T.C.
BAHCESEHIR UNIVERSITY
GRADUATE SCHOOL
THE DEPARTMENT OF ENGLISH LANGUAGE EDUCATION

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EFL INSTRUCTORS' WELL-BEING IN THE PERSPECTIVE OF BASIC PSYCHOLOGICAL NEEDS THEORY

MASTER'S THESIS

ASİYE NAZLI SÖNMEZ

BAU 2024

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ABSTRACT

EFL INSTRUCTORS' WELL-BEING IN THE PERSPECTIVE OF BASIC PSYCHOLOGICAL NEEDS THEORY

Sönmez, Asiye Nazlı
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This thesis aimed to examine the well-being of instructors who teach English as a Foreign Language (EFL) using the Basic Psychological Needs Theory, a subset of Self-Determination Theory that focused on autonomy, competence, and relatedness. This study was carried out with EFL instructors from a private Turkish university's English Language Preparatory Program (ELLP). The study also endeavored to establish a link between these basic psychological needs and the well-being of the participants. It also evaluated how demographic parameters like age, teaching hours, and teaching experience shape their well-being. To collect data from 89 instructors, a quantitative research method was used, which involved the Teacher Well-Being Scale (TWBS) and the Basic Psychological Need Satisfaction at Work Scale (BPNSS). Furthermore, demographic characteristics had different effects on well-being perceptions. The findings highlighted the necessity of meeting these psychological requirements to improve instructors' overall well-being, which has a favorable impact on both teaching efficacy and students' learning outcomes. The gathered findings play a big part in our understanding of education withing the context of EFL education and provide insight into creating a supportive atmosphere that its educators' psychological requirements.

Keywords: EFL instructors, Teacher Well-being, Basic Psychological Needs Theory, Teacher Motivation

ÖZ

TEMEL PSİKOLOJİK İHTİYAÇLAR TEORİSİ PERSPEKTİFİNDE YABANCI DİL OLARAK İNGİLİZCE ÖĞRETEN ÖĞRETMENLERİN İYİ OLUŞ HALİ

Sönmez, Asiye Nazlı
İngiliz Dili Eğitimi Yüksek Lisans Programı
Tez Danışmanı: Prof. Enisa MEDE

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Bu tez İngilizceyi Yabancı Dil olarak öğreten öğretmenlerin iyi oluş halini, özerklik, yeterlilik ve ilişkililik üzerine odaklanan, Öz-Belirleme Teorisi'nin bir mini teorisi olan Temek Psikolojik İhtiyaçlar Teorisi perspektifinden incelemektedir. Çalışma, özel bir Türk vakıf üniversitesinin İngilizce Hazırlık Programı'ndaki öğretim elemanları arasında gerçekleşmiştir. Bu temel psikolojik ihtiyaçlar ile öğretmenlerin iyi oluş hali arasındaki ilişkiyi belirlemeyi amaçlamıştır. Ayrıca, yaş, ders saati ve öğretmenlik deneyimi gibi demografik faktörlerin iyi oluş hali üzerindeki etkisini incelemiştir. Nicel araştırma yöntemi kullanılarak, 89 öğretim elemanından veri toplamak için Öğretmen İyi Oluş Ölçeği ve İşte Temel Psikolojik İhtiyaçların Karşılanması Ölçeği kullanılmıştır. Bulgular, öğretmenlerin iyi oluş halinin, özerklik, yeterlilik ve ilişkililik duygularından önemli ölçüde etkilendiğini göstermektedir. Ayrıca, demografik değişkenlerin iyi oluş algıları üzerinde farklı etkiler gösterdiği belirlenmiştir. Sonuçlar, bu psikolojik ihtiyaçların desteklenmesinin, öğretim elemanlarının genel iyi oluş halini arttırmak için önem taşıdığını ve bunun da öğretim elemanlarının öğretme verimliliği ile öğrencilerin öğrenme sonuçları üzerinde olumlu etkiler yarattığını vurgulamaktadır. Bu çalışma Yabancı Dil Olarak İngilizce Öğretimi bağlamında öğretmenin iyi oluş halinin anlaşılmasına katkıda bulunmakta ve eğitimcilerin psikolojik ihtiyaçlarını karşılayan destekleyici bir ortam oluşturma konusunda içgörüler sunmaktadır.

