructor with the second lowest well-being score of 26.4 willingly agreed to participate in the study. The score indicated considerable struggles in her overall well-being, specifically in the domains of Positive Emotion, Engagement, and Relationships.

By choosing the participant with the lowest well-being score, the study guaranteed that the interventions would have a substantial and measurable effect on someone who would considerably profit from them. The meticulous screening process was essential in finding a participant whose well-being could be significantly enhanced through the interventions of the study. The study aims to offer practical solutions to enhance the well-being of those facing difficulties, ultimately leading to a healthier and more efficient work setting by prioritizing these specific actions.

2.5. Case Study

The qualitative part is designed as an exploratory case study. According to Yin (2013), exploratory case studies explore situations in which the case (such as an intervention) being evaluated has no clear or single set of outcomes.

2.5.1. Research Design

This exploratory case study employed a strength-based intervention program grounded in the principles of Design-Based Research (DBR) and Complex Dynamic Systems Theory (CDST). Design-Based Research (DBR) offers a unique and dynamic approach to this study on the mediating role of signature strengths and strength-based interventions on EFL teacher well-being. Unlike traditional experimental research that isolates variables to test and refine theory in a controlled environment, DBR emphasizes understanding real-world contexts, designing

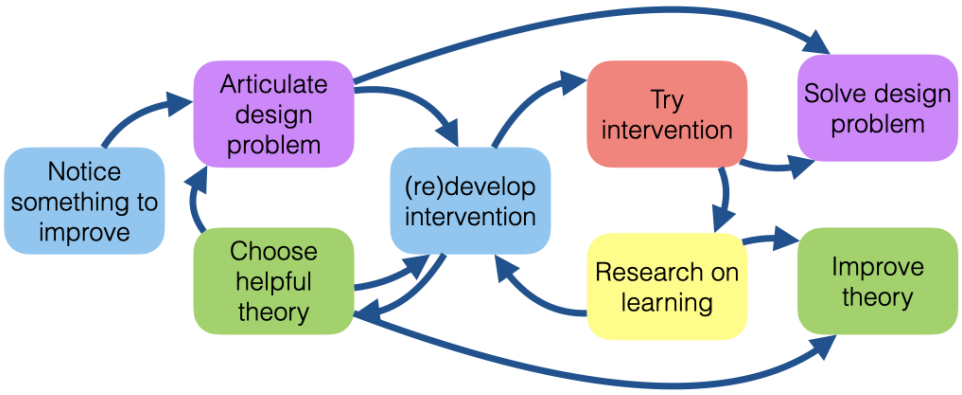
effective systems, and making meaningful changes for study participants (Barab & Squire, 2016; Collins, 1990). This is particularly suitable for the current study, by adopting this framework, this study is intended to find out signature strengths, implement the strength-based interventions according to participant's strengths, and examine the causalities and also interactions of the various components during the 12-week intervention process of an English as a Foreign Language (EFL) teacher as a case.

DBR's methodology involves formulating hypotheses as design conjectures, considering the dual focus on inputs such as context, initial conditions, and participant histories, and the final outcomes (Sandoval, 2004). For this study, this means developing specific design propositions aimed at enhancing teacher well-being through interventions. This dual focus allows for observing within-study effects, where the impact of interventions on both teacher and student well-being can be closely monitored and adjusted.

Unlike traditional experiments that compare a treatment group to a control group, the current study benefits from DBR's iterative process of comparing multiple versions of the intervention design. For example, the researcher identified baseline data on the teacher's well-being and implement the initial strength-based interventions and collect data on their impact. This cycle is repeated, refining the interventions based on ongoing reflections and feedback from the participant, ensuring that the interventions remain effective and contextually relevant.

As shown in Figure 2, the iterative nature of DBR facilitates systematic exploration of interpretations through revised designs, embedded comparisons, reanalysis of earlier data, and shifts in the research context. This means that causal claims about the impact of signature strength-based interventions on teacher well-being has been made tentatively and strengthened over successive iterations as additional evidence rules out alternative interpretations.

Figure 2. *The Design-Based Research process from start to end*



Note: This figure shows the iterative process of Design-based research. Reprinted from *Research: A Practical Handbook* by Eleanor C. Sayre, 2023. Reprinted with permission.

Ultimately, adopting DBR in my study provides a robust framework for achieving meaningful and sustainable improvements in teacher well-being. By continuously refining both theory and practice through iterative design and analysis, DBR not only supports the development of effective strength-based interventions but also contributes to a deeper understanding of how these interventions impact the well-being of language teachers in complex educational environments.

2.5.2. Participant Selection

After administering the initial surveys to a diverse group of language instructors, the results were systematically analyzed using Microsoft Excel. The analysis involved calculating individual scores for each of the five PERMA dimensions and deriving an overall well-being score for each participant.

To select a case participant for the main research, a criterion-based selection method (purposive sampling) was employed. The chosen participant, a lecturer who exhibited the lowest well-being scores across both surveys, was then selected as the focal point of this case study. This decision was based on the rationale that an individual with lower well-being could potentially benefit the most from targeted interventions, thereby providing valuable insights into the efficacy of strength-based approaches in enhancing teacher well-being.

The case participant, who used the pseudonym Nova for this study, has been a dedicated educator at a state university for six years. In addition to her teaching responsibilities, she also manages various administrative duties, demonstrating her multifaceted role within the institution. Nova primarily teaches in preparatory classes, where she plays a crucial role in equipping students with the foundational language skills necessary for their academic success. Nova is currently a PhD candidate in the English Language Teaching department, reflecting her commitment to advancing her expertise and contributing to the field of language education. During the intervention period, she had 16 hours of classes weekly. She was single and living with her family. Moreover, she was the head of the Preparatory School department, further highlighting her multiple responsibilities in both teaching and administration, such as managing academic programs and coordinating with other faculty members. Her dual role as an educator and administrator, combined with her ongoing doctoral studies, provides a rich context for examining the impact of well-being interventions.

2.5.3. Interventions and Procedure

The procedures for this study were conscientiously designed and executed to examine the mediating effect of signature strengths-based interventions on teacher well-being. Approval from the ethical committee at Çağ University was secured prior to commencing the research (see Appendix A), ensuring that the study aligns with ethical guidelines for participants. This approach ensured that every step was conducted with methodological rigor and clarity, enabling a comprehensive understanding of the research problem.

An orientation session was then conducted to familiarize the participant with the study's concepts, mirroring the structured approach of an experimental study. This session included comprehensive presentations on positive psychology, character strengths, and well-being. A video (*The Science of Character*) was shown to highlight the importance of character strengths in various life domains and explain how individuals can identify and utilize their strengths. Additionally, the participant was given a worksheet listing the six virtues and 24-character strengths, encouraging her to reflect on and contemplate her strengths.

The VIA Signature Strengths Survey (VIA SSS) was administered to find and record each participant's top three strengths. As detailed in the pilot study section (See Section 2.3.1.) the VIA SSS is a psychometric tool that finds core character strengths from a list of 24 strengths organized into six broad virtues. The results are unique for each person, giving them a personalized profile of their most important strengths.

The results revealed Nova's signature strengths as *honesty*, *spirituality*, and *hope*. Based on these findings, the researcher prepared and adapted a series of interventions grounded in relevant literature. The specifics of these interventions, including how they were implemented in practice, are thoroughly detailed in the findings section (Chapter 3) providing a comprehensive overview of their application and impact.

The design of these interventions was tailored to the participant's unique strengths profile (See Table 2 for details). In accordance with iterative nature of DBR, collaborative discussions were continuously held between the researcher and the participant to finalize the interventions, ensuring they were comfortable and feasible for implementation in her teaching context. This collaborative approach was crucial, as it ensured that the interventions were practical and adaptable to different teaching scenarios.

To ensure the intervention was executed as planned, the researcher prepared and filled out a fidelity checklist form (see Appendix I) for each session. These checklists outlined specific components of the intervention that needed to be completed during each session. For each item, the researcher as the rater marked Yes or No to indicate whether the component was completed.

The totals for completed and non-completed items gave an overview of the implementation process of the intervention program. Additionally, the checklists provided spaces for the researcher to write comments or reactions about the session and offer suggestions for improvement. They also included fields to record the duration of each session. This process assessed the researcher adherence to delivering the intervention as intended.

As illustrated in Table 2, the implementation of the interventions was structured as follows: *Honesty* in October 2022, *Spirituality* in November 2022, and Hope in *December* 2022. Each strength was targeted for a four-week intervention period, with one generic intervention instruction per strength that the participant could adapt to various classroom situations.

Table 2

Strength-based Intervention Program (SIP)

Phase	Dates	Details	Interventions
Orientation Session	25-29 September	Initial orientation for the program.	
Honesty Intervention	2-31 October	Intervention focused on honesty.	Write a journal entry reflecting on a moral obligation or ethical dilemma you have encountered or anticipated in the classroom.
Evaluation	Evaluation sessions at the end of each week (6, 13, 20, 27 October) and a general evaluation on 30 October. Fidelity checklist used in each session.		
Spirituality Intervention	1-30 November	Intervention focused on spirituality.	Integrate literature and quotes that resonate with spiritual or meaningful themes into the curriculum.
Evaluation	Evaluation sessions at the end of each week (3, 10, 17, 24 November) and a general evaluation on 30 November. Fidelity checklist used in each session.		
Hope Intervention	1-29 December	Intervention focused on hope.	Read about another individual who succeeded within the classroom context despite personal difficulties (e.g., Albert Einstein, Oprah Winfrey).
Evaluation	Evaluation sessions at the end of each week (8, 15, 22, 29 December). Fidelity checklist used in each session.		

The participant implemented these interventions in her teaching, continuously adapting them to the dynamics of her classroom. Based on the identified three strengths, generic intervention instructions were created by drawing on literature and similar applications. Before the implementation phase, Nova and the researcher frequently discussed how they could practically develop interventions based on these generic instructions. The frequency of the interventions needed to be flexible, depending on how effectively Nova could apply them in her own context. Setting rigid rules for such a study might not have been appropriate.

For instance, since the first interventions were related to the strength of *Honesty*, Nova sometimes found it challenging to adapt and find areas for application. However, she could easily integrate the second strength, *Spirituality*, into her lessons, leading to more frequent interventions. Having adapted to the interventions for the third strength, *Hope*, Nova chose to implement these interventions once a week and engaged in deeper reflections. While applying the hope interventions, to avoid repetition and integrate the strength into her lessons through different interventions, she continued with various new interventions in the third week, guided by a different set of generic instructions.

To capture her experiences and reflections, the participant maintained weekly journals. These journals provided detailed accounts of how she applied the interventions, the responses from her students, and her own reflections on the process. To facilitate this process, a carefully designed journal template, accompanied by reflection questions tailored for each week, was

prepared by the researcher (see Appendix J). These journals were distributed on a weekly basis to the participant, who conscientiously completed them. The participant's entries in the journal detailed her implementation of the interventions, aligning with the corresponding identified strengths. This method provided a nuanced understanding of the participant's lived experiences and reflections, enriching the qualitative aspects of the study.

In addition to the weekly journals, the researcher conducted weekly interviews with the participant to discuss her reflections and experiences. This iterative process allowed for continuous feedback and adjustments to the interventions as needed. After each week, the researcher prepared a checklist to monitor the implementation process and ensure adherence to the plan. This checklist, included in the appendix I served as a tool to identify any deviations from the planned interventions and to ensure that the process remained on track.

Throughout the intervention period, the researcher and the participant engaged in informal discussions about the intervention process. These discussions, along with direct observations by the researcher, provided additional qualitative data that enriched the study. The researcher’s observations and notes were later integrated into the findings, offering a more nuanced understanding of the impact of the interventions. The synthesis of interviews, participant journals, and researcher notes along with informal discussions enhanced the comprehensiveness of the data collection process, offering a holistic view of the impact of strength-based interventions on the general and professional well-being of the language teacher.

At the end of the four-month intervention period, the PERMA Profiler and Workplace PERMA Profiler were administered again as post-tests to assess any changes in the participant’s well-being. The data analysis was conducted using thematic and content analysis methods. The interviews were transcribed by the researcher, and the weekly collected journals were compiled and carefully read multiple times. Both the researcher and an expert from the field independently coded the data. The analysis was performed using Maxqda software, ensuring a systematic and rigorous examination of the qualitative data.

The interventions and their implementations to the participant's strengths will be thoroughly presented and discussed in the results section of the dissertation. This comprehensive approach ensures a nuanced understanding of the impact of strength-based interventions on language teacher well-being, contributing valuable insights to the field of positive psychology in education.

2.5.4. Data Collection Instruments

In this study, a combination of quantitative and qualitative measurements was utilized to comprehensively address the research objectives. Specifically, two quantitative scales and mainly three qualitative instruments were employed to explore the well-being and experiences of an English language lecturer through strength-based interventions.

To address the study's objectives comprehensively, a multi-faceted approach to measurement was employed. Initially, the 23-item PERMA Profiler (Butler & Kern, 2015) and the 23-item Workplace PERMA Profiler (Kern, 2014) were utilized to identify the case with the lowest well-being among 33 English language lecturers from various higher education institutions. This quantitative assessment was pivotal in selecting the appropriate participant for the intervention.

The qualitative component of the research relied heavily on journal entries, semi-structured interviews, and personal narrations as primary data collection instruments. These tools were instrumental in gaining an in-depth understanding of the strength-based interventions, the reflections of the participant, referred to as Nova, and her overall well-being. Interviews were meticulously conducted before and after the implementation of strength-based interventions to monitor changes and developments in Nova's well-being. The interview questions were carefully crafted by the researcher, ensuring alignment with existing literature and the conceptual framework established by the scales used (see Appendix K).

During the strength-based intervention program (SIP), the participant was required to maintain journals and narrations focusing on the interventions on her specific signature strengths addressed each week (see Appendices L&M&N). These journals and narrations were designed to enhance the teacher's reflective capacities regarding the interventions and their impact on her well-being. This reflective practice aimed to foster a deeper understanding of how the interventions influenced her professional and personal growth.

2.5.5. Data Analysis

Despite its shortcomings, such as generalizability, case study research has the flexibility to delve into and unpack more complex experiences and circumstances that may not have a specific or singular outcome (Thomas, 2011; Pearson et al., 2015). This flexibility is particularly valuable for the current study on the mediating role of signature strengths and strength-based interventions on EFL teacher well-being, where the complexity and context-specific nature of the interventions require a nuanced and adaptive research approach. Design-

Based Research (DBR) offers such an approach, embracing the complex nature of systems and their emergent outcomes, and taking a more ecological, contextual perspective (Tabak, 2004).

Integrating Design-Based Research (DBR) into this study allows for observing within-study effects, where the impact of interventions on both teacher and student well-being can be closely monitored and adjusted. DBR's iterative process, which involves comparing multiple versions of the intervention design, enables a dynamic and responsive research approach. Documenting baseline data, implementing initial strength-based interventions, and collecting data on their impact in successive cycles ensure that the interventions remain effective and contextually relevant. This method supports the development of effective strength-based interventions and contributes to a deeper understanding of their impact on language teacher well-being in complex educational environments.

In the realm of qualitative data, the semi-structured interviews were rigorously conducted, recorded, and subsequently transcribed verbatim. Qualitative data analysis was facilitated through the utilization of Maxqda software. The analysis of interview data commenced with open coding, a process that involved labeling phrases and segments with specific codes based on their content and themes. These codes were then grouped into broader thematic categories through axial coding, presenting a holistic view of the participant's perspectives. The coding process was iteratively undertaken, initially by the primary researcher, and subsequently validated by an expert within the same academic domain. A comparative analysis of these independent codings culminated in a robust and nuanced interpretation.

Moreover, data extracted from participant journals and narrations, recognized as pivotal sources of reflective insights, underwent content analysis. This systematic procedure aimed to unveil profound insights embedded within these reflective documents, thereby illuminating the intricate journey of the central case participant during the implementation of the strength-based intervention program. This multi-faceted analytical approach not only enhances the comprehensiveness of the study but also reinforces the validity and richness of the obtained findings.

Design-Based Research (DBR), with its iterative design and focus on real-world context, further strengthens this process by allowing for continuous refinement and adaptation of interventions based on ongoing reflections and feedback. Various techniques were employed in the analysis of the qualitative data for this study to ensure the reliability and validity of the findings. A key strategy was triangulation, which involved the use of multiple data collection tools, including interviews, follow-up interviews, and journals. This approach facilitated a

comprehensive understanding of the research issues while ensuring the participant freely expressed her views.

To ensure the validity and reliability of the coding process, another researcher independently classified the data to verify the accuracy of data analysis. Given the nature of qualitative research, maintaining high intercoder reliability is crucial (Miles, Huberman, & Saldaña, 2014). In this study, inter-rater reliability was assessed to ensure consistency in the qualitative analysis. A clear and detailed coding scheme was developed, and coders were extensively trained. A representative sample of the data was independently coded by multiple raters. Any inconsistencies or discrepancies in the coding were thoroughly examined and resolved through consensus and discussion. Cohen's Kappa analysis was used to calculate inter-rater reliability, providing a measure of agreement beyond chance. According to Miles and Huberman (1994), while a consistency rate of 70% and above is acceptable, a rate above 80% is preferred. As illustrated in Table 3, the reliability rate for the coded items is approximately 90.74%, indicating a high level of agreement between the coders and reflecting strong consistency in the coding process. This procedure enhanced the objectivity of the analysis and minimized the impact of individual bias.

Table 3

Interrater Reliability Scores for Datasets

	Journal Entries
N of themes included both raters	5
N of codes included both raters	49
N of codes excluded both raters	5
N of codes included only by the first rater	3
N of codes included only by the second rater	2
Total number of codes	54
Total number of themes	5
Cohen's Kappa	0.90

Additionally, the member checking technique was employed to verify the accuracy and reliability of the results. The initial findings and interpretations were presented to the participant, allowing her to confirm that her views and experiences had been accurately captured. The involvement of the participant in the validation process increased the credibility of the study and validated the results.

In conclusion, the use of these methodological procedures resulted in a reliable and valid qualitative data analysis, ensuring that the conclusions are soundly based. Following the categorization and coding of all the data, the results were evaluated considering the research questions and reported in the findings section.

3. FINDINGS

3.1. Introduction

This section presents the results of a comprehensive study focusing on the effects and reflections of 13-week SIP as pivotal factors for the flourishing and overall well-being of an EFL teacher in the higher education landscape of Türkiye. Embedded within the framework of positive psychology and strength-based interventions, this research endeavors to bridge the gap between theory and practice by integrating these principles into language education. The overarching goal is to contribute to both the theoretical understanding and practical application of positive psychology and strength-based interventions within the context of language education, ultimately fostering a culture of flourishing and well-being among language educators within the Turkish educational system.

With a meticulous focus on the experiences and reflections of a language teacher, the study seeks to address two pivotal research inquiries. Firstly, it scrutinizes the impact of diverse utilization pathways of signature strengths on the well-being of an English language teacher. Through a nuanced exploration, the investigation aims to elucidate the intricate dynamics between the utilization of signature strengths and the resultant well-being outcomes within the context of language education.

Secondly, the study delves into the reflective processes of (EFL) instructor regarding her engagement with signature strengths-based interventions and her subsequent integration into pedagogical practices. By unraveling the multifaceted dimensions of reflection and integration, the research endeavors to unveil the intricate interplay between personal strengths and professional practices, thus shedding light on the transformative potential of signature strengths within the realm of language teaching and learning.

Through a detailed examination of the data obtained from narratives, journals, semi-structured interviews, and follow-up discussions, supplemented by memos and researcher notes, this section provides a detailed analysis of the findings. In the context of the study, the first three strengths identified by the participant (Nova) based on the VIA Signature Strength Survey (VIA-SSS) were *Honesty, Spirituality,* and *Hope*.

3.2. Honesty

3.2.1. Overview of the Honesty Interventions

The generic instruction for the *Honesty* interventions identified through cooperative conversation sessions with Nova for fostering her signature strength of honesty was as follows:

- *Write a journal entry reflecting on a **moral obligation** or **ethical dilemma** you have encountered or anticipated in the classroom, along with an **ethical principle** that you as a teacher must uphold.*

Upon discussing and identifying the generic instruction mutually, Nova started the implementation of her interventions throughout 4 weeks. Her active participation enhanced the sessions, which were designed to customize interventions appropriate for her practice. Throughout the honesty interventions, she exhibited a steadfast commitment to ethical principles and moral considerations across various facets of her teaching profession. Frequently encountering strong conflicts and experiencing indecision during her actions, she grappled with determining the appropriate course of action—whether to rely on intuition or logic. However, these interventions proved instrumental in guiding her towards a balanced approach, especially in her professional sphere.

As it is evident in the aforementioned instruction, Nova was asked to consider instances in which she had to make moral decisions or resolve an ethical dilemma. Nova thought various challenges that she encountered concerning decision-making processes amidst dilemmas and conflicting circumstances. Upon navigating these challenges, she engaged in problem-solving strategies in different situations and engaged in reflective practices. Based on the generic instruction, Nova applied interventions in 4 different situations which are titled as *dealing with class lists, protecting copyright laws*, *class cancellation*, and addressing the emotional impact of *pop-up quizzes*.

3.2.2. Intervention 1: Dealing with Class Lists

This section goes into more detail about each of these situations, giving a more complete picture of how honesty interventions can be seen in different ways in the school setting under its own heading. Through this iterative process, several salient constructs emerged, which are important for her personal well-being as well as the well-being of her students and these emerging constructs are presented under each intervention.

Table 4

Honesty Intervention 1

Dealing with class lists
Issue encountered: Instability in the initial two weeks of class led to the formation of new class lists. Students requested changes to stay with friends, which created a dilemma for Nova.
Nova's intervention: Negotiating a solution with other staff members of the organization
Outcome: Adhering to the guidelines set forth by the organization to preserve stability and justice

In this intervention, Nova faced a moral dilemma regarding student requests to change classes. At the start of the semester, students who had formed friendships asked to be placed in different classes for various reasons. Nova felt torn between accommodating their requests and maintaining fairness and consistency for all students. In addressing the challenges that she faced during her practice, Nova consistently adopted an empathetic approach by evaluating situations from the students' perspective. Rather than outright rejecting students' requests to change classes for various reasons, she demonstrated empathy and collaboratively assessed the situation with other faculty members in the department. Apart from empathy, this approach also highlights Nova's cooperative engagement with her colleagues. Throughout this intervention, it was inferred that a positive learning environment that promotes mutual respect, trust, and unity among students and teachers contributes to Nova's emotional well-being and sense of accomplishment.

> *When I face that situation, I applied the intervention and asked myself "What is the right thing here?" Finally, I find myself convinced that negotiating with other teachers was the right thing. (Honesty_InterviewWeek3_ 28.10.2023)*

When she felt supported by her colleagues in such a challenging situation and had a strong sense of community within her institution, her resilience and morale were enhanced. Knowing that she was a part of a team and could rely on the assistance of her peers fosters a sense of accomplishment and belonging. She ultimately decided not to allow any students to change classes to avoid potential chaos and ensure stability and fairness in the classroom. She emphasized that:

After our mutual decision, I told the students that class change wouldn't happen. In the end, I didn't feel bad because it was a fair decision; we employed it for everyone." (Honesty_JournalEntry1_ 11.10.2023)

Fair treatment strengthens the perception of the value of one's actions and contributions, thereby boosting feelings of significance and worthiness. In this situation, by maintaining consistent class lists, Nova contributed to the overall stability and order of the classroom in accordance with her values. Her decision helped avoid potential chaos and set a precedent for managing similar requests in the future and ensured that all students were treated equally preventing feelings of inequity which can erode trust and harmony in the classroom.

By treating all my students fairly, I can see how much they value my actions and contributions to their learning experience. This fair approach not only reinforces my sense of significance as an educator but also boosts my feelings of worthiness in my professional role. (Honesty_InterviewWeek1_ 14.10.2023)

She found meaning and value in knowing she made a fair and principled choice. This fair approach aligns with her professional sense of meaning by reinforcing her purpose and values, contributing to the greater good of the classroom environment, and ensuring a stable and fair setting for all students. This sense of meaning helped Nova and her students see the value in decisions that might not always align with individual preferences but serve a larger, more important purpose of fairness and stability in the educational process as understood from her sentences:

In my teaching practice, I value on being fair to my students, taking responsibility as an educator, and treating all students equally. Beyond just fostering academic achievements, these principles are central to the meaning I derive from my profession.

Ensuring stability and order in the classroom is part of my commitment to creating a just and harmonious learning environment. Decisions that reinforce these values not only contribute to the greater good of the classroom but also affirm my purpose. (Honesty_InterviewWeek2_ 20.10.2023)

3.2.3 Intervention 2: Protecting Copyright Laws

Table 5

Honesty Intervention 2

Protecting copyright laws
Issue encountered: Due to the expensive cost of books, some students inquired as to whether photocopies might be used in place of the original texts. This raised concerns about copyright infringement and ethical standards.
Nova's intervention: By empathizing with the students' financial concerns but firmly explained the illegality and unethical nature of photocopying the book, she emphasized the efforts behind creating the course book and offered a potential solution by contacting the publishing house and requesting a few free books for the students who are in need of financial assistance
Outcome: Nova felt better and relieved by adhering to ethical standards while also addressing the students' concerns. The solution she proposed allowed her to maintain integrity while providing a feasible option for students in need.

This intervention revealed her commitment to ethical practices by upholding copyright laws. The students asked whether they had to buy the original version of the books or if they were allowed to photocopy.

> *I explained the students why photocopies aren't allowed no matter how much I care about them and their budget" (Honesty_JournalEntry2_ 17.10.2023)*

As seen in this statement, Nova was aware that, under any circumstances, copying the books without permission was illegal and unethical, but at the same time, she showed empathy towards the students by acknowledging the high cost of the original course book. The following quote also illustrates her approach to resolving the conflict she encountered.

> *The book issue again. The students were confused about it. I decided to make a thorough explanation about it, but I was a bit nervous because I shouldn't force students to buy the book (it's not ethical for me because everyone cannot afford to buy the book) and I shouldn't make the students who had already bought the book thought that they had bought it in vain. (Honesty_InterviewWeek2_ 20.10.2023)*

First, Nova experienced nervousness and ethical concerns about potentially forcing students to buy a book. The worry about the financial burden on students and the ethical implications of this decision caused negative emotions, including anxiety and moral discomfort. However, by choosing to adhere to ethical standards and addressing the students' concerns in a constructive manner, she created a positive and principled atmosphere in the classroom. She finally proposed a solution to help those who could not afford it. She made the decision to contact the publishing company and request that they provide some books to the students who were genuinely unable to purchase them. When she reflected upon this dilemma, she experienced satisfaction and emotional relief as she resolved this challenge by aligning her actions with her professional and ethical responsibilities:

> *All in all, doing the right thing helped me feel better and relief. (Honesty_JournalEntry2_ 17.10.2023)*

Along with emphasizing with the students' financial limitations, this intervention shows her struggle for a collaboration with the publishing company for the sake of her students. Nova's effort to find a solution, such as negotiating with the publishing company for additional books, highlights her dedication to her students' well-being and academic success. This intervention not only enhances her relationships with her students by showing that she cares about their circumstances but also reinforces her professional integrity and commitment to ethical teaching practices.

This intervention also emphasized that Nova communicated openly with students, fostering a sense of trust and respect while addressing their concerns. She upholds transparency by explaining the rationale behind the prohibition of photocopying. She explained the situation as follows:

> *Through the intervention instead of rejecting their way of getting books I made an explanation by sticking to honesty of course and when I finished, I could see that they had less worry and were clearer about what I expected from them and what I am sensitive about. I think it might help establish a secure bond between me and the students. I have created an environment where students feel comfortable expressing their thoughts and opinions, fostering a sense of trust and respect among the class. And naturally the result has affected my happiness; I could solve one of the issues in my mind. (Honesty_InterviewWeek2_ 20.10.2023)*

Moreover, she felt a kind of achievement when she found a solution to help students afford the books through cooperation with the publishing company. While ensuring students receive necessary support, Nova upheld ethical standards. This balanced approach exemplifies her achievement in navigating complex ethical issues and supporting her students.

As can be seen, Nova's approach sheds light on the emotional impact of using honesty as a signature strength in the classroom. She attributes her increased comfort and self-confidence during the intervention to a sense of harmony with her identity and values. Additionally, she highlights the positive effects on student-teacher relationships, noting increased transparency and open communication. This suggests that the application of honesty contributes to the establishment of a supportive learning environment characterized by trust and mutual respect.

3.2.4 Intervention 3: Pop-up Quizzes

Table 6

Honesty Intervention 3

Pop-up quizzes
Issue encountered: The practice of administering frequent, unannounced pop-up quizzes in prep classes led to feelings of guilt, particularly for students who miss these quizzes due to absence. Nova questioned the fairness of this approach, especially for diligent students.
Nova's intervention: Reminding students to review and study the material covered in class a few days before the pop-up quiz.
Outcome: Fostering a culture of ongoing learning by treating every student fairly

In this intervention, which she again tailored according to the generic instruction of *Honesty*, she found herself grappling with an obligation that has become a recurring dilemma in her role as a teacher while at the same time showing concern for her students: pop-up quizzes. She expresses this dilemma in the following quote:

> *I feel sorry for those students who could be absent on a certain day or have other unforeseen circumstances that cause them to miss a quiz. I wanted to avoid penalizing good students who are sincerely committed but might have to miss class. I'm always faced with a moral conundrum over how to strike a balance between encouraging*

> *consistent study habits and taking unique situations into account. (Honesty_InterviewWeek2_ 20.10.2023)*

She regarded this as a constant struggle to balance between the opportunity to motivate consistent study and the possible negative impact on students who may miss a pop-up quiz. This ethical dilemma had been on her mind, and as the intervention week approached its end, she decided to remind her students of the importance of regular revision and studying. By experiencing a sense of interest for her students, especially those who miss quizzes due to unforeseen circumstances, she had a desire to find a solution that would encourage consistent studying while minimizing the negative impact on students who might face challenges attending class regularly. Nova was also aware that this intervention had different emotional implications for the students, as illustrated in the following excerpt:

> *Some students might appreciate the heads-up about the potential quiz, feeling a sense of relief and gratitude for the reminder to revise. On the other hand, those who may have missed the hint or not taken it seriously could experience frustration or anxiety upon realizing that they were unprepared for the quiz. (Honesty_InterviewWeek2_ 20.10.2023)*

Nova's hints as reminders for the pop-up quizzes evoked positive emotions in students, making them feel relieved and grateful. Their levels of stress caused by potential quiz reduced and their sense of well-being enhanced as they received and acted on the reminder. Knowing the hints that there was a possibility for an assessment in advance helped them feel more in control and prepared, which contributes to a positive emotional state. During the interviews conducted on this particular case, she expressed the following:

> *I feel a sense of responsibility towards both the academic development and well-being of my students. This intervention aligns with my dedication to fostering a positive and supportive learning environment while maintaining academic rigor. (Honesty_InterviewWeek2_ 20.10.2023)*

The practice of giving reminders is an indication of her interest and value towards her students and her commitment to fostering a supportive and fair learning environment. It reinforces her sense of purpose as an educator who values her students' success and well-being.

This action is meaningful because it shows her dedication to helping students achieve their academic goals.

Through her intervention, Nova aimed to foster continuous student engagement with the course. By reminding her students of upcoming exams or the possibility of pop-up quizzes, she motivated them to stay attentive and actively participate in the learning process. She believed that consistent engagement would lead to a deeper connection with the subject matter. Nova noticed that when students felt empowered and supported, they experienced a greater sense of fulfillment and well-being in their educational journey. Nova described her approach to pop-up quizzes, emphasizing the importance of regular study habits:

> *The only thing I did on the last day of the week was to remind them to revise and study and that there is always a possibility to have a quiz. (Honesty_JournalEntry3_ 18.10.2023)*

By encouraging consistent preparation, she fostered a culture of continuous learning and accountability, promoting effective study habits and academic responsibility. She explained:

> *By keeping students actively involved, they not only retain information better but also develop a robust foundation of knowledge, which is crucial for their thorough comprehension of the subject matter. (Honesty_JournalEntry3_18.10.2023)*

Nova's emphasis on regular preparedness was intended to encourage students to maintain a steady study schedule, rather than cramming for tests at the last minute. Her honesty about the possibility of pop-up quizzes also helped build trust with her students, which she viewed as crucial for healthy teacher-student relationships. She emphasizes:

> *When my students know that I am transparent about my intentions and expectations, it strengthens the relationship between us. (Honesty_InterviewWeek2_ 20.10.2023)*

Nova advocated for the positive impact of transparent communication on student engagement and classroom dynamics. By clearly explaining the purpose of assignments, students perceived them as opportunities for learning rather than burdens, which fostered a supportive relationship and increased participation. Although not supported by concrete evidence, Nova observed positive changes in student behavior, such as increased enthusiasm

and active participation, which she believed contributed to both student satisfaction and her own happiness as an educator.

Furthermore, when her students expressed gratitude, acknowledged their teacher's efforts, and demonstrated respect and admiration, Nova's morale and sense of accomplishment were boosted. For instance, she observed a shift in students' attitudes towards assignments, noting increased enthusiasm and engagement. She declared that:

> *Instead of whining when given an assignment, they eagerly take notes. They discuss among themselves what the assignment was and ask questions about it. (Honesty_InterviewWeek3_ 28.10.2023)*

This positive change in student behavior indicates the teacher's success in motivating and engaging students, which is a significant accomplishment in fostering a conducive learning environment.

3.2.5 Intervention 4: Class Cancellation

Table 7

Honesty Intervention 4

Class cancellation
Issue encountered: Because of the lengthy conference in which they took part, she had to cancel a class. She couldn't decide whether schedule a formal make-up session. **Nova's intervention**: She made the choice to make tiny modifications to the other classes to make up for the missing instruction **Outcome:** Her decision to compensate with additional time in future classes allowed her to maintain a sense of fairness and responsibility while balancing her professional obligations.

In the intervention involving the commemoration of the Turkish Republic's centennial, Nova demonstrated resiliency and proactive coping mechanisms when confronted with obstacles, such as the correct decision to either canceling a class or staying and teaching the lesson despite the significance of the occasion. By acknowledging the importance of the occasion, she chose to prioritize the special event, but she also had another concern regarding whether to schedule a make-up class, as she was paid for the class. In the excerpt below, she describes the circumstances and the struggles she faced:

> *In the end, I decided not to make a make-up class because of several reasons. First, my class had been ahead of the other class so it wouldn't be a problem and the classes would proceed synchronously. Second, I didn't cancel it deliberately or just because I wanted it so; I had to cancel it and I was also busy with the work again. Still, I don't feel completely okay, and I plan to do this make-up class with small additions to the normal class time.* (*Honesty_JournalEntry4_ 23.10.2023)*

Although she initially felt unsettled, she proactively planned to address the situation with additional class time, and this indicates her capacity for emotional regulation and adaptive coping mechanisms.

Besides, her intervention about the special event of the Turkish Republic's centennial demonstrates her sense of responsibility towards her students and her commitment to academic rigor. Even though she had to prioritize the celebrations over conducting her class, she planned to make amends by incorporating small additions to the normal class time.

> *When I had to cancel my class even though it wasn't intentional because it was an official event, and as I get paid for my classes and also, I am responsible for my job and my students, I didn't feel completely okay, so I decided to do this make-up class with small additions to the normal class time. (Honesty_InterviewWeek3_ 28.10.2023)*

Overall, the sense of meaning helped Nova cope with difficult situations and motivated her to act in ways that benefit her students. Furthermore, taking ownership of her decisions led to a greater sense of satisfaction and accomplishment. This also helped create a sense of purpose and direction, which contributed to her sense of fulfillment and meaning in her teaching context.

3.2.6 Honesty Interventions and Well-being

The PERMA model is highlighted in a number of ways by Nova's interventions on moral obligations and ethical dilemmas that centered on her strength of *honesty*. Positive emotion was evident in her expressions of feeling good, happy, emotional relief in almost all interventions. Despite her initial unease in Intervention 4 over not making up the class, she soon felt better after fulfilling her obligation by making a few minor adjustments to her classes. All these enhanced her sense of happiness and contentment, contributing to her professional wellbeing.

Engagement emerged through her active participation in seeking support and negotiating solutions to ethical dilemmas. She got in touch with her colleagues when she was in dilemmas;

she made contact with the publishing company to help some students struggling financially; she demonstrated her concern for the success and involvement of her students by subtly alerting them to the impending pop-up quiz; and when she had to cancel a class, she made adjustments to her instruction. All of these show her high level of engagement in her professional role.

Relationship was a critical component of Nova's experiences. The open communication with her students, fostering a climate of trust and support, and maintaining good relationships with students were frequently mentioned. She also emphasized fairness, value, and responsibility, which are crucial for fostering a positive and supportive environment. The strong, positive relationships are fundamental to not only Nova's but also her students' wellbeing.

Meaning was derived from Nova's intrinsic motivation to care for her students and uphold ethical principles. This was evident in all the interventions. She found a deep sense of purpose in her roles, feeling convinced of her responsibilities and driven to create a positive impact. This sense of meaning helped Nova cope with difficult situations and motivated her to act in ways that benefit her students. Furthermore, taking ownership of her decisions led to a greater sense of satisfaction and accomplishment. This also helped create a sense of purpose and direction, which contributed to her sense of fulfillment and meaning in her teaching context.

Accomplishment was reflected in Nova's focus on increasing student motivation and creating a supportive learning environment. By caring about her students and fostering a positive atmosphere, she contributed her students' success and development. Although this was also apparent in almost all interventions, the clearest example of this was in Intervention 3, where she explicitly targeted student success. It was evident that seeing her students thrive further reinforced her commitment to her ethical principles and professional roles.

In conclusion, it is possible to state that interventions centered on honesty has some multifaceted benefits. These interventions not only enhanced Nova's wellbeing across various dimensions but also contributed to a more supportive, engaging and ethically sound educational environment.

3.3. Spirituality

3.3.1. Overview of the Spirituality Interventions

This section delineates the findings from a comprehensive month-long implementation of *Spirituality* interventions meticulously designed to enhance Nova's well-being. The generic intervention instruction predominantly involved:

- *Integrate **literature** and **quotes** resonating with spiritual or meaningful themes into the curriculum.*

Nova methodically integrated these contents into her lessons, encouraging students to engage with and discuss the themes encapsulated in the quotes. This pedagogical approach was carefully planned to foster profound reflections and conversations concerning life's purpose and values among students, thereby aimed to not only enhance students' language skills but also to cultivate a positive, engaging, and introspective classroom atmosphere as well as a deeper sense of meaning and purpose in their educational experience. She diligently maintained daily journals, rigorously documenting the impacts of these interventions, which form the empirical basis of this analysis. Each journal entry chronicles the activities undertaken and their immediate impact on both her students and herself.

These entries provide a comprehensive account of Nova's experiences and observations, elucidating the influence of spiritual content on classroom dynamics and individual well-being. Her reflections highlighted the complexity of integrating deeply personal and meaningful content into classroom activities. The interventions aimed to create a holistic learning environment where students could connect deeply with the content, encouraging them to reflect on broader life themes. By discussing spiritual and meaningful quotes, Nova intended to transcend traditional language learning, promoting emotional and intellectual growth. The primary hypothesis was that such an environment would not only benefit the students but also significantly enhance teacher's own sense of well-being and professional fulfillment.

3.3.2. Intervention 1: Embracing the Present Moment

Table 8

Spirituality Intervention 1

Embracing the Present Moment
Issue Encountered: Lack of focus on the present moment among students. **Nova's Intervention**: • **October 31, 2023**: Introduced the unit "Now is Good," emphasizing the present continuous tense with the quote, "Yesterday is history, tomorrow is a mystery and today is a gift. That's why it is called the present." • **November 1, 2023**: Used the quote, "In the tapestry of time, the present moment is the thread weaving the future," to explore mindfulness. • **November 2, 2023**: Discussed the quote from Winnie the Pooh: "What day is it? – It's today, squeaked Piglet. – My favorite day, said Pooh." **Outcome:** • Meaningful discussions and increased student involvement. • Enhanced mindfulness and engagement. • Inspired students to find joy and meaning in their everyday lives, creating a positive classroom environment and improving Nova's well-being.