Anahtar Kelimeler: Yabancı Dil Olarak İngilizce Öğretmenleri, Öğretmen İyi Oluş Hali, Temel Psikolojik İhtiyaçlar Teorisi, Öğretmen Motivasyonu

To both my unique biological and chosen family…

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Asiye Nazlı SÖNMEZ

August 2024

TABLE OF CONTENTS

LIST OF TABLES

TABLES

LIST OF FIGURES

FIGURES

Chapter 1

Introduction

As a comprehensive state of health and contentment, well-being is commonly defined to include psychological, physical, and social aspects. It is widely accepted that well-being is more than just the absence of unfavorable circumstances, despite differences in specific definitions. Teachers need high levels of personal fulfillment and self-motivation, just like many other professions. Pedagogical interactions, classroom dynamics, and the learning process are all significantly impacted by teacher well-being, which encompasses job satisfaction, emotional stability, and a positive outlook on the teaching role. This is especially important for language teachers, whose job demands constant social interaction. While well-being has received a lot of attention in a variety of professional contexts, language teachers' well-being is still relatively unknown, particularly in terms of how it affects the effectiveness of their instruction. New research confirms the direct relationship between teacher well-being and student outcomes as well as the need for more thorough studies in this area. (Turner & Thielking, 2019; Manasia, Pârvan, & Macovei, 2020).

1.1 Background of the Study

1.1.1 Teacher well-being. Well-being can be understood in various ways, but it fundamentally involves how individuals view themselves regarding personal achievement, job satisfaction, sense of belonging, mental health stability, and stress management in both personal and professional contexts. It is crucial across all professions because it greatly affects performance within organizations. In teaching, well-being is vital due to its impact on the quality of instruction and classroom management. This thesis will specifically examine teacher well-being. Fox (2021) identifies four key components of teacher well-being: teacher efficacy, which pertains to educators' beliefs in their teaching capabilities; teacher disposition, including both qualifications and personality traits; school connectedness, which describes teachers' relationships with their colleagues; and job-specific stress, linked

to the unique challenges of the profession. Establishing a supportive work environment is essential for promoting both personal and professional development among teachers. Research shows that teacher well-being has a significant effect on educational outcomes (Hasnain, 2023).

Language teachers face significant challenges, such as feelings of isolation and the pressures of continuous social interaction, which contribute to heightened stress regarding language proficiency anxiety (Horwitz, 1996), managing cultural expectations (King & Ng, 2018; Mercer et al., 2016), job insecurity (Vatansever & Gezici-Yalçın, 2015), and demanding workloads (Wieczorek, 2016). Factors like self-efficacy (Day & Gu, 2009) and teacher agency (Pearson & Moomaw, 2005) are vital for promoting well-being. Furthermore, well-being includes collective dimensions shaped by institutional frameworks and policies, elevating its importance from the individual to a societal level (Mercer, 2020). Such changing requirements, owing to the nature of language instruction, seek creativity from students, and, therefore, create additional stress on teachers (Borg, 2006). The positive effects of teacher's well-being, according to previous studies, are the better results obtained by students as well as improved quality of instructions delivered to them(Turner & Thielking, 2019; Hasnain, 2023).

Increasing the effectiveness of the teaching should be accompanied by careful consideration of the factors that influence the level of teachers' well-being. Well-being is affected by the environment (Wigford & Higgins, 2019), a number of years of work experience (Soykan et al., 2019), and other factors including personal attributes. In addition, it goes without saying that the presence or absence of well-being can influence rather strongly not only the teacher-student relationship (Kansu, 2018) but also the teacher's performance at all levels (Hascher & Waber, 2021). Therefore, great attention should be paid to language teachers' physical and mental health because these factors determine their ability to foster a conducive atmosphere. Teachers who have an affirmative attitude are more likely to establish a positive environment, use imaginative thinking and contribute to students' education and biosafety. Such a healthy environment will, in turn, improve students' health and enable them to learn better and faster. (Fredrickson, 2012).

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1.1.2 Self-determination theory (SDT). According to psychologists, motivation is the internal drive that moves a person to initiate, sustain, and complete activities (Ryan & Deci, 2017). To a wider extent, motivation is the processes that both launch and uphold behaviors directed at achieving certain goals (Ryan & Deci, 2017). Several such theories have been propagated with some definitions that have turned out to be assumptions for these theorists over the years. On the one hand, as behavioral theories posit, motivation is a reinstating stimulus reaction that is conditioned by reinforcers, such concepts have been discarded by modern cognitive perspectives emphasizing that motivation is determined by the beliefs, attitudes and feelings of the person (Ryan & Deci, 2020). Every motivation theory, just as any other theories, examines critically the desirable outcome that most individuals tend to pursue, the end state, due to the underlying needs that drives them towards that course of action (van den Broeck et al., 2016).