Nova's journal entries and interviews highlighted how integrating spiritual and meaningful quotes into her lessons elicited positive emotional responses from both her and her students. She felt inner satisfaction and joy in selecting and discussing the quotations. This process brought about a positive change not only in the students, but also in Nova's own emotional state. Nova stated the following describing how this process enhanced her positive emotional state.:

> *In the process of reading related books, it did me a lot of good to remember simple but meaningful life lessons. (Spirituality_Interview_18.11.2023)*

When the students shared their hopes for the future, Nova was also positively affected by these emotional reflections. Nova said:

> *When I was talking to the students about goals and plans for the future, I saw a sparkle in their eyes, there was hope. This is really important for me." (Spirituality_Interview_ 18.11.2023).*

For instance, on October 31 she integrated the quote “Yesterday is history, tomorrow is a mystery, and today is a gift. That’s why it is called the present.” *(Spirituality_JournalEntry1_31.10.2023)* into her class. Initially, she transcribed the quotation onto the board and instructed students to look over and comprehend it, specifically to verify any unfamiliar or novel vocabulary. Then, she instructed them to contemplate the quote briefly and then articulate their comprehension of it. Using their limited proficiency in the English language, students provided concise, yet significant responses as outlined: "Carpe diem" "The significance of the present moment". She assisted them in expanding their views and they deliberated on the notion that while people have no control over the past, they possess the ability to govern and mold their future solely via the actions they undertake in the present moment. Ultimately, she inquired about their opinion regarding the remark, and nearly everyone expressed a favorable response, stating that it evoked nice emotions. The discussion had a profound impact on the students, leaving them feeling optimistic and motivated. The following comments show how students’ positive feedback brought immense joy and satisfaction to Nova:

> *On that particular day, I felt a deep sense of satisfaction and happiness as I observed my students actively participating and engaging with the spiritual and meaningful quotes, leading to thoughtful discussions. (Spirituality_JournalEntry1_31.10.2023)*

The intervention also facilitated the development of a more robust teacher-student relationship by promoting a collaborative and supportive classroom atmosphere. She further explained this collaborative atmosphere provided students’ engagement with the course:

> *This intervention not only enhanced their English skills but also infused the classroom with a sense of positive emotion and engagement as they participated in a significant conversation. (Spirituality_JournalEntry1_31.10.2023)*

In another instance, upon discussing the quote, “In the tapestry of time, the present moment is the thread weaving the future,” *(Spirituality_JournalEntry2_1.11.2023)* first, Nova instructed the students to shut their eyes and contemplate the quote for one minute. Their comments exhibited a range of descriptions, characterizing the remark as amazing, noteworthy, thought-provoking, encouraging, and optimistic. They acknowledged that the present moment serves as an opportunity to invest in the future. This epiphany triggered a profound engagement and

initiated a conversation on the interconnected ideas they were actively developing. When she asked her students about their threads for language learning journeys, a student expressed a particularly profound observation:

> *Despite my fatigue, I decided to attend the final class of the day from 3 to 5 pm. This is the thread I am currently using. (Spirituality_JournalEntry2_1.11.2023)*

This response confirmed Nova's teaching aim and revitalized her enthusiasm. This intervention not only enhanced their understanding of the significance of the present moment but also emphasized the meaningfulness of their everyday acts.

In another day, at the beginning of the class, she shared the quote with her students from Winnie the Pooh: "What day is it? - It's today," squeaked Piglet. Pooh's said, "My favorite day," *(Spirituality_JournalEntry3_2.11.2023)* and presented a cheerful yet deep contemplation of the present moment. This dialogue emphasized the significance of discovering delight and meaning in each day, rather than simply anticipating the upcoming days especially holidays. The students felt a sense of positivity and, while discussing, recognized that each day holds its own distinct worth and opportunities for happiness. This activity made them change their perspective and encouraged them to have a more balanced and rewarding fulfilling approach to life. Observing her students' delight in appreciating the significance of every day was extremely gratifying for her as an educator, enhancing Nova's own feelings of contentment and fulfillment. She emphasized that:

> *Students felt positive and encouraged by the discussions, which in turn significantly uplifted my own well-being. That day, I experienced a profound sense of fulfillment and joy." (Spirituality_JournalEntry3_2.11.2023).*

Similarly, during an interview, Nova reflected on the impact of these interventions as follows:

> *Seeing their smiles and positive reactions such as 'Ma'am, that's very good' helped to create a positive atmosphere in the classroom. (Spirituality_Interview1_05.11.2023).*

The quotations led to a significant increase in students' emotional reactions and energy in the lessons and eventually made her feel happy and reassured that she was making a difference.

While sharing their everyday routines and perceptions upon discussing the quote from Winnie the Pooh, she observed their enthusiasm and insightful contributions which rendered the class more dynamic and engaging. She mentioned certain interventions during the interviews and specified the following statements:

> *The significant degree of student engagement served to reinforce my dedication to incorporating meaningful quotes into the curriculum, since it evidently struck a chord with the students and maintained their active participation. (Spirituality_Interview1, 5.11.2023)*

These interventions also reminded Nova of the significance of helping students connect their personal experiences to their broader life narratives, enhancing their overall well-being. She stated:

> *Incorporating a quote about the value of the present moment added a layer of meaning to our lesson that went beyond grammar and vocabulary. It reminded me of the importance of mindfulness and being present in my own life, both personally and professionally." (Spirituality_Interview1_05.11.2023).*

This sense of purpose and meaningful engagement not only benefited the students but also provided Nova with a renewed sense of motivation and fulfillment in her professional role.

3.3.3. Intervention 2: Self-belief and Courage

Table 9

Spirituality Intervention 2

Self-Belief and Courage
Issue Encountered: Students' lack of self-confidence and fear in learning English. **Nova's Intervention**: • **November 6, 2023**: Shared the quote, "A bird sitting on a tree is never afraid of the branch breaking, because its trust is not on the branch but on its own wings." • **November 7, 2023**: Discussed the quote, "Courage doesn't mean you don't get afraid. Courage means you don't let fear stop you." **Outcome:** • Enhanced self-reliance and effort among students.

- Fostered resilience, self-assurance, and engagement by addressing fears, creating a nurturing atmosphere.

The interventions' theme on November 6 centered around self-esteem and personal aptitudes, which is in line with their primary course topic of exploring talents and abilities using the modal verb "can." The quotation was: "A bird sitting on a tree is never afraid of the branch breaking, because its trust is not on the branch but on its own wings." Upon careful examination and contemplation of the quote, the students offered valuable perspectives, including the importance of self-belief, the need to avoid excessive dependence on external factors, and the significance of perseverance. They broadened the conversation to ascertain their areas of expertise or their "wings" in learning English—factors that enhance their sense of competence and self-assurance. This practice not only strengthened the significance of self-reliance and exertion but also cultivated a profound sense of engagement and meaning as they related the metaphor to their personal experiences. The following quote from Nova emphasizes how this intervention contributed students' resilience and self-confidence:

> *The discussion underscored the need of diligent effort and perseverance in achieving success, which in turn -I think- enhances their overall wellbeing. Through the incorporation of a spiritual viewpoint into our instructional approach, the students are progressively cultivating the ability to recover from adversity and developing a strong belief in their own abilities so improving their overall feeling of achievement. (Spirituality_JournalEntry4_6.11.2023)*

From her own perspective, Nova also mentioned on how these activities require her to be fully present and engaged with her students:

> *Their enthusiasm and curiosity were contagious, making the lesson flow naturally and keeping me deeply invested in the teaching process." (Spirituality_Interview_05.11.2023).*

Her role in facilitating these discussions required her to be fully present and invested, which enhanced her own sense of engagement. The interactive nature of these lessons kept both Nova and her students deeply involved, creating a mutually reinforcing cycle of engagement and enthusiasm. This high level of engagement is crucial for fostering a productive and stimulating

learning environment, benefiting both students and teachers. She made the following explanation regarding these interventions:

> *I observed that the students exhibited a willingness to challenge themselves and actively engage in English conversation, particularly following the quotation themed around the concept of bravery. (Spirituality_Interview2_11.11.2023)*

Additionally, the interventions revealed that the integration of meaningful quotes and discussions significantly strengthened the relationships between Nova and her students. By creating a safe and open space for sharing thoughts and reflections, Nova fostered a sense of trust and unity in the classroom. As an instance, the quote “Courage doesn't mean you don't get afraid. Courage means you don't let fear stop you." *(Spirituality_JournalEntry5_7.11.2023)* acted as a potent spark for examining the concepts of fear and courage. They expanded the conversation to encompass anxieties associated with acquiring competence in the English language. A considerable number of students acknowledged that the act of speaking English induced significant stress and anxiety, prompting them to refrain from speaking in order to avoid making errors. By leading to an honest discussion about the students’ anxieties regarding speaking English, they investigated the ways in which this concern might hinder their progress and improvement. She stated:

> *By engaging in these discussions, students are acquiring the skill to reevaluate their worries, so enhancing their self-confidence and proficiency in the English language. (Spirituality_JournalEntry5_7.11.2023)*

This open dialogue not only helped students confront their fears but also deepened and build stronger relations with Nova and each other as it is contemplated in her statements:

> *We created a supportive environment that encouraged students to face their anxieties, fostering a sense of resilience and engagement.” (Spirituality_JournalEntry5_7.11.2023).*
>
> *Through frank discussion of these issues, we fostered an inviting atmosphere that motivated students to confront their anxieties. (Spirituality_JournalEntry5_7.11.2023)*

3.3.4. Intervention 3: Planning and Reflecting on Life Goals

Table 10

Spirituality Intervention 3

Planning and Reflecting on Life Goals
Issue Encountered: Lack of strategic planning and reflection on life goals among students. **Nova's Intervention**: • **November 15, 2023**: Discussed the quote, "There are dreamers and there are planners; the planners make their dreams come true." • **November 16, 2023**: Introduced the quote, "Tell me, what is it you plan to do with your one wild and precious life?" **Outcome:** • Enhanced resilience, strategic thinking, and engagement. • Fostered thoughtful decision-making and meaning by discussing future aspirations and strategic planning.

The interventions of the suggested week were on future goals and preparation, which corresponds to Nova's primary course theme of discussing the future. The quotation of the day, "There are dreamers and there are planners; the planners make their dreams come true," initiated a conversation on the significance of planning in attaining goals. Nova helped students to question and reflect on the meaning of their lives and provided a profound sense of purpose to her lessons. The students expressed their opinions, highlighting the importance of strategic planning in achieving one's aspirations and the necessity of adhering to the plan. When queried about their individual aspirations, the answers encompassed objectives such as completing their higher education, securing their employment, and acquiring proficiency in several languages. Together with her students, Nova deliberated on the precise measures they are implementing to accomplish these aspirations, including opting to enroll in preparatory courses, consistently attending classes, and engaging in English practice beyond the confines of the classroom. These discussions emphasized the significance of perseverance, strategic thinking, and engagement in attaining their objectives. The students' discussions about their future goals increased their level of hope and motivation, which reinforced the meaning of Nova's teaching approach. Nova emphasizes this with the statements:

> *Quotes that highlight the value of the moment helped students question the meaning of their lives." (Spirituality_Interview1, 05.11.2023).*

The discussions most often went beyond the immediate curriculum, encouraging students to reflect on their values, goals, and personal growth. On 16.11.2023, the quote “Tell me, what is it you plan to do with your one wild and precious life?” stimulated deep reflections on life’s purpose and the importance of resilience, investment in oneself, and finding passion in work *(Spirituality_JournalEntry8_16.11.2023)*. These reflections of students were noteworthy, as they discussed the unavoidable nature of difficulties in life and the significance of acquiring the skills to effectively negotiate them in order to attain true happiness. These contemplations prompted the students to engage in deep thinking regarding their academic pursuits and future aspirations.

Along with helping the students to actively engage and find meaning in their life decisions and future aspirations, this intervention strengthened their sense of active participation. By including these meaningful discussions into the curriculum, students were able to investigate their beliefs and aspirations more deliberately, therefore raising awareness of their personal goals and a more deliberate attitude to their decision-making. Nova noted:

> *This discussion not only fostered a sense of engagement and meaning but also encouraged the students to reflect deeply on their life choices and future plans. (Spirituality_Interview2_11. 11.2023).*

By incorporating these spiritual and contemplative aspects, the students are more equipped to make thoughtful decisions regarding their personal and professional lives, thus improving their overall well- being. She further reflected on the meaningful influence of implementing the interventions on her teaching approach:

> *Facilitating these discussions reminded me of the significant impact that thoughtful, spiritually rich content can have on students’ lives. It reaffirmed my purpose in teaching and gave me renewed energy and motivation.” (Spirituality_Interview1_05.11.2023).*

3.3.5. Intervention 4: Reflecting on the Past and Cherishing Memories

Table 11

Spirituality Intervention 4

Reflecting on the Past and Cherishing Memories
Issue Encountered: Students' lack of appreciation for past experiences and positive memories.
Nova's Intervention:
• **November 21, 2023**: Emphasized the quote, "The past is a steppingstone not a milestone."
• **November 22, 2023**: Led a discussion about the quote, "We don't remember days, we remember moments."
• **November 23, 2023**: Introduced the quote, "Memory is the diary that we all carry with us," and discussed keeping diaries and reflecting on personal growth.
Outcome:
• Fostered resilience and a growth mindset.
• Highlighted the importance of positive memories and shared meaningful experiences.
• Promoted self-awareness and ongoing learning, boosting emotional and professional well-being.

Nova's choice of the quote "The past is a steppingstone not a milestone" guided students to view past challenges, such as exams, as steps in their journey rather than end points. By the help of this perspective, students learnt to reframe their challenges, reducing stress and anxiety associated with significant life events, fostering a growth mindset, a sense of accomplishment, and resilience. This fostered resilience and a more positive outlook on their educational journey, contributing to their overall well-being.

By facilitating discussions that helped students reframe their experiences, Nova enhanced her own emotional balance. She saw her role as a mentor and guide, which reinforced her sense of purpose and professional fulfillment. Witnessing the students' growth, understanding, and ability to articulate their thoughts validated her efforts and reinforced her confidence in using signature strength interventions to enhance well-being.

Additionally, engaging students in conversations about significant life events and their perceptions helped them understand the fluidity of their experiences and growth. Students felt heard and supported, promoting a sense of community and belonging. This enhanced their emotional well-being and encouraged a collaborative learning atmosphere. As a result of this supportive and engaging classroom environment, Nova's sense of connection with her students and professional satisfaction enhanced. Nova emphasized the impact of these strengthened relationships:

> *The open discussions helped build a stronger bond between my students and me. By creating a safe space for them to express their thoughts, I felt more connected to them and more effective as a teacher" (Spirituality_Interview1_05.11.2023).*

These strengthened relationships were vital for creating a supportive and collaborative classroom environment. Nova's ability to connect with her students on a deeper level through these discussions enhanced her sense of belonging and efficacy as a teacher and contributed to a positive, empathetic, and trustworthy teaching/learning atmosphere. Encouraging reflection on past experiences and the evolution of perspectives over time promoted self-awareness and maturity. Students developed greater self-awareness and maturity, which are crucial for their personal and academic development. Facilitating such introspection helped Nova felt fulfilled as she witnessed her students' growth and development, aligning with her values as an educator.

> *Conducting this discussion served as a reminder of the significance of assisting students in establishing links between their previous experiences and their present and future goals. Guiding students in thinking about their life paths enhanced my feeling of purpose and the meaningful impact of my teaching approach. (Spirituality_JournalEntry9_21.11.2023)*

The intervention which was about the quote "We don't remember days, we remember moments" initiated a profound discussion about the significance of memorable experiences and positive relationships. This focus on meaningful moments encouraged students to appreciate the present and build fulfilling connections with others, highlighting the importance of creating and cherishing positive memories. By reflecting on these moments, students were encouraged to focus on what truly matters in life, which helped cultivate a positive outlook and emotional well-being. Nova herself noted:

> *Our discussion revolved around the significance of gathering good memories in life… that having fulfilling relationships with our loved ones plays a crucial role in creating these cherished moments. (Spirituality_JournalEntry10_21.11.2023)*

Reflecting on both positive and negative memories allowed students to understand their emotional landscape better, supporting emotional regulation and resilience. Nova noted:

> *Several students expressed a strong desire to forget unpleasant memories (Spirituality_JournalEntry10_21.11.2023)*

This led her to delicately navigate the conversation to avoid causing discomfort while still emphasizing the importance of embracing all life experiences. This process not only aided students in managing their emotions but also reinforced Nova's role as a compassionate and supportive educator, enhancing her own emotional well-being and job satisfaction. By guiding her students through these reflections, Nova fostered a positive classroom environment that nurtures both her and her students' well-being, creating a supportive and engaging educational experience. In her interview, Nova reflected on this sense of achievement:

> *Observing my students grasp the concept and articulate their thoughts in English, no matter how simple, was incredibly rewarding. It affirmed my efforts and skills as an educator, enhancing my sense of professional accomplishment. (Spirituality_Interview1_05.11.2023).*

As can be understood, successfully guiding students through these reflective discussions gave Nova a strong sense of accomplishment.

The discussion around the quote "We don't remember days, we remember moments," *(Spirituality_JournalEntry10_22.11.2023)* also reinforced the relational bond by the collective reflection on the importance of memories. According to Nova, building these relationships was integral to both student success and her sense of professional identity and satisfaction, as it fosters her role as a mentor and guide in her students' educational journeys.

The quote "Memory is the diary that we all carry with us" sparked a discussion about the practice of journaling and the emotional impact of personal reflections. Nova encouraged her students to consider the habit of keeping personal journals, which promoted self-reflection, continuous learning, and emotional awareness. By discussing their experiences with journaling, students were able to see the value in documenting their thoughts and feelings, enhancing their self-awareness and emotional intelligence. Highlighting the potential for growth in this area, Nova mentioned:

> *Upon comprehending the quote, I inquired of the students whether they kept personal journals. Several students answered positively, although they mentioned that they did not write regularly (Spirituality_JournalEntry11_23.11.2023)*

The discussion led to students reflecting on their past diary entries and the emotions associated with them. Nova noted:

> *Many of them experienced a range of emotions while reflecting on their former reactions to situations, finding it both emotional, intriguing and occasionally amusing. (Spirituality_JournalEntry11_23.11.2023)*

This reflection helped students connect with their personal growth and understand their progression over time, fostering a deeper understanding of themselves. For Nova, facilitating these discussions allowed her to witness the positive impact of her teaching, reinforcing her sense of purpose and fulfillment. Encouraging students to view their memories as a type of personal journal not only enhanced their well-being but also contributed to Nova's professional satisfaction by creating an environment of continuous improvement and emotional intelligence.

3.3.6. Spirituality Interventions and Well-being

The integration of spirituality into the lessons led to frequent positive emotional responses from both Nova and her students. Engaging with meaningful content and reflecting on life's deeper values brought feelings of joy, satisfaction, and fulfillment. These positive emotions were reinforced by the students' enthusiastic participation and their expressions of optimism and motivation, which, in turn, uplifted Nova's own well-being. This emotional reciprocity not only enhances classroom dynamics but also reinforces Nova's passion and sense of fulfillment in her professional role.

Engagement was reflected in how the spiritual quotes facilitated deep involvement and participation from students. The thought-provoking content inspired deep contemplation and active participation, leading to more dynamic and interactive classroom experiences. Both students and Nova became more deeply invested in the lessons, creating a mutually reinforcing cycle of enthusiasm and involvement that enriched the teaching/learning process.

The interventions fostered stronger relationships between Nova and her students. By creating a safe and supportive environment for sharing thoughts and reflections, trust and unity within the classroom were strengthened. This collaborative atmosphere not only helped students connect with one another but also deepened their relationship with Nova, contributing to a more empathetic and cohesive learning environment.

The interventions provided a deep sense of meaning by encouraging students and Nova to connect their personal experiences with broader life narratives. Reflecting on significant themes helped students understand the importance of their actions and decisions, fostering a greater awareness of their life's purpose. For Nova, facilitating these meaningful discussions reaffirmed her sense of purpose as an educator and reinforced her motivation to continue integrating spirituality into her teaching approach.

The PERMA model's "Accomplishment" component is evident in Nova's ability to meet her intervention goals and witness positive outcomes in both herself and her students' involvement and learning. Nova aimed to help students practice speaking English through quotations and improve their language skills. Guiding students through reflective discussions that fostered personal growth, resilience, and emotional well-being validated her efforts as an educator. This process helped students to become more courageous and motivated in the language learning process. The discussions on quotes led to observable changes in students' behavior, such as increased willingness to speak English in and out of class and becoming more courageous and motivated in their language learning process. Witnessing her students' progress and their ability to engage deeply with the material reinforced her confidence in the effectiveness of these interventions and enhanced her professional satisfaction.

In conclusion, *Spirituality* interventions effectively enhanced well-being across the PERMA components. Positive emotions were fostered through reflective discussions, creating a more optimistic and motivated classroom atmosphere. Engagement was deepened as meaningful content captivated students' attention, leading to a dynamic learning environment. Relationships were strengthened through open and supportive discussions, fostering trust and unity. A sense of meaning emerged as students connected personal experiences to broader life lessons, reinforcing purpose for both students and Nova. Lastly, a strong sense of accomplishment was achieved through guiding students' growth and resilience, affirming the value of these interventions in promoting overall well-being. These interventions not only benefited the students' learning experience but also contributed to Nova's sense of fulfillment and professional identity.