Self-Determination theory, or SDT, could be described as one of well-known motivational concepts developed by Deci and Ryan in 1985. It addresses three essential psychological needs, such as relatedness, competence and autonomy. Ryan and Deci (2017) argue that these prerequisites are important for one's psychosocial development and wellbeing. Autonomy denotes a desire to dictate one's actions and decisions, while competence is a sense of being skillful and effective in dealing with the environment (Ryan & Deci, 2020). In addition, relatedness also requires a sense of belonging to other people (Ryan & Deci, 2020). As SDT postulates, fulfilling these obligations has a beneficial effect on a person's motivation and their performance, while omission of these needs can lead to people lacking motivation (Ryan & Deci, 2017). They are determination of needs, they are universal in nature but also depend on psychosocial factors like values and perceived competence which impact behavioral outcomes (Ryan & Deci, 2020).

1.1.3 Basic psychological needs theory (BPNT). A "psychological need" is a mental state that is necessary for a person to control their values, perspective, and personal development (Ryan, 1995). In this case, a desire may be considered a basic psychological need if it is met in a way that is beneficial and necessary for the person's well-being. However, when these needs are not met, bad things happen, like discomfort, inaction, or defensive behavior (Ryan & Deci, 2000; van den Broeck et

al., 2016). Owing to the Self-Determination Theory of Deci and Ryan (2017), it is natural to want to improve oneself and achieve personal development (Ho et al., 2017). As Ryan and Deci (2017) note, this theory focuses on the basic psychological needs of competence, autonomy, and relatedness, which are critical to an individual's development, well-being, and consistent motivation. Moreover, the Basic Psychological Needs Theory also extends these views in relation to the SDT and posits that the satisfaction of these needs increases mobility and development in different ethnographic contexts (Autin et al., 2021).

In other words, the fulfillment of the three basic psychological needs including relatedness, autonomy, and competence increases motivation to a far great extent. Competence described by van den Broeck et al. (2016) is about wanting to be effective and doing it for as far as the context allows. Furthermore, children's relatedness and global relatedness have been extensively discussed by Ryan & Deci et al. (2020) while self-control is what autonomy involves Bailey, Kauffman & Deci (2017). On the contrary, neglecting or not meeting these constructive needs results in negative outcomes such as stress related voids and withdrawal; they have been shown to share common linkages with the positive wellbeing of these approaches. Therefore, it is appropriate to say that motivation is quite crucial especially in an educational setup because studies have shown that relatedness is connected with socialization, autonomy with monitoring oneself, and competency with performance amongst learners (Nalipay et al, 2019). In addition, first, some evidence suggests that the two needs namely wielding the capacity and positioning yourself are likely to protect intrinsic motivation (Ryan & Deci, 2017).

1.2 Purpose of the Study

The goal of this study is to determine whether there is a relationship between the basic psychological needs and the well-being of English as a Foreign Language (EFL) teachers by looking into how the components of Basic Psychological Needs Theory, a mini theory of Self Determination Theory, have affected their well-being at the English Language Preparatory Program of a private (non-profit) Turkish university. It also aims to identify how Turkish EFL teachers perceive their well-

being and if their age, teaching hours and experience demonstrate any differences to their well-being.

1.3 Research Questions

In order to achieve the objectives of this study, the research questions were addressed as follows:

1. What are the perceptions of the EFL instructors about their well-being in the preparatory programs?

2. Is there any difference in the perceived well-being of the participants regarding these demographic features:

(a) Age

(b) Teaching hours

(c) Years of experience

3. What factors influence EFL instructors' basic psychological needs within ELPP?

4. Is there any correlation between the basic psychological needs and well-being of the participants?

1.4 Significance of the Study

The significance of this study stems from its addition to the expanding collection of literature on EFL instructors' well-being, which has gotten less attention among other various educational contexts. Using Self-Determination Theory (SDT), this study reveals how the way basic psychological needs - autonomy, competence and relatedness - are fulfilled directly affects EFL instructors' well-being. It not just fills a gap in knowledge of the particular challenges that EFL instructors experience, but it additionally offers vital insights into the way institutions may create a supportive atmosphere that fosters teachers' satisfaction and growth as professionals. In the findings, practical consequences for burnout reduction, teacher retention and improvement as instructional quality are established, and these findings benefit as a whole from students to the educational system.