3.4. Hope

3.4.1. Overview of the Interventions

I gave Nova a generic intervention instruction for her strength of *Hope* and she implemented two different hope interventions for this generic instruction. The generic instruction that aimed to influence her future by leveraging her signature strength involved,

- *Identify **three challenging tasks** related to your job (teaching, administration works, your own academic studies as a PhD candidate, dilemmas with students, classroom practice, etc.) and determine **whether it's better to solve each task by changing your thoughts first or by taking action first.***

Nova found it challenging to identify three new challenges every week due to the demanding nature of her job and doctoral studies. Consequently, we decided to change the generic intervention instruction for the third and fourth week. The second instruction was designed to foster hope and resilience by reflecting on the experiences of others who overcame significant challenges and required,

- *Read about another individual who **succeeded despite personal difficulties** (e.g., Albert Einstein, Oprah Winfrey, Nelson Mandela) within the classroom context.*

She focused on one challenge per week, allowing her to think deeply and reflect thoroughly on each task. Additionally, for Hope interventions, Nova wrote a weekly journal entry that aligned with the nature of Hope strength, requiring deep thought and concentration on these reflections.

3.4.2. Intervention 1: Thesis Challenge

Table 12

Hope Intervention 1

Thesis Challenge
Issue encountered: Completing her doctoral thesis was a substantial challenge, demanding immense energy and sacrifice. Balancing thesis work with teaching often caused guilt and anxiety.
Nova's Intervention: To manage this challenge, Nova combined both thinking and action-based approaches: 1. Habit Tracker App: Monitoring progress without adding stress. 2. Scheduled Thesis Time: Dedicating time to her thesis at least three times a week. 3. Positive Encouragement: Placing motivating notes in visible spots. 4. Reflect on Past Achievements: Reinforcing confidence and resilience.
Outcome: Establishing a more peaceful relationship with her work.

Nova's intervention to manage the professional challenge of completing her thesis while balancing teaching responsibilities illustrates a strategic integration of both thinking and action-based approaches. The multifaceted nature of her strategy highlights her commitment to not only maintaining her well-being but also enhancing her professional satisfaction and personal growth.

She frequently experienced positive emotions throughout the interventions, as evidenced by her journal reflections and interview statements. When she encountered challenging tasks about her teaching, administration works, a dilemma in terms of students, classroom practice as the intervention suggested, she created a list of concrete actions to help manage her challenges. For instance, among these, there was an action referring positive encouragement. She wrote and placed positive, encouraging notes in visible spots on her computer, on the mirror, and so on. These reminders helped boost her motivation and maintain a hopeful outlook. By incorporating positive notes and reflecting on past successes, she was nurturing positive emotions. She reminded herself the significant challenges she had overcome in the past by listing her prior accomplishments. This approach helped Nova stay focused and resilient, even in the face of significant challenges. In addition, reflecting on past accomplishments provided her with inspiration and confidence. Nova's reflections on her own academic studies illustrate this:

> *Creating a list of my accomplishments allowed me to acknowledge and celebrate my successes, and this reflection reinforced my confidence, self-worth and resilience.*

> *Reflecting on my past successes really did me good because it helped to somewhat alleviate the feelings of not being able to keep up and being very busy that I am experiencing today, as I have also gone through very busy periods in the past. (Hope_Interview1_16.12.2023)*

This reflection helped her realize that despite current challenges, she had the capability to overcome them, just as she did in the past.

> *There's quite a difference between the person I was 10 years ago and the person I am now, but I think if I could do it back then, with the maturity and resources I had at that time, today, despite different circumstances and intensities, it can still be done. (Hope_Interview1_16.12.2023)*

This strategy helped combat the negative feelings associated with her schoolwork and her thesis studies. When she occasionally experienced guilt and anxiety due to feelings of inadequacy or failure in both her academic studies and her teaching practice, she employed a growth mindset to transform these negative emotions into a sense of pride and fulfillment by integrating strategies that foster well-being and reduce stress.

Nova also described feelings of pride and contentment when discussing her professional achievements. She noted:

> *Reflecting on my accomplishments and recalling positive moments brought about feelings of happiness and relaxation, enhancing my overall emotional state. (Hope_Interview2_22.12.2023)*

These positive emotions were crucial in counteracting the stress and anxiety associated with her professional responsibilities, creating a more balanced and resilient outlook on life. In the interviews, she shared how reflecting on past successes and challenges provided clarity and purpose. While reflecting on the memories of herself, she noticed that throughout all those bad experiences, she had actually challenged with herself and this helped her grow, be more aware of her responsibilities and how these reflections impacted her emotions. She highlighted:

> *Thinking about my past achievements helped me see the importance of gratitude. We so often focus on the negative, but remembering the good things helps us realize the balance in our lives. (Hope_ Interview3_30.12.2023)*

Engagement was one of the significant outcomes of the intervention. In her reflections on the dilemma of managing her thesis workload, Nova mentioned:

> *Committing to regular thesis work sessions ensures that I remain engaged with my project, fostering a state of flow and deep involvement in my research. (Hope_JournalEntry1_8.12.2023)*

Her statement demonstrates that with her strategic planning in her intervention she displayed involvement and more interest in her academic research and how structured interventions could help sustain engagement in professional tasks, thereby enhancing overall well-being.

This intervention also fostered supportive relationships between Nova and her colleagues. For instance, in her dilemma about her academic workload and thesis issue she emphasized,

> *Discussing it with others fills me with pride, their support and encouragement alleviate feelings of isolation, and I eagerly anticipate completing and presenting it to my peers in the field. (Hope_JournalEntry1_8.12.2023)*

This means sharing her progress and discussing her thesis with colleagues and mentors strengthened her professional relationships. In her interviews, Nova expressed how these strengthened relationships made her feel more supported and connected. She stated:

> *Sharing these reflections with others, whether directly or indirectly, helped me to foster a positive and supportive environment. (Hope_Interview2_22.12.2023)*

It can be inferred that this sense of belonging and mutual encouragement was vital for Nova's overall well-being and job satisfaction. Nova's reflections on her own accomplishments further reinforced this sense of meaning. She stated:

> *Recognizing my achievements provided a sense of meaning and purpose, reinforcing the idea that my efforts and successes are valuable and significant. (Hope_Interview3_30.12.2023)*

This reflection on the past and its impact on the present and future helped Nova maintain a balanced perspective on life's challenges and achievements.

Nova illustrated how finding meaning in one's actions and experiences could lead to increased well-being by expressing gratitude and happiness for the interventions. Likewise, her thoughts regarding sense of meaning were as following:

> *The intervention helped me read my experiences from the other side of the page as well and I realized and got surprised how our lives are actually in balance. (Hope_Interview3_30.12.2023)*

This practice provided Nova with a sense of purpose to encourage her students to adopt a more balanced and appreciative outlook on their own lives.

Throughout her *Hope* interventions, by setting small, manageable goals to help manage her challenges regarding her thesis studies provided her a sense of accomplishment, motivating her to continue making progress towards her academic studies. In her interview, Nova discussed how these accomplishments influenced her overall well-being. She said:

> *Recognizing my achievements and reflecting on my progress helped me see that I am capable and resilient. This realization has been crucial for my overall happiness and professional satisfaction. (Hope_Interview3_30.12.2023)*

By acknowledging her successes and setting future goals, Nova maintained a positive and forward-looking perspective.

3.4.3. Intervention 2: Homework Issue

Table 13

Hope Intervention 2

Homework Issue
Issue encountered: Struggling to balance fostering learner autonomy with the necessity of assigning homework due to the students' lack of intrinsic motivation and readiness for self-directed learning. **Nova's Intervention:** Revising her homework strategy with several actions: 1. Regular and Optimal Difficulty Assignments: Homework should be regular but not overly challenging, providing a sense of accomplishment without discouraging students. 2. Quality and Type of Assignments: Considering her Generation Z students' preference for technology, she incorporated more online assignments, allowing for collaborative learning through mobile devices. 3. Engagement through Fun Elements: Adding enjoyable elements to assignments to make learning more appealing and to present diverse study alternatives beyond traditional methods. **Outcome:** By implementing these strategies, Nova aimed to foster greater student engagement and motivation, making homework a more integral and enjoyable part of her students' learning experience.

This intervention referred to one persistent dilemma in Nova's teaching practice as "homework issue". In this intervention, Nova tried to make homework less stressful and more beneficial by encouraging students to take control of their own learning. She wanted homework to be a chance for meaningful learning, helping students grow academically and feel good about their progress. She referred this dilemma as:

> *For my class, I often ask myself whether I am a teacher who supports learner autonomy or a teacher who leaves little space for students by assigning homework. There are numerous articles on learner autonomy, but I question whether we are truly ready for it. The basic condition for learner autonomy is intrinsic motivation—a genuine desire to learn. Yet, many students seem to lack this, often eager for class to end so they can leave. If we are holding these students in school by extrinsic motivation, how can they be autonomous learners? (Hope_JournaEntry1_8.12.2023)*

This debate led her to reassess her approach to homework. She recognized guiding students towards effective study practices. During her second *Hope* intervention, she revised her homework strategy and as illustrated in Table 13, she identified several actions to address this

issue such as giving regular and optimal difficulty assignments, incorporating more online assignments as her students belong to Gen Z, and adding fun elements to assignments. She stated the positive outcome of integrating fun elements into assignments as:

> *I aim to make learning enjoyable and show students the diverse alternatives available for studying and practicing English. They don't have to rely solely on books or repetitive writing tasks." (Hope_JournalEntry2_15.12.2023)*

She tried to foster positive emotions towards learning by making assignments enjoyable and integrating technology. As a result, fun and engaging tasks replaced the stress, anxiety and dislike often associated with traditional homework.

Nova's use of technology to engage her students also proved effective. She wrote:

> *Utilizing online quizzes and activities from various tools and websites allows them to study English using their favorite device—their mobile phone." (Hope_Journal2_15.12.2023)*

Her aim was to enhance students' engagement through assignments that align with students' interests, such as technology-based tasks. This approach not only kept students interested but also helped them enter a state of flow, where learning became immersive and enjoyable as understood from her reflection:

> *Integrating technology into the learning process transforms the classroom into an engaging, interactive space where students become so immersed in their activities that they forget they are even in a lesson. (Hope_Journal2_15.12.2023)*

Nova emphasized the mutual aspect of engagement, stating:

> *When I see my students actively participating and deeply involved, it reinforces my own engagement and enthusiasm for teaching. (Hope_Interview1_16.12.2023)*

Moreover, she observed that incorporating collaborative online tools had a strengthening effect on relationships among students, as they worked together on interactive assignments,

sharing knowledge and supporting each other's learning. Below is the statement quoted from her:

> *While engaging online tools collaboratively, students found themselves building stronger connections as they worked together, sharing insights and offering mutual support throughout their interactive assignments. (Hope_Interview2_22.12.2023)*

When she reassessed her approach to the "homework issue" as a challenge in her teaching practice, she took action to guide students toward effective study habits. She began assigning regular homework of optimal difficulty, aiming to boost students' feelings of accomplishment. By setting manageable goals within assignments, she hoped to motivate them to continue their efforts and recognize their progress. She expressed:

> *Giving regular assignments that are not too challenging worked well. I observed that by doing so they feel that they can achieve without discouragement, I encouraged them to continue their efforts independently. (Hope_Journal2_15.12.2023)*

3.4.4. Intervention 3&4: Cultivating Hope Through Success Stories

Table 14

Hope Intervention 3&4

Cultivating Hope through Albert Einstein's Story	**Cultivating Hope through Aziz Sancar's Story**
Issue Encountered: Nova aimed to emphasize the importance of hope and resilience through the challenges faced by Albert Einstein. **Nova's Intervention:** She structured a classroom activity around Albert Einstein's life, focusing on identifying and discussing the challenges he faced. **Outcome:** Students understood that while challenges are inherent, hope and resilience are crucial for overcoming them.	**Issue Encountered:** Nova wanted to inspire students by emphasizing perseverance and dedication through the success story of Nobel Prize-winning scientist Aziz Sancar. **Nova's Intervention:** She conducted a classroom activity focusing on Aziz Sancar's educational background, including reading comprehension activities and a discussion about the factors contributing to his success. **Outcome:** Students realized that despite limited opportunities, perseverance and dedication could lead to extraordinary achievements, reinforcing the value of hope.

During the third and fourth week, she brought stories of individuals who succeeded despite personal difficulties. The stories of Albert Einstein and Aziz Sancar played a crucial role in fostering inspiration and hope among her students and herself. In the third week, Nova's aim was helping students understand and reflect on the importance of hope and resilience through the story of Albert Einstein, focusing on the challenges he faced in his educational and professional life. Taking this into consideration, Nova structured a classroom activity around Albert Einstein's life, incorporating pre, while, and post segments that concluded with a discussion about the challenges Einstein faced. Students were encouraged to identify key phrases related to these challenges, and lesser-known facts about Einstein were shared to intrigue students and provoke thought. Nova noted:

> *The discussion about Einstein's challenges and triumphs brought a sense of inspiration and hope to the class. It highlighted that despite hardships, positive outcomes are possible, fostering a sense of optimism. (Hope_JournalEntry3_21.12.2023)*

Likewise, in the fourth week, Nova reflected on a classroom activity that featured the success story of Aziz Sancar, focusing on his educational background. Sancar, a Nobel Prize-winning Turkish scientist, was chosen to inspire the students. Before reading the text, Nova asked what the students knew about him, finding that most only knew about his Nobel Prize and his hometown, Mardin. After reading and completing comprehension activities, the class held a discussion about the factors contributing to Sancar's success despite his limited opportunities. The discussion highlighted the extraordinary nature of Sancar's achievements and the hope that perseverance and dedication can overcome significant obstacles. This sentiment was echoed in her reflections on Aziz Sancar's story:

> *The story of Aziz Sancar, particularly his rise from humble beginnings to achieving a Nobel Prize, evoked feelings of hope and inspiration among the students, fostering a positive emotional atmosphere in the classroom. (Hope_JournalEntry4_29.12.2023)*

Nova's integration of meaningful stories and discussions highlighting the challenges and triumphs of notable figures like Albert Einstein and Aziz Sancar not only educated her students about resilience and perseverance but also inspired and encouraged them to set and pursue their own goals. Besides motivating students these strategies reinforced Nova's sense of

accomplishment as an educator. Upon seeing her strategies were working, she made the following explanations:

> *Facilitating a lesson that encouraged students to set personal goals and develop strategies gave me a profound sense of accomplishment. (Hope_Journal4_29.12.2023)*
>
> *Successfully guiding a lesson that resonated deeply with students, prompting meaningful reflections, reinforced my pride in my teaching approach and affirmed the value of integrating such interventions into the curriculum. Seeing the students thoughtfully engage and take actionable steps toward their aspirations highlighted the impact of these lessons on their personal growth and future success. (Hope_Interview2_22.12.2023)*

The use of success stories and innovative teaching methods also helped maintain engagement. Nova observed that these stories fostered a high level of involvement and interest, especially the follow-up discussions were particularly meaningful in her context because most students in her school come from middle-class backgrounds, and some may have financial challenges. She indicated that:

> *The students were deeply engaged during the discussion of Einstein's and Sancar's lives, especially when connecting Sancar's challenges with their own potential obstacles and opportunities. (Hope_Journal4_29.12.2023)*

Nova also noted that:

> *Sharing success stories despite difficulties encouraged students to share their thoughts and connect with each other's reflections, strengthening their interpersonal relationship. (Hope_Journal4_29.12.2023)*

As indicated, the shared reflections and personal connections on individual stories helped strengthen the relationships among students, as they supported each other's aspirations and understood common struggles. Nova's reflections also indicated how these interventions improved her relationships with her students. This collaborative environment not only benefited the students but also contributed to Nova's sense of connection and support in her professional role.

The interventions provided a profound sense of meaning and purpose, both for Nova and her students. Discussing the challenges and successes of figures like Einstein and Sancar helped students see the significance of their own struggles and achievements. Nova explained:

> *Reflecting on the lesson, I realized that both the students and I benefited from it. While preparing the lesson plan, I remembered that life is full of pleasant and unpleasant moments. If we were happy and content all the time, we wouldn't understand the value of these emotions. (Hope_Interview3_30.12.2023)*

Hope interventions taught her the importance of being "awake and aware" to avoid being misled by life's challenges and difficulties. This implies by implementing meaningful interventions individuals are encouraged to reflect deeply on their experiences, fostering a greater understanding and awareness of their life's purpose and values. Her lesson plan on individual life stories of well-known people provided a profound understanding that life's challenges can lead to significant achievements, reinforcing the idea that their struggles are meaningful and can lead to personal growth. Through these interventions, cultivating a more hopeful and optimistic outlook on life helped construct a sense of meaning and eventually led to well-being enhancement both for herself and her students.

3.4.5. Hope Interventions and Well-being

Nova experienced frequent positive emotions during the interventions related to *Hope*, particularly through strategies like placing positive, encouraging notes in visible spots. These notes helped boost her motivation and maintain a hopeful outlook. Reflecting on past successes helped combat negative emotions associated with her academic and teaching responsibilities. She transformed negative emotions such as guilt and anxiety into pride and fulfillment by developing a growth mindset. Nova described feelings of happiness, relaxation, and contentment when reflecting on her professional achievements, emphasizing the importance of gratitude.

Engagement was reflected in Nova's strategic planning and commitment to regular thesis work sessions, which fostered a state of flow and deep involvement in her research. Furthermore, by incorporating technology and fun elements into assignments, she increased student engagement, replacing the stress associated with traditional homework with interactive and enjoyable tasks. Nova's use of online quizzes and collaborative tools enhanced student involvement, leading to immersive learning experiences.

Relationships were enhanced through Nova's sharing of her progress and discussing her thesis with colleagues and mentors, which strengthened professional relationships and provided a sense of support and connection. Additionally, the use of collaborative online tools and interactive assignments fostered stronger connections among students, as they shared knowledge and supported each other's learning. Nova observed that engaging students and fostering positive classroom dynamics reinforced her own enthusiasm for teaching.

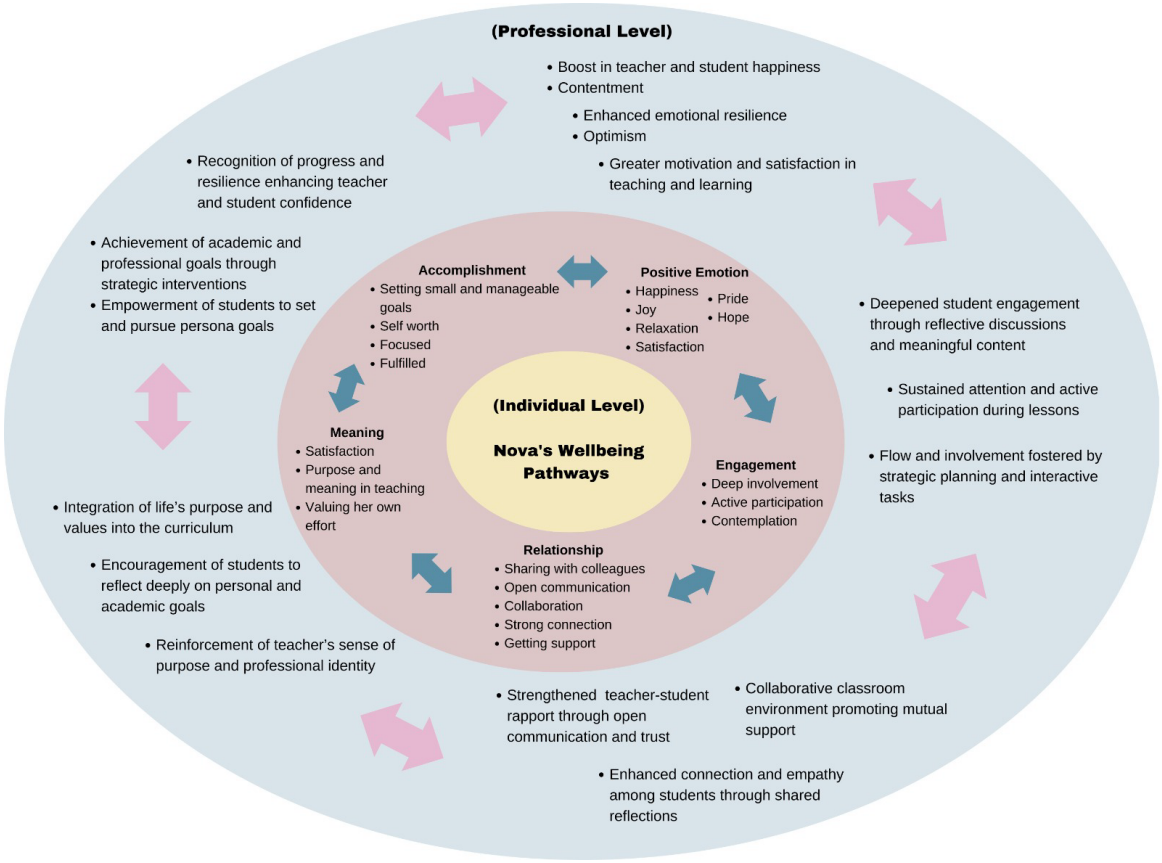
Meaning emerged through Nova's reflections on past achievements, which provided her with a sense of meaning and purpose, reinforcing the value and significance of her efforts and successes. Discussing the challenges and successes of notable figures like Albert Einstein and Aziz Sancar inspired students and highlighted the meaningfulness of their own struggles and achievements. The interventions encouraged deep reflection on experiences, fostering a greater understanding and awareness of life's purpose and values.