Chapter 2

Literature Review

2.1. Introduction

This part of the study presents its related fundamental principles as a review. Additionally, the concept of "well-being" as a whole is presented with research about teacher well-being in both Turkish and global settings reviewed, along with the significance of teacher well-being in the context of EFL. Besides, the study's goal was examined regarding Basic Psychological Needs in general as well as job base, which is the subtitle of Self-Determination Theory. The significance of the concepts in the context of EFL is discussed along with the meanings of the terms.

2.2. Well-being

The concept of well-being has developed significantly as a concept in the last 25 years. It was broadened from focusing on just happiness or life satisfaction to include several perspectives starting from cultural differences and interpersonal connections to personal development and how to be able to cope with challenges.

In the late 1990s and early 2000s, significant research on well-being focused on distinguishing between subjective well-being (SWB) and eudaimonic well-being. Ryan and Deci's Self-Determination Theory (SDT, 2000) played a key role in emphasising that well-being went beyond just pleasure or life satisfaction. As indicated by SDT, achieving well-being involved meeting three basic psychological needs: autonomy which meant feeling in control of one's actions, competence which meant feeling effective in one's pursuits and relatedness that meant feeling connected to others. Regardless of cultural influences, these needs were considered universal and essential for psychological development, integrity, and well-being (Ryan & Deci, 2000, p.68).

Corey Keyes' Model of Complete Mental Health (2002) broadened our understanding of well-being by taking consideration both the presence of positive mental health and the absence of mental illness. Keyes proposed that there are three

components to well-being: psychological (self-acceptance, personal growth, and autonomy), social (social integration and social contribution), and emotional (positive emotions and life satisfaction).

This model offered a more comprehensive perspective on well-being, indicating that genuine mental health involved not only the absence of illness but also the presence of thriving in various aspects of life (Keyes, 2002, p.210).

Huppert (2009) introduced the Positive functioning Framework which defined well-being as a state where individuals achieved their full potential, managed stress effectively, performed well at work, and made positive contributions to society. This framework incorporated SWB such as life satisfaction and positive emotions along with psychological functioning including personal growth, resilience and autonomy, demonstrating a thorough perspective that combined individual fulfilment with social and community involvement (Huppert, 2009, p.138).

The development of positive psychology in the early 2000s led to the development of new theoretical models aimed at refining the understanding of well-being. PERMA Model which was proposed by Seligman (2011) delineated five essential components of well-being which are positive emotion, engagement, relationships, meaning and accomplishment. Each of these elements independently contributed to well-being, and the importance of pursuing them for one's intrinsic value was emphasized in this model, shifting the focus from mere positive emotions to involve more profound aspects of life, such as finding purpose and achieving personal goals (Seligman, 2011 pp. 16-20).

Diener et al. (2010) introduced the concept of psychological flourishing, which they characterized as a state marked by high levels of positive emotions, psychological functioning, and social functioning. From the point of view of Diener, flourishing involved not only happiness and life satisfaction but also the capacity to foster meaningful relationships, contribute to society, and experience personal growth. This broad approach underscored the significance of emotional and social factors in attaining overall well-being (Diener et al., 2010, pp. 151-153).

Dynamic Equilibrium Model by Dodge et al. (2012) which stated that well-being was "the equilibrium points between one's available resources and the challenges they encountered" expanded the definition of the term. In addition to emphasis of the fluid and the dynamic nature of well-being, this paradigm suggested

that it was also a continuous activity that included reaching a stability between the positive and the negative like resources and stressors. Adjustment to changing situations, maintenance of balance and handling life's ups and downs were also emphasized by the Dynamic Equilibrium Model (Dodge et al., 2012, p.230).

As the field evolved, academics began incorporating contextual and cultural factors into the definitions of well-being. Topkaya (2015) conducted research in the Turkish area with an emphasis on cultural elements influencing well-being, such as the impact of social networks and the public stigma on Turkish adults' desire to seek psychological assistance. The research emphasized the importance of cultural influences on help-seeking behaviors and the need for culturally sensitive approaches to improve mental health interventions in Turkey (Topkaya, 2015, pp.149-163).

The prevalence of anxiety and depression among Turkish immigrants living in Europe was explored by Neftçi and Barrow (2016). In their study the cultural differences in mental health beliefs obstacles that immigrants faced to receive mental health care was highlighted. Afterwards, the effects of occupational and socioeconomic conditions on mental health were explored by researchers. Ersanlı and Korkut (2016) examined the correlation between well-being and demographic factors including age and marital status of Turkish medical practitioners in the light of their psychological health. Their findings suggested that other factors, such as working conditions, could exert a greater influence by indicating that practitioners' mental health levels were not significantly linked to these demographic factors (Ersanlı & Korkut, 2016).