Accomplishment stemmed from Nova setting small, manageable goals to help manage challenges related to her thesis studies, providing a sense of accomplishment and motivating her to continue making progress. Celebrating past successes reinforced her confidence, self-worth, and resilience, helping her stay focused and optimistic despite current challenges. Successfully integrating meaningful stories and innovative teaching methods into lessons gave Nova a profound sense of accomplishment as an educator.

In conclusion, these interventions collectively contributed to Nova's overall well-being and professional satisfaction, demonstrating the effectiveness of the PERMA model in addressing both personal and professional challenges.

3.5. Overview of Findings

Figure 3. *Interconnected Pathways of Nova's Well-being*



The findings of this study reveal a profound and multifaceted impact of the 12-week Signature Strengths Intervention Program (SIP) on Nova's overall well-being, highlighting the intricate and interconnected pathways between her individual and professional development. As illustrated in Figure 3, the interventions catalyzed a series of positive outcomes that spanned across both personal growth and professional performance. The figure clearly depicts how Nova's individual strengths (Honesty, Spirituality, and Hope) contributed to the flourishing of her personal and professional life through the PERMA model's dimensions: Positive Emotion, Engagement, Relationships, Meaning, and Accomplishment.

At the individual level, Nova's well-being was significantly enriched through the consistent application of her signature strengths. For instance, Positive Emotions such as joy, satisfaction, pride, and hope were fostered through reflective activities that allowed Nova to engage deeply with both personal values and her teaching practice. This emotional uplift was evident especially in some interventions as she navigated challenging situations (e.g., ethical dilemmas

and workload management), which were transformed into opportunities for growth and emotional balance through deliberate reflection and intervention.

Furthermore, Nova reported deep involvement, active participation, and flow during both her teaching and academic responsibilities, which is a clear indication of heightened engagement throughout the interventions. This engagement emerged not only from the structured and interactive interventions (e.g., incorporating meaningful quotes into lessons) but also from her commitment to strategic planning and daily reflection, which helped sustain a sense of flow and focus in her professional tasks.

The open communication, collaboration, and empathy fostered by the interventions helped Nova build a trusting and supportive classroom environment, which strengthened her relationships with both colleagues and students. By addressing student concerns with transparency and fairness, as well as promoting collaborative learning through online assignments, she cultivated stronger bonds with her students, enhancing their mutual trust and engagement. Similarly, her relationships with colleagues were reinforced through shared problem-solving and professional reflection, contributing to her sense of community within her teaching environment.

The interventions provided Nova with a deep sense of meaning as they helped her reconnect with her intrinsic motivation and purpose in teaching. Reflecting on life's broader values and encouraging her students to engage in similar reflections allowed Nova to cultivate a more meaningful educational experience. Her teaching practice was infused with a sense of purpose, aiming to cultivate both academic achievement and personal growth and resilience in her students.

Accomplishment was another critical outcome of these interventions. Nova's sense of achievement was reinforced through the setting and completion of small, manageable goals, whether related to her academic work (e.g., managing her doctoral thesis) or her teaching practice (e.g., developing new homework strategies). The regular acknowledgment of progress and successes—through both personal reflection and external validation—strenghtened her sense of self-worth and professional efficacy.

At the professional level, these individual improvements had a clear ripple effect. The positive emotions Nova cultivated through reflective practice and strength-based interventions led to greater contentment and enhanced emotional resilience in her teaching role. She noted improvements in student engagement and motivation, as the incorporation of meaningful content into the curriculum fostered deeper involvement and active participation among her students. Additionally, the strengthened teacher-student rapport, built on open communication

and shared reflections, contributed to an overall positive classroom atmosphere, which benefited both teacher and students alike.

Furthermore, the figure highlights the interconnectedness between personal and professional well-being. The empowerment Nova gained through reflecting on her personal growth and accomplishments extended into her teaching practice, where she supported her students in setting and pursuing their own goals. Her ability to maintain hope and optimism, even in the face of professional challenges, translated into a more resilient and motivated teaching approach, further boosting both her own satisfaction and her students' success.

In summary, the Interconnected Pathways of Nova's Well-being (see Figure 3) illustrate the dynamic and reciprocal relationship between Nova's personal and professional development. Through the systematic application of signature strengths, she was able to foster positive emotions, deepen engagement, strengthen relationships, create a profound sense of meaning, and achieve accomplishments that not only enhanced her own well-being but also contributed to a flourishing educational environment. This study underscores the broader implication that supporting teachers' well-being through strength-based interventions can have wide-ranging benefits for both individual educators and their professional communities.

4. DISCUSSION, CONCLUSION, AND IMPLICATIONS

4.1. Introduction

This exploratory case study sought to investigate the effects of signature strengths-based interventions on the professional well-being of a higher education language instructor over a 13-week timeframe. The study examined a Turkish EFL teacher, Nova, whose primary strengths included honesty, spirituality, and hope, utilizing weekly journals, interviews, and reflective narratives to investigate the impact of these strengths on her well-being and professional fulfillment. The preceding chapter examined the interventions' impact on the instructor and her classroom. This chapter discusses the findings concerning current research on positive psychology and teacher well-being, explores implications for higher education, and outlines limitations and recommendations for further study.

4.2. Summary of the Study

The objective of this study was to investigate the assumption that the utilization of signature strengths can have a positive impact on the professional well-being of language teachers in higher education. The research specifically examined if incorporating signature strengths, in our case honesty, spirituality, and hope, into teaching practices would improve a teacher's professional well-being. Furthermore, the study proposed that these strengths would not only affect the teacher's well-being but also be evident in particular classroom practices that enhance a more positive and supportive learning atmosphere.

In order to investigate these assumptions, an exploratory case design was utilized. The study specifically focused on a single participant, Nova, who is an EFL teacher in Türkiye. Nova's three primary signature strengths were determined through the VIA Signature Strengths Survey. The study employed qualitative data collecting techniques, such as weekly journals, semi-structured interviews, and reflective narratives, to obtain a comprehensive picture of how these strengths impacted her professional well-being and classroom practices during a 12-week intervention period.

The findings revealed that using signature strengths significantly influenced Nova’s professional well-being. The interventions based on honesty, spirituality, and hope enhanced her emotional resilience, deepened her sense of purpose, fostered her relationship with her colleagues and students and increased her professional satisfaction. These strengths were effectively applied in various classroom contexts: *Honesty* was used to address ethical dilemmas and foster transparency, *Spirituality* was integrated through meaningful and spiritual

quotes that promoted deep reflection, and *Hope* was used to inspire resilience and optimism among students.

Nova's classroom implementation of these strengths contributed to a more positive and supportive learning environment. The alignment of her teaching practices with her personal strengths not only improved her relationships with students but also fostered a classroom atmosphere that promoted student engagement and well-being. By embedding her strengths into her professional role, Nova experienced a heightened sense of coherence between her personal values and professional responsibilities, which was crucial for her overall well-being.

This research contributes to the existing literature on positive psychology by demonstrating the effectiveness of signature strengths-based interventions in enhancing teacher well-being and classroom dynamics. The study highlights the potential of integrating personal strengths into professional practices as a means to improve both teacher and student outcomes. The findings have important implications for teacher development programs, suggesting that strengths-based interventions can be a valuable tool for enhancing teacher well-being and fostering a more positive educational environment.

4.3. Discussion of the Findings of Research Questions

4.3.1. Research Question 1

Does using signature strengths influence language teachers' professional well-being?

The results of the present study clearly show that deliberately utilizing one's signature strengths substantially impact the professional well-being and fulfillment of language teachers. The importance of utilizing personal strengths in professional contexts is well-supported by the work of Seligman et al. (2009), who argue that strengths-based interventions can lead to increased well-being and life satisfaction. Character strengths refer to positive and ethically valued personality attributes essential to a person's identity. These strengths have a positive impact on both the individual and others, and they contribute to the overall well-being of society. These characteristics serve as psychological mechanisms that establish virtues (Niemiec, 2018; Park and Peterson, 2009; Peterson and Seligman, 2004). These traits and virtues are determined to be significant for promoting resilience and emotional stability among teachers in demanding educational settings. According to the scholars (Mercer & Gregersen, 2020), teachers who actively employ their character traits are more capable of handling stress, sustaining motivation, and improving their overall job satisfaction. The positive influence also

affects their students, as the well-being of teachers is strongly connected to the academic achievements and involvement of students.

The research on strengths and strength-based interventions has significant implications for both the professional and personal growth of educators in teacher education. It might be argued that educators and aspiring educators may enhance their teaching efficacy by acknowledging their strengths and cultivating their innate abilities, hence enabling them to assist students in recognizing and developing their own capabilities. Furthermore, it may be asserted that educators who prioritize their own growth and lead fulfilling lives are better equipped to assist students in their holistic development and to have satisfying lives themselves (Chan, 2009). At the same time, it is anticipated that educators who endeavor to cultivate, enhance, and apply their character strengths will exhibit increased resilience, improved stress management, and less tendency to burnout (Maslach, 2003). Nova's experiences illustrate the significant influence of these strengths on her emotional resilience, job satisfaction, and general sense of meaning. This claim is well supported by the extensive body of research in positive psychology, which highlights that utilizing one's core strengths can result in improved well-being and fulfillment in one's career (Seligman & Csikszentmihalyi, 2000; Linley & Harrington, 2006).

4.3.2. Research Question 1a & 1b

1.a. Does using signature strengths influence language teachers' professional well-being? If yes, how does using signature strengths affect a language teacher's professional well-being?

1.b. What are the classroom implementations of using signature strengths?

Expanding upon the research that highlights the important significance of signature strengths in improving professional well-being, it is crucial to further explore how individual strengths, such as honesty, spirituality, and hope, contribute to this positive effect.

Honesty is a crucial character strength that has been strongly associated with authenticity and integrity in both personal and professional contexts. The research provides evidence that authenticity, which refers to the alignment between an individual's actions and values, is a strong indicator of overall well-being (Harter et. al.,2002; Baker et. al., 2017). Their study, which concentrated on the workplace, discovered that those who are capable of behaving genuinely encounter elevated job satisfaction, enhanced emotional well-being, and reduced levels of anxiety. This is because the teaching profession is filled with ethical issues since

teachers are always required to make ethically challenging decisions (Shapira- Lishchinsky, 2016) and these ethical dilemmas are a pervasive aspect of daily life in educational settings (Rogers & Faust Sizer, 2010). Teachers' ethical dilemmas and moral considerations are intricately connected to their well-being. Ethical dilemmas can create stress and negative emotions for teachers. When Nova faces this kind of a dilemma such as deciding between loyalty and honesty, she feels a range of emotions including anxiety, guilt, even anger which impact her overall emotional well-being. It has been shown that managing these emotions effectively plays a critical for teacher well-being (Day & Qing, 2009). In our case, honesty interventions she uses for her students helps her equipped to regulate her emotions and maintain a positive outlook.

Furthermore, ethical dilemmas can impact a teacher's sense of engagement in their work. One can enhance professional engagement and fulfillment by addressing these dilemmas in accordance with their moral values. In line with these, Hakanen and colleagues (2006) found that teachers who reported higher levels of engagement displayed greater resilience when confronted with ethical dilemmas. Additionally, ethical dilemmas are often caused by our interactions with others, whether it is students, colleagues, or administrators. The way teachers handle these dilemmas can have a significant impact on their relationships with their students, colleagues, or administrators. According to Ehrich et. al. (2011), honesty in educational contexts is deeply connected to the ethical obligations of teachers to act in the best interests of their students. This involves making fair and transparent decisions, modeling integrity, and creating a classroom environment where students feel secure and valued. Nova, as a teacher who prioritize her honesty strength as in the form of ethical considerations in her actions is more likely build trust and establish supportive relationships with her students, which contribute to her overall well-being. In research by Zheng (2022), the importance of trust and ethical behavior is emphasized in fostering positive relationships among educators. Lavy (2019) also suggested that displaying honesty as a teacher not only enhances one's professional identity but also has a good impact on relationships with students and colleagues, resulting in a more supportive and resilient teaching environment. This finding is consistent with the work of Brown and Treviño (2006), who emphasize that ethical leadership, characterized by honesty and integrity, fosters an environment of trust and respect. Such an environment is vital in educational settings where the relationship between teacher and student is foundational to effective teaching and learning. Thus, cultivating honesty can have a substantial impact on improving the overall well-being of teachers.

In the educational context, honesty is not merely about truth-telling but encompasses integrity, fairness, and the ethical treatment of others. This aligns with the argument by Churchill (1982) that ethics involves a methodical and logical examination of human behavior, while values, deeply intertwined with beliefs and attitudes, significantly influence such behavior (Rennie, 2007). Nova's use of honesty in her teaching practice was pivotal in addressing ethical dilemmas, such as navigating challenges that she encountered concerning decision-making processes amidst dilemmas and conflicting circumstances. The use of her honesty strength not only allowed her to resolve these challenges but also reinforced her integrity and moral satisfaction, contributing to her overall well-being. For instance, in her dilemma regarding class lists, where students requested changes based on personal preferences, Nova's decision to adhere to fairness and organizational guidelines exemplified how honesty can be applied in practice. This approach not only maintained the stability and order of the classroom but also reinforced her integrity, which, according to Peterson and Seligman (2004), is essential for psychological well-being. By upholding her ethical principles, Nova experienced moral satisfaction, which is closely linked to job satisfaction and emotional well-being. This aligns with the research of Harter, Schmidt, and Hayes (2002), who found that authenticity—acting in alignment with one's values—leads to higher levels of job satisfaction and reduced anxiety. Peterson and Seligman (2004) argue that honesty as a signature strength fosters a deep sense of authenticity and congruence between one’s values and actions, which is critical for maintaining psychological well-being.

Furthermore, the broader implications of Nova’s use of honesty can be understood through the lens of language teacher psychology. According to Liu et al. (2022), emotional factors such as honesty and ethical decision-making are intimately connected to a teacher’s sense of well-being and are influenced by the cultural and institutional contexts in which they operate. The research indicates that when teachers navigate their professional duties with honesty, they not only enhance their well-being but also contribute to a more ethical and supportive school environment. This environment, in turn, promotes the well-being of both teachers and students, creating a positive feedback loop that reinforces ethical practices and emotional resilience.

Incorporating signature strengths such as honesty into classroom practices is an effective strategy that can profoundly influence the learning environment and the well-being of both educators and students. The study by Mercer and Gregersen (2020) on teacher well-being underscores the significance of alignment between a teacher's values and professional conduct, which is essential for sustaining a good self-concept and overall well-being. In Nova's situation, her use of honesty in classroom management—particularly in addressing ethical

difficulties such as copyright issues—exemplified her dedication to fairness and openness, thereby strengthening her professional identity and ethical principles. Mercer and Gregersen (2020) assert that educators who successfully incorporate their fundamental principles into their professional practice obtain higher levels of job satisfaction and emotional resilience. This consistency cultivates authenticity, which is essential for psychological well-being. The research conducted by Harter, Schmidt, and Hayes (2002) indicates that authenticity, defined as the alignment between one's actions and values, is a crucial predictor of well-being. Their research, centred on the workplace, revealed that those who can act honestly experience enhanced job satisfaction, improved mental well-being, and reduced stress levels. Nova's consistent application of honesty in her interactions with students and colleagues not only built trust within her classroom but also provided a model for ethical behavior, which is crucial for creating a supportive and respectful learning environment. This aligns with the findings of Dewaele and MacIntyre (2016), who stress the importance of emotional resonance and the positive impact of teacher authenticity on classroom dynamics. Further supporting this is the work of Platz (2021), who found that the ethical and honest behavior of teachers is crucial for creating a positive school climate. Her study concluded that honesty in educators promotes trust, which is essential for building strong teacher-student relationships. These relationships, in turn, are vital for the emotional and professional well-being of teachers. Nova's ability to build such relationships through her honest interactions with students aligns with these findings, reinforcing the idea that honesty is a cornerstone of professional well-being in education.

Furthermore, the extensive implications of implementing honesty can be comprehended through Fredrickson's broaden-and-build theory, which asserts that positive emotions expand an individual's immediate thought-action repertoire, resulting in the development of enduring personal resources. By promoting a culture of honesty, Nova not only nurtured good feelings like trust and respect but also facilitated the formation of a resilient and cohesive classroom community. Fredrickson's (2001) theory posits that nurturing happy emotions through honest interactions help build psychological resilience and social connections, which are vital for the well-being of both teachers and students.

In the realm of education, Campbell (2003) underscores the significance of ethical teaching practices, contending that integrity and honesty are essential for fostering trust and creating an optimal setting for learning. Campbell's research indicates that educators who continuously exhibit honesty are more likely to gain their pupils' respect and confidence, resulting in improved educational outcomes and heightened professional satisfaction. Nova's experience in this study corroborates these findings since her dedication to honesty in addressing ethical

challenges not only enhanced her professional integrity but also improved her sense of achievement and fulfillment.

Finally, the research of Greenier and Whitehead (2016) on teacher well-being in the context of positive education with 56 ELT teachers suggests that when teachers consistently apply honesty in their classroom interactions, they are more likely to experience enhanced well-being and job satisfaction. This is because honesty fosters a sense of congruence between a teacher's values and actions, which is critical for maintaining psychological well-being. In practice, Nova's honesty helped her navigate complex ethical dilemmas with confidence, reinforcing her professional integrity and contributing to a stable and positive classroom environment. This approach not only benefited her well-being but also created a learning atmosphere where students felt valued and respected.

Spirituality has contributed to Nova's professional well-being by imparting a profound feeling of meaning and purpose in her job. Within the framework of positive psychology, spirituality is defined as the ability to derive meaning from life, establish a connection with a greater entity, and participate in activities that promote inner peace and resilience (Peterson and Seligman, 2004). Educators who experience a connection to their spirituality may attain inner peace and fulfilment, helping in the management of stress and burnout (Pong, 2022). Furthermore, it can assist educators in cultivating empathy and compassion for their students, resulting in a more constructive and encouraging educational atmosphere. At this point, it is essential to recognize that spiritual well-being need not be associated with religion (Zinnbauer, 2009). Spirituality can appear in both religious and non-religious forms. (Canda, 2009; Pargament, 2007). Religion encompasses the manifestation of spirituality through engagement in structured groups and traditions that collectively address these fundamental issues. For some individuals, religion serves as a significant component of spirituality, whilst others derive their spirituality from nature, literature, art, music, or other sources. Nash (2002) emphasizes the distinction between religion and spirituality, with the latter being an internal process that is not tied to any specific religious practice. In Nova's case, by incorporating spiritual and philosophical quotes from literature into her curriculum, she demonstrated how spirituality can be effectively integrated into education, irrespective of religious affiliations. Therefore, educators cultivate an inclusive environment that honors and facilitates various spiritual views and practices. A tendency has developed towards instructional techniques focused on spiritual ideals, referred to as spiritual pedagogy (SP). Specifically, SP as an educational methodology embodies the principles highlighted in humanistic psychology and affective pedagogy by encouraging educators to align their practices with the "values" that underpin their profession,

such as emotion, affection, humility, sensibility, sympathy, love, patience, and tolerance (Llewellyn, 1998; Wright, 2003; Syihabuddin, 2017). A pedagogical method rooted in spirituality can cultivate a millennial generation that continually enhances the knowledge and abilities of both instructors and students to meet the demands of the modern world (Syihabuddin, 2017). Long (2008) emphasizes the significance of spirituality in professional environments, especially for educators, by illustrating its function in stress management and the cultivation of inner peace. Long's (2008) research indicates that incorporating spirituality into teachers' professional lives enhances their ability to handle stress and fosters a sense of inner calmness and satisfaction. As a result, this positively influences their teaching approaches and student interactions.

By incorporating spiritual and meaningful quotes into her curriculum, Nova engaged students in significant discussions of life's purpose, self-belief, courage, and the meaningfulness of each moment and daily acts. This approach enabled her to engage with her students more profoundly, fostering a classroom atmosphere that was both academically stimulating and emotionally and spiritually enriching. Nova's role in promoting discussions concerning significant and spiritual quotations required her full engagement and profound commitment, a fundamental trait of achieving a state of flow. Through totally being in the moment, Nova experienced enhanced engagement, which is essential for reaching this optimal state of focus and fulfillment. The interactive nature of these lessons fostered the essential circumstances for flow, as both she and her students got completely involved in the learning experience. Csikszentmihalyi (1997) asserts that flow happens frequently when individuals encounter difficulties matching with their ability level, facilitating continuous engagement without being overly stressed. The dynamic interplay between Nova and her students created a mutually reinforcing cycle of enthusiasm and concentration, reflecting the reciprocal feedback processes that increase flow in collaborative environments (Nakamura & Csikszentmihalyi, 2009). The high level of engagement cultivated by this flow state not only improved Nova’s well-being but also facilitated a dynamic and productive learning atmosphere for her students, supporting the theory that flow experiences improve both individual performance and collective results (Csikszentmihalyi, 2013).

Nova's method of incorporating spirituality into her pedagogy is consistent with the findings of Liu et al. (2022), which underscore the importance of socio-emotional elements in influencing teacher well-being. Liu and colleagues highlight that meaningful involvement and the capacity to derive purpose from one’s job are essential elements of teacher well-being in their investigation of language teacher psychology. Nova's incorporation of spiritual and

philosophical quotations and themes in her classes fostered significant discussions with her students, enabling them to examine profound questions like existence, purpose, and personal growth. This reflective and value-based approach not only enhanced the educational experience but also matched her pedagogy with her personal values, resulting in increased job satisfaction and a stronger sense of professional identity.

The impact of spirituality on Nova's well-being can also be linked to the PERMA model of well-being, which emphasizes the importance of meaning as a core component of flourishing. Nova's experience demonstrates how spirituality, as a signature strength, can transform the teaching experience by providing both the teacher and students with a deeper sense of meaning and connection. This not only fosters a more supportive and empathetic classroom environment but also contributes to the overall well-being and professional satisfaction of the teacher. As noted by Mercer and Gregersen (2020), teachers who find meaning in their work are more likely to experience positive emotions, engagement, and a sense of accomplishment. Nova's experience exemplifies this, as her spiritual interventions not only enhanced her students' engagement but also provided her with a renewed sense of motivation and purpose. This is particularly important in the context of EFL/ESL classrooms, where the challenges of teaching a foreign language can often lead to burnout and stress (Wang, 2022). By grounding her teaching in spirituality, Nova was able to navigate these challenges with resilience, thereby enhancing her overall well-being.

Furthermore, the role of spirituality in Nova's professional life can be understood considering the broader educational context discussed by Li (2021). Li's review highlights that in EFL/ESL settings, where teachers often face significant stress due to linguistic and cultural barriers, the ability to draw on spiritual strengths can be a crucial factor in maintaining well-being. Nova claimed that this approach not only fostered insightful contributions and heightened emotional engagement from her students but also enhanced classroom dynamics, making the setting more vibrant and fulfilling. Their passion and introspection regarding self-reliance and effort fostered a sense of significance in their educational experience, cultivating a deep connection between their learning and personal development. This development in her students significantly increased Nova's sense of pleasure and fulfilment as an instructor. Witnessing her students' joy in recognizing the importance of everyday experiences reinforced her belief that she was having a substantial impact on their lives. This, in turn, fostered her emotional resilience, a crucial component of teacher well-being associated with spirituality. The positive emotional responses of her students, along with their capacity to connect metaphors and classroom dialogues to personal experiences, not only enhanced the learning

atmosphere but also supported Nova's feeling of purpose. This aligns with Howell's (2013) claim that spiritual individuals frequently demonstrate optimism, compassion, and engage in reflective practices, hence boosting their self-esteem and sense of purpose.

The implementation of spirituality in the classroom involves creating opportunities for students to explore deeper questions of meaning, purpose, and connection. Spirituality, as a signature strength, enables teachers to cultivate a classroom environment that supports holistic development, where students can engage with content that resonates on a personal and existential level. According to Emmons (1999), spirituality in education is about fostering a sense of connection to something greater than oneself, which can be a powerful motivator for both teachers and students. Zinnbauer and Pargament (2005) emphasize that spirituality is a powerful source of emotional resilience and meaning, helping individuals to navigate the complexities of life with a sense of coherence and purpose. In the educational context, this strength can transform routine teaching into a more fulfilling and impactful practice. In Nova's classroom, this was achieved through the integration of spiritual and philosophical quotes that encouraged students to reflect on their lives, values, and aspirations.

The influence of spirituality in Nova's classroom is clearly evidenced by her students' reactions to the spiritual and philosophical quotations included throughout her lessons. During discussions regarding the significance of each day, students began to acknowledge the unique value and potential for happiness inherent in every moment. This change in viewpoint resulted in a more balanced and fulfilling approach to life, which is consistent with research indicating that individuals with a meaning-oriented mindset typically experience heightened positive affect and life satisfaction (Chamberlain & Zika, 1992; King et al., 2006).

The research of Duckworth et al. (2009) on grit and perseverance highlights the role of spirituality in fostering resilience and long-term motivation. By incorporating spiritual themes into her teaching, Nova provided her students with a framework for understanding their educational journey in the context of their broader life goals. This not only enhanced their engagement with the material but also helped them develop a sense of purpose and direction in their learning. The findings of Emmons and Crumpler (2000) further support this, suggesting that spirituality can serve as a source of resilience, helping individuals navigate challenges with a sense of inner peace and strength. Moreover, the integration of spirituality in the classroom has been shown to have a positive impact on teacher well-being. According to the work of Greenier and Whitehead (2016), teachers who incorporate their spiritual beliefs into their teaching practice often report higher levels of job satisfaction and emotional well-being. This is because spirituality provides a sense of coherence and meaning, which are essential

components of well-being. For Nova, the use of spirituality in her classroom not only enriched her students' learning experience but also aligned her teaching with her personal values, leading to a greater sense of fulfillment and professional satisfaction.

From the perspective of strength of spirituality in positive education, this experience highlights how integrating spirituality into the curriculum can foster optimism, self-actualization, and personal growth among students. Spirituality, as a signature strength, allows educators like Nova to create a classroom that supports holistic development—students are not merely learning cognitive skills but also engaging with existential questions, developing emotional intelligence, and finding personal meaning in their education. As Howell (2013) points out, spiritual orientation is linked to enhanced mental health, self-esteem, and the ability to find joy in small pleasures. In Nova's classroom, the practice of reflecting on spiritual quotes encouraged students to embrace this mindset, which ultimately contributed to their emotional and intellectual well-being.

Integrating spirituality into education, as demonstrated by Nova's case, corresponds with the tenets of positive education, which emphasizes the cultivation of both academic success and emotional and psychological well-being. By prompting students to immerse themselves in spiritual and significant subjects, educators may assist them in developing resilience, compassion, and a sense of purpose—attributes vital for personal fulfillment and long-term achievement.

The strength of ***Hope*** was instrumental in helping Nova maintain a positive outlook and emotional resilience in the face of professional challenges. The character strength of hope is within the virtue of transcendence and entails positive thinking and concentrating on favorable outcomes (Park, Peterson & Seligman, 2004). It involves positive anticipations for the future. Hope is beyond solely positive emotion. It is a proactive strength characterized by agency, the motivation and confidence to achieve goals, and the ability to formulate multiple feasible approaches to attain the desired future. Hope is intricately associated with a specific explanation style regarding the attribution of causes for negative issues (Niemiec, 2012). This strength is particularly important for teachers, who often face the dual challenges of managing their own professional development while also supporting the growth of their students. In his study that examines the relationship between the VIA character strengths and subjective well-being among Chinese teachers, Chan (2009) asserted that along with other transcendence strengths (e.g. gratitude and spirituality) hope was found to be significantly correlated with higher life satisfaction and positive affect. This indicates that teachers who endorsed hope tended to experience more life satisfaction and positive emotions. By focusing on stories of perseverance

and success, Nova not only inspired her students but also reinforced her own sense of optimism and agency.

In their study which investigates the role of hope in helping language teachers cope with stress during Covid- 19 pandemic, Macintyre et al. (2022) focus on how hope influences coping strategies and overall well-being in a challenging and changing teaching environment. They found that teachers with higher levels of hope were more resilient and capable of maintaining their well-being despite the increased stress brought on by the pandemic. The study further demonstrates that hope was positively correlated with effective coping strategies such as positive reframing and planning. Teachers possessing a strong sense of hope were better able to view challenges as opportunities for growth, therefore enhancing their ability to cope with the difficulties of online teaching (MacIntyre et al., 2022). In the study, teachers with higher hope scores reported better outcomes across all dimensions of well-being measured by the PERMA model. They exhibited higher levels of positive emotion, engagement, and meaning, which are essential for maintaining well-being under stressful circumstances (MacIntyre et al., 2022). This echoes Nova's experience, where reflecting on past successes and setting small, manageable goals helped her manage challenges, enhanced her confidence, self-esteem, and resilience, and enabled her to stay focused and optimistic despite current challenges. This approach is consistent with Snyder et al. (2002), who describe hope as a strength that involves setting clear goals, identifying pathways to achieve them, and maintaining the motivation to pursue those goals in the face of challenges. Hope has been shown to be a critical factor in coping with stress and adversity, which in turn promotes well-being and job satisfaction (Lopez et al., 2009). Nova's ability to cultivate hope in both her students and herself established a positive feedback process that further enhanced her professional well-being.

The influence of hope on Nova's professional well-being can also be understood through the broader framework of language teacher psychology. Nova's emphasis on cultivating hope through reflective practices and goal setting is compatible with Li's (2021) focus on resilience highlighted, emphasizing the significance of resilience and self-efficacy in maintaining teacher well-being, particularly in the challenging context of EFL/ESL classrooms. By reflecting on past successes and setting manageable goals, Nova was able to improve her confidence and maintain future-minded perspective. This approach not only helped her manage the stress associated with her dual roles as a teacher and a PhD candidate but also allowed her to create a positive and inspiring environment for her students. This corresponds with the findings of Liu et al. (2022), who examine the role of teacher agency and adaptive expertise in promoting well-being. Nova's ability to adapt her strategies and maintain hope in the face of challenges

illustrates the adaptive expertise essential for preserving well-being in complex educational environments. Liu et al. (2022) also highlight the importance of motivational factors, including hope and perseverance, in shaping teacher well-being and efficacy. Nova's ability to cultivate hope not only enhanced her own resilience but also had a positive impact on her students, who were inspired by the stories of individuals who overcame significant challenges. This positive feedback, where the teacher's hopefulness enhances student engagement and vice versa, is essential for maintaining teacher's motivation and well-being as well as students in the classroom.

Additionally, Nova's utilization of hope as a signature strength emphasizes the significance of emotional regulation and positive emotional states in education. Li (2021) states that effective emotional management is essential for teacher well-being, especially in high-stress settings such as EFL/ESL classrooms. Nova's emphasis on hope enabled her to sustain a positive emotional attitude while encountering considerable obstacles. This enhanced her well-being and fostered a more optimistic and supportive classroom atmosphere. By setting manageable goals for herself regarding her thesis work and teaching and creating strategies to foster student engagement and motivation for making homework more integral and enjoyable part of their language learning experience, Nova successfully navigated the complex nature of learning and teaching with perseverance and optimism, demonstrating the significance of hope as a fundamental strength in the teaching profession.

The integration of hope in the classroom focuses on fostering an atmosphere that promotes optimism, resilience, future-mindedness. The study by Marques, Lopez, and Pais-Ribeiro (2011) indicates that when teachers deliberately cultivate hope in their students, it can significantly enhance student engagement and academic performance. Through the narration of stories of characters who overcame challenges, Nova not only motivated her students but also exemplified the resilience and perseverance essential to the principle of hope. This approach is especially crucial in language learning environments, where learners frequently encounter substantial obstacles that may affect their motivation and confidence. Zajacova, Lynch, and Espenshade (2005) indicated that nurturing hope can enable students to cultivate the resilience necessary to persevere in their academic pursuits despite obstacles. The incorporation of hope in the classroom has significant implications for the well-being of both teachers and students. Mercer and Gregersen (2020) emphasize that teachers who foster optimism in students are more likely to establish an optimistic and supportive classroom environment, hence improving their own well-being.

Peterson and Byron (2007) assert that hope is a crucial predictor of well-being, facilitating a positive attitude along with effective stress management. In Nova's circumstance, her utilization from hope strength in the classroom was apparent in her goal-setting activities and her sharing of success narratives, which motivated students to persist in the face of challenges and her emphasis on fostering hope in herself and her students not only improved her professional well-being but also facilitated a more positive and supportive classroom atmosphere. This aligns with the findings of Marques et al. (2011), which indicate that hope-based interventions in educational settings can enhance student motivation and relatively their academic performance and foster a stronger sense of well-being among learners as well as teachers.

Through integrating stories of individuals who succeeded considerable challenges, Nova not only inspired her students but also exemplified the perseverance and optimism vital to the concept of hope. This is in line with the findings of Dewaele and MacIntyre (2014), who underscore the significance of emotional and motivational elements in maintaining student engagement in language learning contexts. Fredrickson's broaden-and-build theory further reinforces the implementation of hope in the classroom by proposing that positive emotions, including optimism and inspiration, expand the perspectives of both teachers and students, fostering psychological resilience and cultivating a more supportive learning environment. Nova's emphasis on fostering optimism improved her professional well-being and established a classroom atmosphere where students felt motivated to achieve their objectives. According to Fredrickson (2001), this favorable emotional climate is crucial for developing the cognitive and social resources necessary for long-term achievement.

Honesty, spirituality, and hope, the three top strengths we examined in our study, worked together to build a holistic framework that reinforced Nova's professional and emotional resilience. Each individual strength made a distinct contribution to her overall well-being. However, when combined, they offered a holistic strategy for effectively handling the complexities of teaching. The comprehensive impact of this is demonstrated in the research of Mercer et al. (2016), which indicates that using strengths-based approaches in education not only improves teacher well-being but also increases classroom dynamics and student outcomes. Nova's integration of these skills into her daily work enhanced her professional effectiveness and also positively influenced her students, creating a supportive and intellectually stimulating educational environment.

4.4. Implications for Practice

The findings of this study demonstrate the positive impact of implementing signature strength-based interventions on mainly teacher well-being and also classroom dynamics as well as students' well-being. From the current study, it is evident that teachers being aware of their strengths and integrating those strengths into their educational practices enhance teacher well-being and promotes a supportive and engaging learning environment. These insights have several actionable implications for educators, administrators, and policymakers for practice.

Combined with the insights from existing literature, the study's findings highlight the critical need for a paradigm shift in how teacher well-being is conceptualized and addressed in educational settings. As emphasized by Holmes (1998) and Wei et al. (2009), traditional professional development programs typically fail to promote meaningful and enduring professional development among educators as traditional approach of addressing teacher well-being has frequently concentrated on alleviating negative outcomes such as stress and burnout. This study along with relevant literature indicate the necessity for a more comprehensive model that includes both the absence of mental health disorders and the presence of positive elements such as thriving, life satisfaction, and professional fulfillment (Fleming et al., 2013; Jennings & Greenberg, 2009; Miller et al., 2008). Educational policymakers and administrators especially in Türkiye need to adopt this holistic perspective to guide the development of well-being programs and policies that not only mitigate burnout but also foster sustained professional growth and fulfillment. The deficiency, together with the opposition to educational developments (Elliot, 1991) may result in negative outcomes such as emotional tiredness and burnout (Maslach et al., 2001).

To address these challenges, educational institutions might implement a comprehensive strategy that integrates positive psychology and strength-based interventions to enhance teacher well-being and flourishing. Educational institutions need to incorporate strength-based intervention programs (SIPs) into professional development programs for educators. Institutions can improve teachers' resilience, job satisfaction, and general well-being by offering training that enables educators to recognize and utilize their unique character strengths in their professional lives.

Furthermore, research conducted by Muijs & Reynolds (2002) and Muijs (2006) demonstrates that teachers' behaviors and actions can profoundly influence student results, with certain studies indicating that as much as 75% of the variance in student achievement may be attributed to teacher-related factors. Strength-based interventions that boost teacher well-being

can improve relationships between teachers and students, classroom management, and the overall classroom climate.

In the context of Turkish higher education, characterized by substantial workloads and little professional support for educators resulting in burnout and disengagement, an approach based on individual strengths can prove highly useful. Interventions must be culturally tailored to align with the values and requirements of Turkish educators, highlighting collective wellbeing and support. This would not only reduce stress and burnout but also cultivate a sense of belonging and promote a feeling of purpose among educators, which is essential for their continuous engagement and development.

4.5. Limitations and Future Recommendations

The present study contributes to the literature highlighting the importance of utilizing signature strengths in improving professional well-being. Nova successfully employed honesty, spirituality, and hope to effectively navigate the challenges of teaching, enhance her emotional resilience, and achieve greater fulfillment in her profession. These findings underscore the necessity of supporting educators in identifying and developing their unique strengths to enhance their well-being and performance in the classroom.

Although it has numerous contributions to understanding the strength-based interventions in improving teacher well-being, this study has also several limitations and recommendations for further research that must be acknowledged. First, well- being is defined as life satisfaction and a dynamic sense of meaning arising from individual's subjective personal relationships with the affordances in their social environments. An ecological perspective, which considers individuals as capable of actively and intentionally interacting with their personal, cultural, sociopolitical, institutional, and relational environments, provides a meaningful framework for understanding well-being on both individual and social levels.

Besides, the interventions implemented in this study mostly focused on the professional domain, emphasizing the incorporation of signature strengths within the classroom environment. However, well-being is multi-faceted, incorporating personal, societal and professional dimensions. Future interventions could integrate components that extend beyond the professional domain, including personal and private domain and also films, music, and other daily activities that align with the identified strengths. This holistic approach can enhance the effectiveness of the interventions by linking professional development with individual fulfillment and enjoyment.

The current research concentrated on individual teacher well-being, examining the impact of strength-based interventions on personal experiences and professional satisfaction. This approach offers useful insights but does not fully encompass the broader ecological context of well-being. As suggested by Mercer (2021), Knight and McNaught (2011) well-being extends beyond the individual to include family, community, and societal components. This study did not comprehensively explore these broader contexts, including the impact of familial support, community engagement, or institutional policies on teacher well-being. Therefore, future research should integrate these dimensions to yield a more thorough comprehension of the variables affecting well-being.

Additionally, the study emphasized the significance of teacher-student relationships, interactions with colleagues and their influence on classroom dynamics as the outcomes of teacher well-being. However, it inadequately examined other essential interpersonal interactions, like those with administrators, or family members. These relationships can have significant impact on teachers' professional well-being and are essential elements of the social ecology of teaching. Subsequent research should examine how these interpersonal dynamics affect the efficacy of well-being interventions.

In line with these, this study did not consider the wider political and social elements that could affect teacher well-being. As the factors such as governmental educational policies, the economic stability of the region or societal attitudes towards the teaching profession can significantly influence the professional and personal lives of educators, impacting their total well-being in ways that extend beyond individual interventions. Integrating these wider factors would yield a more comprehensive understanding of the complex nature of teacher well-being.

Another issue is that as well-being is an ongoing evolving phenomenon shaped by continuous interactions with the environment. Therefore, the 13-week intervention period may have been inadequate to assess the long-term impacts of strength-based interventions on teacher well-being. Short-term enhancements in well-being noted throughout the study may not endure over time without continuous assistance and follow-up interventions. Longitudinal studies are essential to evaluate the long-term effects and sustainability of these interventions, especially in relation to changing contextual factors across time.

All in all, although this study offers encouraging evidence for the efficacy of signature strength-based interventions to enhance teacher well-being, the limitations mentioned above highlight the necessity for a more holistic approach. Future studies should incorporate both individual and systemic approaches, employing an ecological perspective to fully comprehend and enhance teacher well-being in complex educational contexts.

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APPENDICES

Appendix A. Ethics Committee Approval

T.C	
ÇAĞ ÜNİVERSİTESİ	
SOSYAL BİLİMLER ENSTİTÜSÜ	
TEZ / ARAŞTIRMA / ANKET / ÇALIŞMA İZNİ / ETİK KURULU İZİNİ TALEP FORMU VE ONAY TUTANAK FORMU	
ÖĞRENCİ BİLGİLERİ	
T.C. NOSU	
ADI VE SOYADI	Ceyda Zerenay
ÖĞRENCİ NO	2020007004
TEL. NO.	
E - MAİL ADRESLERİ	
ANA BİLİM DALI	Sosyal Bilimler Enstitüsü İngiliz Dili Eğitimi Anabilim Dalı
HANGİ AŞAMADA OLDUĞU (DERS / TEZ)	Tez Aşaması 6. dönem
İSTEKDE BULUNDUĞU DÖNEME AİT DÖNEMLİK KAYDININ YAPILIP-YAPILMADIĞI	2023 / 2024 GÜZ DÖNEMİ KAYDINI YENİLEDİM.
ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ BİLGİLER	
TEZİN KONUSU	THE MEDIATING ROLE OF SIGNATURE STRENGTHS AND STRENGTH BASED INTERVENTIONS ON EFL TEACHER'S GENERAL AND PROFESSIONAL WELL-BEING
TEZİN AMACI	The present study focuses on the affects and reflections of 12-week signature strengths based interventions as key for flourishing and both general and professional well-being of a language teacher in higher education context in Turkey. It aims to integrate positive psychology and strength based intervention into language education to provide common ground for the application and proliferation within (Turkish) education system both as a research and as a practice.
TEZİN TÜRKÇE ÖZETİ	Bu çalışmanın amacı, 12 haftalık güçlü yönler temelli bir müdahalenin Türkiye'de yükseköğretimde çalışan bir dil öğretmeninin genel ve mesleki iyi oluşu üzerindeki etkisini araştırmaktır. Pozitif psikoloji ve güçlü yönler temelli müdahaleleri dil eğitimine entegre ederek olumlu sonuçları teşvik etmeyi ve eğitim sistemine katkıda bulunmayı amaçlamaktadır. Araştırma soruları, güçlü yönleri kullanmanın dil öğretmenlerinin iyi olma hali üzerindeki etkisini ve bu müdahalelerin öğretmenlik uygulamalarına nasıl yansıdığını ve entegre edildiğini araştırmaktadır. Çalışmanın önemi, etkili öğretim, öğrenci katılımı ve başarısı için çok önemli olan dil öğretmenlerinin iyi olma halini ele almasında yatmaktadır. Çalışma, pozitif psikoloji, karakter güçleri ve pozitif psikoloji müdahaleleri ile pozitif eğitim ve bunun yabancı dil öğretimiyle bağlantısını incelemekte ve eğitim bağlamlarında iyi oluşu teşvik etmenin önemini vurgulamaktadır. Çalışma, pozitif psikolojiyi eğitim bağlamlarında uygulama ihtiyacı ve dil öğretmenlerinin mesleklerinde karşılaştıkları benzersiz zorluklarla şekillenmiştir. Araştırma, keşfedici bir vaka çalışması yaklaşımını benimsemekte ve temel olarak günlükler, yansıtma kağıtları ve görüşmeler gibi nitel yöntemlere dayanmaktadır. Çalışmanın sınırlılıkları arasında vaka çalışması tasarımı ve öz bildirim verilerine dayanması yer almaktadır. Bu çalışma, dil öğretmenlerinin iyi olma hallerine yönelik güç temelli müdahalelerin anlaşılmasına katkıda bulunmakta ve eğitim ortamlarında gelecekteki müdahaleler için öngörüler sağlamaktadır.
ARAŞTIRMA YAPILACAK OLAN SEKTÖRLER/ KURUMLARIN ADLARI	Türkiye'de (İç Anadolu Bölgesi'nde) bulunan birkaç devlet üniversitesi
İZİN ALINACAK OLAN KURUMA AİT BİLGİLER (KURUMUN ADI- ŞUBESİ/ MÜDÜRLÜĞÜ - İLİ - İLÇESİ)	Çağ Üniversitesi - Mersin - Tarsus
YAPILMAK İSTENEN ÇALIŞMANIN İZİN ALINMAK İSTENEN KURUMUN HANGİ İLÇELERİNE/ HANGİ KURUMUNA/ HANGİ	Belirtilen anketler İç Anadolu bölgesinde bulunan bazı devlet üniversitelerinin Yabancı Diller Yüksekokulunda görev yapan İngilizce öğretim görevlilerine uygulanacaktır.
UYGULANACAK OLAN ÇALIŞMAYA AİT ANKETLERİN/ ÖLÇEKLERİN BAŞLIKLARI/ HANGİ ANKETLERİN - ÖLÇELERİN UYGULANACAĞI	1-Demografic Information Form 2- Perma Profiler 3- Workplace Perma Profiler
EKLER (ANKETLER, ÖLÇEKLER, FORMLAR, ... V.B. GİBİ EVRAKLARIN İSİMLERİYLE BİRLİKTE KAÇ ADET/SAYFA OLDUKLARINA AİT BİLGİLER İLE AYRINTILI YAZILACAKTIR)	1) 1 Sayfa Demografic Information Form (3 soru) 2) 5 Sayfa Perma Profiler (23 madde) 3) 7 Sayfa Workplace Perma Profiler (23 madde)
ÖĞRENCİNİN ADI - SOYADI: Ceyda Zerenay	**ÖĞRENCİNİN İMZASI: ENSTİTÜ MÜDÜRLÜĞÜNDE EVRAK ASLI İMZALIDIR.** **TARİH: 8 /11/ 2023**

TEZ/ ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ DEĞERLENDİRME SONUCU
1. Seçilen konu Bilim ve İş Dünyasına katkı sağlayabilecektir.
2. Anılan konu .... faaliyet alanı içerisine girmektedir.

1.TEZ DANIŞMANININ ONAYI	**2.TEZ DANIŞMANININ ONAYI (VARSA)**	**ANA BİLİM DALI BAŞKANININ ONAYI**	**SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRÜNÜN ONAYI**
Adı - Soyadı: Şehnaz ŞAHİNKARAKAŞ	Adı - Soyadı: ………………...…	Adı - Soyadı: Şehnaz ŞAHİNKARAKAŞ	Adı - Soyadı: Murat KOÇ
Unvanı: Prof. Dr.	Unvanı: …………..…	Unvanı: Prof Dr.	Unvanı: Prof Dr.
İmzası: ENSTİTÜ MÜDÜRLÜĞÜNDE EVRAK ASLI İMZALIDIR.	İmzası: ………………..…	İmzası:ENSTİTÜ MÜDÜRLÜĞÜNDE EVRAK ASLI İMZALIDIR.	İmzası:ENSTİTÜ MÜDÜRLÜĞÜNDE EVRAK ASLI İMZALIDIR.
… / ….. / 20....	…. / .... / 20....	.... / .... / 20……	…. / .... / 20...

ETİK KURULU ASIL ÜYELERİNE AİT BİLGİLER

Adı - Soyadı: **Şehnaz ŞAHİNKARAKAŞ**	Adı - Soyadı: **Yücel ERTEKİN**	Adı - Soyadı: **Deniz Aynur GÜLER**	Adı - Soyadı: **Mustafa BAŞARAN**	Adı - Soyadı: **Mustafa Tevfik ODMAN**	Adı - Soyadı: **Hüseyin Mahir FİSUNOĞLU**	Adı - Soyadı: **Jülide İNÖZÜ**
Unvanı : Prof. Dr.	Unvanı : Prof. Dr.	Unvanı: Prof. Dr.	Unvanı : Prof. Dr.	Unvanı: Prof. Dr.	Unvanı : Prof. Dr.	Unvanı : Prof. Dr.
İmzası : ENSTİTÜ MÜDÜRLÜĞÜNDE EVRAK ASLI İMZALIDIR.	İmzası : ENSTİTÜ MÜDÜRLÜĞÜNDE EVRAK ASLI İMZALIDIR.	İmzası : ENSTİTÜ MÜDÜRLÜĞÜNDE EVRAK ASLI İMZALIDIR.	İmzası : ENSTİTÜ MÜDÜRLÜĞÜNDE EVRAK ASLI İMZALIDIR.	İmzası : ENSTİTÜ MÜDÜRLÜĞÜNDE EVRAK ASLI İMZALIDIR.	İmzası : ENSTİTÜ MÜDÜRLÜĞÜNDE EVRAK ASLI İMZALIDIR.	İmzası : ENSTİTÜ MÜDÜRLÜĞÜNDE EVRAK ASLI İMZALIDIR.
…… / ….. / 20.....	…… / ….. / 20.....	… / ….. / 20.....	….. / ….. / 20.....	… / ….. / 20.....	…… / ….. / 20.....	…… / ….. / 20.....
Etik Kurulu Jüri Başkanı - Asıl Üye	**Etik Kurulu Jüri Asıl Üyesi**	**Etik Kurulu Jüri Asıl Üyesi**	**Etik Kurulu Jüri Asıl Üyesi**	**Etik Kurulu Jüri Asıl Üyesi**	**Etik Kurulu Jüri Asıl Üyesi**	**Etik Kurulu Jüri Asıl Üyesi**

OY BİRLİĞİ İLE	●	**Çalışma yapılacak olan tez için uygulayacak olduğu Anketleri/Formları/Ölçekleri Çağ Üniversitesi Etik Kurulu Asıl Jüri Üyelerince İncelenmiş olup, …… / …… / 20…… - …….. / …….. / 20...... tarihleri arasında uygulanmak üzere gerekli iznin verilmesi taraflarımızca uygundur.**
OY ÇOKLUĞU İLE	○	

AÇIKLAMA: BU FORM ÖĞRENCİLER TARAFINDAN HAZIRLANDIKTAN SONRA ENSTİTÜ MÜDÜRLÜĞÜ SEKRETERLİĞİNE ONAYLAR ALINMAK ÜZERE TESLİM EDİLECEKTİR. AYRICA FORMDAKİ YAZI ON İKİ PUNTO OLACAK ŞEKİLDE YAZILACAKTIR.

Appendix B. Consent Form

Tarih:.....

ÇAĞ ÜNİVERSİTESİ
SOSYAL BİLİMLER ENSTİTÜSÜ
ETİK KURULU

BİLGİLENDİRİLMİŞ ONAM FORMU

Bu formun amacı katılmanız rica edilen araştırma ile ilgili olarak sizi bilgilendirmek ve katılmanız ile ilgili izin almaktır.

Bu kapsamda "The Mediating Role of Signature Strengths and Strength Based Interventions on EFL Teacher's General and Professional Well-being" başlıklı araştırma Ceyda Zerenay tarafından **gönüllü katılımcılarla** yürütülmektedir. Araştırma sırasında sizden alınacak bilgiler gizli tutulacak ve sadece araştırma amaçlı kullanılacaktır. Araştırma sürecinde konu ile ilgili her türlü soru ve görüşleriniz için aşağıda iletişim bilgisi bulunan araştırmacıyla görüşebilirsiniz. Bu araştırmaya **katılmama** hakkınız bulunmaktadır. Aynı zamanda çalışmaya katıldıktan sonra çalışmadan **çıkabilirsiniz.** Bu formu onaylamanız**, araştırmaya katılım için onam verdiğiniz** anlamına gelecektir.

Araştırmayla İlgili Bilgiler:

Araştırmanın Amacı: Bu çalışma, Türkiye'deki yükseköğretim bağlamında bir dil öğretmeninin genel ve mesleki refahı için hayati bir faktör olarak kabul edilen 12 haftalık imza güçleri temelli müdahalenin etkilerine ve yansımalarına odaklanmaktadır. Amaç, pozitif psikoloji ve güç temelli müdahaleleri dil eğitimine entegre etmek ve bu yaklaşımı Türk eğitim sistemi içinde hem bir araştırma hem de bir uygulama alanında yaygınlaştırmak için ortak bir temel oluşturmaktır.

Araştırmanın Nedeni: Araştırma, pozitif psikoloji ve güçlü yönler temelli müdahaleleri dil eğitimine entegre ederek olumlu sonuçları teşvik etmeyi ve eğitim sistemine katkıda bulunmayı amaçlamaktadır. Araştırma soruları, güçlü yönleri kullanmanın dil öğretmenlerinin iyi olma hali üzerindeki etkisini ve bu müdahalelerin öğretmenlik uygulamalarına nasıl yansıdığını ve entegre edildiğini araştırmaktadır. Çalışmanın önemi, etkili öğretim, öğrenci katılımı ve başarısı için çok önemli olan dil öğretmenlerinin iyi olma halini ele almasında yatmaktadır. Çalışma, pozitif psikoloji, karakter güçleri ve pozitif psikoloji müdahaleleri ile pozitif eğitim ve bunun yabancı dil öğretimiyle bağlantısını incelemekte ve eğitim bağlamlarında iyi oluşu teşvik etmenin önemini vurgulamaktadır.

Süresi: 1,5 yıl

Araştırmanın Yürütüleceği Yer: Türkiye

Çalışmaya Katılım Onayı:

Katılmam beklenen çalışmanın amacını, nedenini, katılmam gereken süreyi ve yeri ile ilgili bilgileri okudum ve gönüllü olarak çalışma süresince üzerime düşen sorumlulukları anladım. Çalışma ile ilgili ayrıntılı açıklamalar yazılı ve sözlü olarak tarafıma sunuldu. Bu çalışma ile ilgili faydalar ve riskler ile ilgili bilgilendirildim.

Bu araştırmaya kendi isteğimle, hiçbir baskı ve zorlama olmaksızın katılmayı kabul ediyorum.

Katılımcının (Islak imzası ile***)

Adı-Soyadı:

İmzası***:

Araştırmacının

Adı-Soyadı: Ceyda Zerenay

e-posta:

İmzası: ENSTİTÜ MÜDÜRLÜĞÜNDE EVRAK ASLI İMZALIDIR.

***Online yapılacak uygulamalarda, ıslak imza yerine, bilgilendirilmiş onam formunun anketin ilk sayfasındaki en üst bölümüne yerleştirilerek katılımcıların kabul ediyorum onay kutusunu işaretlemesinin istenilmesi gerekmektedir.

Appendix C. Online Consent Form

This form has been sent to you to collect data for my dissertation (Ph.D) research at Çağ University. We would like to kindly ask you to respond to the following surveys with the purpose of gaining a deeper understanding of well-being both in your general and professional lives as a teacher in higher education.

Please note that:
- Participation in this survey is voluntary and anonymous
- It will take approximately 15- 20 mins.
- By clicking SUBMIT to the survey results you consent to your answers being used for research purposes.
-We would greatly appreciate it if you could consider assisting us further by becoming a case study for our research. Your unique perspective and experiences would contribute significantly to our understanding of the subject matter.
-Your involvement will be treated with the utmost confidentiality, and any information shared will only be used for research purposes.

Thank you for your continued support and willingness to help us advance our research. We understand that your time is valuable, and we are truly grateful for your consideration.
You can contact me at for the issues you want to consult about the details of the research.
Ceyda Zerenay (Lecturer, School of Foreign Languages, Ankara University, Türkiye)

* Zorunlu soruyu belirtir

1. Name Surname *

2. The university that you are working *

3. E-mail address *

Appendix D. Demographic Information Form

Demographics Form

Please answer the following questions.

1. Age

   _____

2. Gender

   Male Female

3. Name of your institution

   _____

4. Teaching experience

   _____

5. The last degree you have obtained

   BA MA PhD

6. How many hours of classes do you have in a week?

   _____

7. How many learners do you have in your classes?

Appendix E. Perma Profiler

PERMA PROFILER

This section includes questions regarding overall well-being in your general life.**(GENERAL WELL-BEING)**

4. How much of the time do you feel you are making progress towards accomplishing your goals? *

Yalnızca bir şıkkı işaretleyin.

	0	1	2	3	4	5	6	7	8	9	10	
neve	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	always

5. How often do you become absorbed in what you are doing? *

Yalnızca bir şıkkı işaretleyin.

	0	1	2	3	4	5	6	7	8	9	10	
neve	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	always

6. In general, how often do you feel joyful? *

Yalnızca bir şıkkı işaretleyin.

	1	2	3	4	5	6	7	8	9	10	
neve	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	always

7. In general, how often do you feel anxious? *

Yalnızca bir şıkkı işaretleyin.

	0	1	2	3	4	5	6	7	8	9	10	
neve	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	always

8. How often do you achieve the important goals you have set for yourself? *

Yalnızca bir şıkkı işaretleyin.

	0	1	2	3	4	5	6	7	8	9	10	
neve	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	always

9. In general, how would you say your health is? *

Yalnızca bir şıkkı işaretleyin.

	0	1	2	3	4	5	6	7	8	9	10	
Terr	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	Excellent

10. In general, to what extent do you lead a purposeful and meaningful life? *

Yalnızca bir şıkkı işaretleyin.

	0	1	2	3	4	5	6	7	8	9	10	
Not	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	Completely

11. To what extent do you receive help and support from others when you need it? *

Yalnızca bir şıkkı işaretleyin.

	0	1	2	3	4	5	6	7	8	9	10	
Not	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	Completely

12. In general, to what extent do you feel that what you do in your life is valuable and worthwhile? *

Yalnızca bir şıkkı işaretleyin.

	0	1	2	3	4	5	6	7	8	9	10	
Not	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	Completely

13. In general, to what extent do you feel excited and interested in things? *

Yalnızca bir şıkkı işaretleyin.

	0	1	2	3	4	5	6	7	8	9	10	
Not	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	Completely

14. How lonely do you feel in your daily life? *

Yalnızca bir şıkkı işaretleyin.

	0	1	2	3	4	5	6	7	8	9	10	
Not	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	Completely

15. How satisfied are you with your current physical health? *

Yalnızca bir şıkkı işaretleyin.

	0	1	2	3	4	5	6	7	8	9	10	
Not	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	Completely

16. In general, how often do you feel positive? *

Yalnızca bir şıkkı işaretleyin.

	0	1	2	3	4	5	6	7	8	9	10	
Nev	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	Always

17. In general, how often do you feel angry? *

Yalnızca bir şıkkı işaretleyin.

	0	1	2	3	4	5	6	7	8	9	10	
Nev	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	Always

18. How often are you able to handle your responsibilities? *

Yalnızca bir şıkkı işaretleyin.

	0	1	2	3	4	5	6	7	8	9	10	
Nev	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	Always

19. In general, how often do you feel sad? *

Yalnızca bir şıkkı işaretleyin.

	0	1	2	3	4	5	6	7	8	9	10	
Nev	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	Always

20. How often do you lose track of time while doing something you enjoy? *

Yalnızca bir şıkkı işaretleyin.

	0	1	2	3	4	5	6	7	8	9	10	
Nev	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	Always

21. Compared to others of your same age and sex, how is your health? *

Yalnızca bir şıkkı işaretleyin.

	0	1	2	3	4	5	6	7	8	9	10	
Terr	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	Excellent

22. To what extent do you feel loved? *

Yalnızca bir şıkkı işaretleyin.

	0	1	2	3	4	5	6	7	8	9	10	
Not	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	Completely

23. To what extent do you generally feel you have a sense of direction in your life? *

Yalnızca bir şıkkı işaretleyin.

	0	1	2	3	4	5	6	7	8	9	10	
Not	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	Completely

24. How satisfied are you with your personal relationship? *

Yalnızca bir şıkkı işaretleyin.

	0	1	2	3	4	5	6	7	8	9	10	
Not	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	Completely

25. In general, to what extent do you feel contented? *

Yalnızca bir şıkkı işaretleyin.

	0	1	2	3	4	5	6	7	8	9	10	
Not	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	Completely

26. Taking all things together, how happy would you say you are? *

Yalnızca bir şıkkı işaretleyin.

	0	1	2	3	4	5	6	7	8	9	10	
Not	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	Completely

Appendix F. Workplace Perma Profiler

WORK PLACE PERMA PROFILER

This section includes questions related to only your profession.**(WORK RELATED WELL-BEING)**

27. How often do you feel you are making progress towards accomplishing your work-related goals? *

Yalnızca bir şıkkı işaretleyin.

	1	2	3	4	5	6	7	8	9	10	
neve	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	always

28. At work, how often do you become absorbed in what you are doing? *

Yalnızca bir şıkkı işaretleyin.

	1	2	3	4	5	6	7	8	9	10	
neve	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	always

29. At work, how often do you feel joyful? *

Yalnızca bir şıkkı işaretleyin.

	1	2	3	4	5	6	7	8	9	10	
neve	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	always

30. At work, how often do you feel anxious? *

Yalnızca bir şıkkı işaretleyin.

	1	2	3	4	5	6	7	8	9	10	
neve	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	always

31. How often do you achieve the important work goals you have set for yourself? *

Yalnızca bir şıkkı işaretleyin.

	1	2	3	4	5	6	7	8	9	10	
neve	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	always

32. In general, how would you say your health is? *

Yalnızca bir şıkkı işaretleyin.

	1	2	3	4	5	6	7	8	9	10	
terri	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	excellent

33. To what extent is your work purposeful and meaningful? *

Yalnızca bir şıkkı işaretleyin.

	1	2	3	4	5	6	7	8	9	10	
not a	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	completely

34. To what extent do you receive help and support from coworkers when you need it? *

Yalnızca bir şıkkı işaretleyin.

	1	2	3	4	5	6	7	8	9	10	
not a	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	completely

35. In general, to what extent do you feel that what you do at work is valuable and worthwhile? *

Yalnızca bir şıkkı işaretleyin.

	1	2	3	4	5	6	7	8	9	10	
not a	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	completely

36. To what extent do you feel excited and interested in your work? *

Yalnızca bir şıkkı işaretleyin.

	1	2	3	4	5	6	7	8	9	10	
not :	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	completely

37. How lonely do you feel at work? *

Yalnızca bir şıkkı işaretleyin.

	1	2	3	4	5	6	7	8	9	10	
not :	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	completely

38. How satisfied are you with your current physical health? *

Yalnızca bir şıkkı işaretleyin.

	1	2	3	4	5	6	7	8	9	10	
not :	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	completely

39. At work, how often do you feel positive? *

Yalnızca bir şıkkı işaretleyin.

	1	2	3	4	5	6	7	8	9	10	
neve	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	always

40. At work, how often do you feel angry? *

Yalnızca bir şıkkı işaretleyin.

	1	2	3	4	5	6	7	8	9	10	
neve	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	always

41. How often are you able to handle your work-related responsibilities? *

Yalnızca bir şıkkı işaretleyin.

	1	2	3	4	5	6	7	8	9	10	
neve	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	always

42. At work, how often do you feel sad? *

Yalnızca bir şıkkı işaretleyin.

	1	2	3	4	5	6	7	8	9	10	
neve	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	always

43. At work, how often do you lose track of time while doing something you enjoy? *

Yalnızca bir şıkkı işaretleyin.

	1	2	3	4	5	6	7	8	9	10	
neve	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	always

44. Compared to others of your same age and sex, how is your health? *

Yalnızca bir şıkkı işaretleyin.

	1	2	3	4	5	6	7	8	9	10	
terri	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	excellent

45. To what extent do you feel appreciated by your coworkers? *

Yalnızca bir şıkkı işaretleyin.

	1	2	3	4	5	6	7	8	9	10	
not :	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	completely

46. To what extent do you generally feel that you have a sense of direction in your work? *

Yalnızca bir şıkkı işaretleyin.

	1	2	3	4	5	6	7	8	9	10	
not :	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	completely

47. How satisfied are you with your professional relationships? *

Yalnızca bir şıkkı işaretleyin.

	1	2	3	4	5	6	7	8	9	10	
not :	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	completely

48. At work, to what extent do you feel contented? *

Yalnızca bir şıkkı işaretleyin.

	1	2	3	4	5	6	7	8	9	10	
not	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	completely

49. Taking all things together, how happy would you say you are with your work? *

Yalnızca bir şıkkı işaretleyin.

	1	2	3	4	5	6	7	8	9	10	
not	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	completely

Appendix G. The VIA- SS Survey

The Signature Strengths Survey

Instructions

Read the following descriptions of 24 character strengths. Everyone uses these strengths at times. What we would like you to do is to put a check in the box next those strengths that are *absolutely essential* to you, that define *who you are as a person*, that are *part of who you are*. For example, someone who has devoted their life to helping others might choose Kindness as one of his essential strengths, someone who prides herself on being able to figure out other people might consider Social Intelligence key to who she is, and someone who is constantly seeking out new information might consider Love of Learning to be essential. Most people check just a few essential strengths.

There are some people who believe none of these characteristics is more essential to who they are than any of the others. If so, don't check any of the strengths. In the last row, check *None of these characteristics is more essential to who I am than any of the others*.

Please describe *the person you are*, NOT the person you wish you could be. Also, think about your life *in general*, not how you behaved in 1-2 situations.

Essential Strength?	Character Strengths
	1. Creativity: You are viewed as a creative person; you see, do, and/or create things that are of use; you think of unique ways to solve problems and be productive.
	2. Curiosity: You are an explorer; you seek novelty; you are interested in new activities, ideas, and people; you are open to new experiences.
	3. Judgment/Critical Thinking: You are analytical; you examine things from all sides; you do not jump to conclusions, but instead attempt to weigh all the evidence when making decisions.
	4. Love of Learning: You often find ways to deepen your knowledge and experiences; you regularly look for new opportunities to learn; you are passionate about building knowledge.
	5. Perspective/Wisdom: You take the "big picture" view of things; others turn to you for wise advice; you help others make sense of the world; you learn from your mistakes.
	6. Bravery/Courage: You face your fears and overcome challenges and adversity; you stand up for what is right; you do not shrink in the face of pain or inner tension or turmoil.
	7. Perseverance: You keep going and going when you have a goal in mind; you attempt to overcome all obstacles; you finish what you start.
	8. Honesty: You are a person of high integrity and authenticity; you tell the truth, even when it hurts; you present yourself to others in a sincere way; you take responsibility for your actions.
	9. Zest: You are enthusiastic toward life; you are highly energetic and activated; you use your energy to the fullest degree.

Essential Strength?	Character Strengths
	10. Love: You are warm and genuine to others; you not only share but are open to receiving love from others; you value growing close and intimate with others.
	11. Kindness: You do good things for people; you help and care for others; you are generous and giving; you are compassionate.
	12. Social Intelligence: You pay close attention to social nuances and the emotions of others; you have good insight into what makes people "tick"; you seem to know what to say and do in any social situation.
	13. Teamwork: You are a collaborative and participative member on groups and teams; you are loyal to your group; you feel a strong sense of duty to your group; you always do your share.
	14. Fairness: You believe strongly in an equal and just opportunity for all; you don't let personal feelings bias your decisions about others; you treat people the way you want to be treated.
	15. Leadership: You positively influence those you lead; you prefer to lead than to follow; you are very good at organizing and taking charge for the collective benefit of the group.
	16. Forgiveness/Mercy: You readily let go of hurt after you are wronged; you give people a second chance; you are not vengeful or resentful; you accept people's shortcomings.
	17. Humility/Modesty: You let your accomplishments speak for themselves; you see your own goodness but prefer to focus the attention on others; you do not see yourself as more special than others; you admit your imperfections.
	18. Prudence: You are wisely cautious; you are planful and conscientious; you are careful to not take undue risks or do things you might later regret.
	19. Self-Regulation: You are a very disciplined person; you manage your vices and bad habits; you stay calm and cool under pressure; you manage your impulses and emotions.
	20. Appreciation of Beauty & Excellence: You notice the beauty and excellence around you; you are often awe-struck by beauty, greatness, and/or the moral goodness you witness; you are often filled with wonder.
	21. Gratitude: You regularly experience and express thankfulness; you don't take the good things that happen in your life for granted; you tend to feel blessed in many circumstances.
	22. Hope: You are optimistic, expecting the best to happen; you believe in and work toward a positive future; you can think of many pathways to reach your goals.
	23. Humor: You are playful; you love to make people smile and laugh; your sense of humor helps you connect closely to others; you brighten gloomy situations with fun and/or jokes.

Essential Strength?	Character Strengths
	24. Spirituality/Sense of Meaning: You hold a set of beliefs, whether religious or not, about how your life is part of something bigger and more meaningful; those beliefs shape your behavior and provide a sense of comfort, understanding, and purpose.
	None of these characteristics is more essential to who I am than any of the others. Remember, you should choose this option if the strengths are all equally essential to you, NOT because you think they should be equally essential.

Final Step: Review the strengths you checked. Do any of these strengths stand out as more important to who you are than the others? If so, put a second check in the box next to those strengths.

Appendix H. Checklist for pre-interventions

	Activity in Session 1	**Completed**	
1.	Describe character strengths in accordance with Peterson & Seligman's (2004) conceptualization.	YES	NO
2.	Share "Classification of 24 Character Strengths" worksheet	YES	NO
3.	Classify each character strength in accordance with its appropriate virtue and identify them.	YES	NO
4.	Describe how character strengths may contribute to positive experiences/ Create a powerpoint presentation and introduce the participant positive psychology, character strengths, signature strengths and interventions/ show 'The Science of Character'video on youtube	YES	NO
5.	Apply character/signature strengths inventory online (VIA-IS or VIA-SS)	YES	NO
6.	Find out the participant's top 3 signature strengths	YES	NO
7.	Provide a handout for the participant that include how he/she can use his/her strengths in new or different ways along with the pre-generated list of ideas	YES	NO
8.	Set up an appointment with the participant for coming week	YES	NO

Appendix I. Checklist for the intervention #1

	Activity in Session 1	Completed	
1.	Monitor data collection procedures, including surveys and journal entries.	YES	NO
2.	In light of interview questions, discuss how these strengths affected personal(general) well-being and his/her teaching/ classroom climate or professional well-being.	YES	NO
3.	Discuss with the participant about any difficulties preventing him/her from using his/her strength.	YES	NO
4.	Ask the participant to choose another signature strength to work on during the upcoming teaching week.	YES	NO
5.	Provide ideas for how the selected signature strength intervention can be incorporated into teaching and classroom climate.	YES	NO
6.	Identify any additional support the participant may require to overcome barriers while completing intervention tasks.	YES	NO
7.	Set up a time to meet with the participant approximately one week later.	YES	NO

Appendix J. Journal Sample

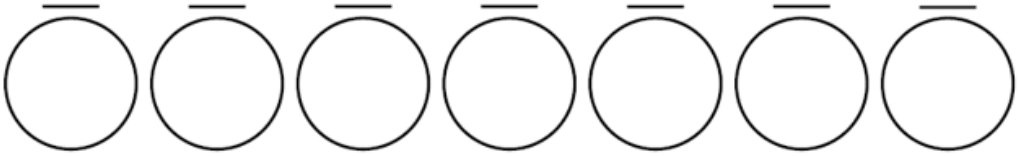
JOURNAL FOR INTERVENTIONS

Follow your progress using the circles below. There are seven circles each representing a day of the week and lines above each circle are used to label the date. Tick a circle for the days you implemented that week's intervention.

Signature Strength:

Intervention:

Week:



1. As a result of the intervention, what have you learned that you believe is most important and useful?
2. In what way did the intervention impress you the most?
3. In what ways did you find the intervention unsatisfactory?
4. Would you like to suggest any improvements to the intervention?
5. Do you have any other comments?

Appendix K. Sample Interview Questions

Sample Interview questions

1. *In what ways do you feel that you possess this quality? How does this strength come through (or is demonstrated) in your classroom or teaching?*
2. *When you are using your personal signature strengths in those ways, what emotions have you felt in the moment or afterwards? In addition, what effects have you seen on others, like your students, when you're at your best?*
3. *Let's focus on two examples of how you used the signature strength within the classroom and/or school context. How has using your signature strength in those ways impacted your performance in the classroom (e.g., teaching)? How has it affected your overall happiness?*
4. *Which activities that you've done in the past 2 weeks do you plan to continue in the future? Why that particular activity (or activities)?*
5. *How will you continue to use your signature strengths in the future? For instance, what strength(s) might you focus on next?*

Appendix L. Interventions List According to Nova's Strength of Honesty

SELECTION of INTERVENTIONS

STRENGTH/RECOMMENDED MOVIE &SONG	**PROFESSIONAL**
	HONESTY
Definition Relaying honesty, genuineness of character, and responsibility for actions **Recommended Movies** *A Few Good Men (1992)* *Erin Brockovich (2000)* **Recommended Songs** *My Way (Frank Sinatra)* *The Rose (Bette Midler)*	• Write a journal entry about an obligation or a moral dilemma that you have faced /may face in the classroom and an ethical practice that you should adhere to as a teacher. • Give an example of positive and genuine characteristic about each of your students in English, either during or after/before your class. This can be verbally or through a post-it note.

Appendix M. Interventions List According to Nova's Strength of Spirituality

	SPIRITUALITY
Definition Acknowledging a transcendent dimension of life that is pervasive and stable and gives higher purpose and meaning to one's actions **Recommended Movies** - *Contact*(1997) - *The Apostle* (1997) - *Priest* (1994—British) - *What the Bleep Do We Know!? (2004)*	The teacher, together with students, sets meaningful goals for their language learning journey. Regularly revisiting and celebrating progress toward these goals can be a powerful source of motivation and a reminder of their sense of purpose.
	Incorporate mindfulness and meditation practices into the classroom to help teachers and students connect with the inner selves. Begin or end class with a short mindfulness exercise or meditation to promote a sense of presence and meaning.
	Dedicate time in each class for teachers and students to express gratitude. This can be for something related to the lesson, an achievement, or a positive interaction. Practicing gratitude can enhance the sense of meaning in day-to-day activities.
	Integrate literature and quotes that resonate with spiritual or meaningful themes into the curriculum. Discussing these materials can lead to deeper reflections and conversations about life's purpose and values.

Appendix N. Interventions List According to Nova's Strength of Hope

	HOPE
Definition Displaying optimistic expectations for the future **Recommended Movies** *Good Will Hunting* (1997) *Cinderella Man (2005)* *Life is Beautiful (1998)* *The Diving Bell and the Butterfly (2007)* **Recommended Songs** *Strength, Courage, Wisdom, The Rose (Bette Midler)* *What a Wonderful World*	• For the next three challenging tasks about your job (teaching, administration Works, a dilemma in terms of students, classroom practice etc.) identify what would work best for you: thinking your way into right action or acting your way into right thinking. Influence your future in a way that plays to your strengths. • List all the negative experiences you had within the work day and then write at least two positive experiences for each of the negative experiences • Write about three accomplishments you had within the classroom and/or school in detail and let them inspire you. • Read about another individual who succeeded within the classroom context despite personal difficulties (e.g., Albert Einstein, Oprah Winfrey, Nelson Mandela)

Appendix O. Scientific Research and Publication Ethics Board Decision

T.C.
ÇAĞ ÜNİVERSİTESİ
Sosyal Bilimler Enstitüsü

Sayı : E-23867972-050.04.04-2400000418 15.01.2024
Konu : Bilimsel Araştırma ve Yayın Etiği Kurulu Kararı Alınması Hk.

REKTÖRLÜK MAKAMINA

İlgi: Rektörlük Makamının 09.03.2021 tarih ve E-81570533-050.01.01-2100001828 sayılı Bilimsel Araştırma ve Yayın Etiği Kurulu konulu yazısı.

İlgi tarihli yazı kapsamında Üniversitemiz Sosyal Bilimler Enstitüsü Lisansüstü Programlarda tez aşamasında kayıtlı İsmail BARIN, Mehmet EKİZOĞLU, Ceyda ZERENAY isimli öğrencilere ait tez evraklarının " Bilimsel Araştırma ve Yayın Etiği Kurulu Onayı" alınmak üzere Ek'lerde sunulmuş olduğunu arz ederim.

Prof. Dr. Murat KOÇ
Sosyal Bilimler Enstitüsü Müdürü

Ek : Öğrencilere Ait Dosyalar.

Appendix P. Ethical Permission Letter

T.C.
ÇAĞ ÜNİVERSİTESİ
Rektörlük

Sayı : E-81570533-044-2400000697 23.01.2024
Konu : Bilimsel Araştırma ve Yayın Etiği Kurul İzni Hk.

SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRLÜĞÜNE

İlgi : a) 12.01.2024 tarih ve E-23867972- 050.04.04-2400000386 sayılı yazınız.
b) 12.01.2024 tarih ve E-23867972- 050.04.04-2400000364 sayılı yazınız.
c) 15.01.2024 tarih ve E-23867972- 050.04.04-2400000418 sayılı yazınız.
ç) 15.01.2024 tarih ve E-23867972- 050.04.04-2400000435 sayılı yazınız.

İlgi yazılarda söz konusu edilen **Muhsin BİLGİÇ, Ecem ELMAS, Muzaffer DEMİRSOY, Ömer KÜLEKÇİ, Özge KÖSE, Nurcan BAL, İsmail BARIN, Mehmet EKİZOĞLU, Ceyda ZERENAY** ve **Merve DEMİRÖZ** isimli öğrencilerimize ait tez evrakları Bilimsel Araştırma ve Yayın Etiği Kurulunda incelenerek uygun görülmüştür.

Bilgilerinizi ve gereğini rica ederim.

Prof. Dr. Ünal AY
Rektör

Appendix Q. Tez Konusu-Başlığı Değişikliği Formu

ÇAĞ ÜNİVERSİTESİ
SOSYAL BİLİMLER ENSTİTÜSÜ
DOKTORA PROGRAMI TEZ KONUSU-BAŞLIĞI DEĞİŞİKLİĞİ FORMU

ÇAĞ ÜNİVERSİTESİ
SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRLÜĞÜ'NE

Tarih/*Date*: 10.10.2024

Aşağıda bilgileri verilen tez savunma sınavı yapılan öğrencinin tez konusunun, başlığının önerildiği şekilde değiştirilmesi uygun görülmüştür. Gereğini saygılarımla arz ederim.

Yapılan Tez Savunma Sınavı Bilgileri:

Tarih/*Date*: 10.10.2024 **Saat/*Time*:** 11.00 **Yer/*Place*:** ÇAĞ ÜNİV. SOSYAL BİLİMLER ENST. SOBE-1 DERSLİĞİ

Prof. Dr. Şehnaz ŞAHİNKARAKAŞ
(Anabilim Dalı Başkanı)
Department Chair
(Unvanı, Adı, Soyadı, Tarih, İmzası)
ENSTİTÜ MÜDÜRLÜĞÜNDE EVRAK ASLI ISLAK İMZALIDIR

ÖĞRENCİ BİLGİLERİ/*ABOUT THE STUDENT*

Adı Soyadı/*Name-Surname*:	Ceyda ZERENAY
Öğrenci No/*No*:	2020007004
Anabilim Dalı/*Department*:	İngiliz Dili Eğitimi (ELT)
Öğrencinin İmzası	**ENSTİTÜ MÜDÜRLÜĞÜNDE EVRAK ASLI ISLAK İMZALIDIR**
Statüsü/*Status*:	☒ Doktora / Ph.D.

ESKİ VE ÖNERİLEN TEZ KONUSU, BAŞLIĞI İLE İLGİLİ BİLGİLER / ABOUT THE PREVIOUS AND CURRENT THESIS TOPIC

ESKİ TEZ KONUSU, BAŞLIĞI/ *PREVIOUS TOPIC OF THE TITLE*	**The Mediating Role of Signature Strengths and Strength- based Interventions on EFL Teacher's Well-being**
YENİ TEZ KONUSU, BAŞLIĞI/ *CURRENT TITLE* **(TÜRKÇE)**	**Strength - Based Interventions on Efl Teacher's Well-Being: A Case Study**
YENİ TEZ KONUSU, BAŞLIĞI/ *CURRENT TITLE* **(İNGİLİZCE)**	**Yabancı Dil Olarak İngilizce Öğreten (Efl) Öğretmenlerin İyi Oluşu Üzerine Özgül Özelliklere Dayalı Müdahaleler: Bir Vaka Çalışması**

1.TEZ DANIŞMANININ UNVANI – ADI – SOYADI – KURUMU – BÖLÜMÜ – UZMANLIK ALANI – İMZASI - TARİHİ

Prof. Dr. Şehnaz ŞAHİNKARAKAŞ Çağ Üniversitesi .....İngiliz Dili Eğitimi..... ....
ENSTİTÜ MÜDÜRLÜĞÜNDE EVRAK ASLI ISLAK İMZALIDIR

2.TEZ DANIŞMANININ UNVANI – ADI – SOYADI – KURUMU – BÖLÜMÜ – UZMANLIK ALANI – İMZASI - TARİHİ

....

SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRÜNÜN
UNVANI – ADI – SOYADI – İMZASI – TARİHİ

Prof. Dr. H. Mahir Fisunoğlu 10/ 10/ 2024
ENSTİTÜ MÜDÜRLÜĞÜNDE EVRAK ASLI ISLAK İMZALIDIR