More and more researchers employed a cross-cultural approach to depression, stress and psychological well-being. Telef and Furlong (2017) made a comparison among teenagers from Turkey and California, USA, and developed a wide range of considerable distinctions for instance self-awareness and empathy with solidarity of family. Given the cultural frame theory of individualism and collectivism, these distinctions were discussed and demonstrated the influence of specific cultural setting on well-being (Telef and Furlong, 2017). Smeekees et al. (2017) investigated the influence of the continuity of social identity on Syrian refugees' well-being in Turkey. A positive correlation among life satisfaction, low depression levels and active maintenance of social identity continuity in groups was observed, both before and after immigration. It was suggested that it was important to maintain the cultural

identity of attention deficit refugees for their psychosocial health in addition to social inclusion (Smeekees at al., 2017).

In their revisit of SDT, Ryan and Deci (2017) stated that satisfaction of basic psychological needs was key to enhance an individual's well-being. In their recent discoveries about how these needs transcended cultural and social boundaries, they also meant what other contexts could be. These can be listed as a number of non-materialistic goals such as sociocultural, economical, developmental etc. (Ryan & Deci, 2017, pp. 10-12).

In the recent past, a broadening in the sense of indicating the role of economic and political processes could be seen in the definition of well-being. In terms of well-being's relationship with political stability and economic development, Eren and Aşıcı (2018) studied SWB in Turkey and indicated that the social-psychological objectives such as happiness, freedom, or justice start to become important when potentiality of people containing material goals like income level and living standards was realized and basic needs were satisfied (Eren & Aşıcı, 2018, pp. 1347-1371). Fassbender and Leyendecker (2018) focused on the impact of socioeconomic status (SES) on the well-being of Turkish immigrant mothers in Germany. In the expression of limited income and education levels, low SES was linked to the low rates of life satisfaction and high degrees of depression. The results also marked the effects of the economic divides as factors that were still important to this day, in relation to mental health, and the reason of the necessity of immigrant communities' integration into host societies for optimal improvement for their well-being (Fassbender & Leyendecker, 2018).

In terms of localizing the structure of positive mental health for university students into Turkish, Akbaba and Eldeleklioğlu (2019) demonstrated their study on the scale's validity and reliability using a sample of university students. The researchers validated the findings and proved that the PMHS was a good tool for measuring clients' positive mental health and pointed out the growth of the number of instruments for psychological assessment of unique populations (Akbaba & Eldeleklioğlu, 2019). According to Renshaw and Arslan (2019) younger Turkish speaking adolescents suffering from dysthymia benefitted from a similar use of the Psychological Well-being and Distress Screener PWDS. The study demonstrated the efficiency of the scale in terms of assessing mental problems and encouraging to

adopt suitable tools to evaluate the overall well-being of different groups from different cultures (Renshaw & Arslan, 2019).

The impact of COVID-19 on mental health of young people in Austria and Turkey was investigated in a study by Akkaya-Kalaycı (2020). The research highlighted the requirement to adopt efforts to protect, restore the well-being of Bulgarian community in times of crisis while addressing the social degradation in addition to minor external stressors (Akkaya-Kalaycı et al., 2020, p. 1).

Kunuroğlu and Yúzbaşı (2021) defined successful aging as a multidimensional notion that includes a positive view, self-awareness and resilience on aging while investigating the way other adults saw well-being. Furthermore, the cruciality of preserving psychosocial characteristics such as self-kindness and resilience was stated as an aid in coping with life transitions and in maintenance a satisfying living in later ages. The study looked at the views of middle-aged adults about the well-being of their peers. Most importantly, it sustained that safety oriented psychosocial resources like self-kindness or resilience, aiding in lining through transitions and leading a satisfying life, are equally important for well-being in later years. The dynamic equilibrium model, self-determination theory, and PERMA model all highlight how complex and variable well-being is, emphasizing the inclusion of autonomy, individual growth, social aspects, and the use of self-regulation. Moreover, newer studies show how political and socioeconomic factors, along with culturally oriented attitudes, can be beneficial. Furthermore, it is clear that several researchers outline the multidimensional nature of well-being and argue that psychological well-being is an active process that is constantly evolving and cannot be understood in a rigid manner. As a result, it seeks to understand and apply practical solutions that consider both societal and individual factors.

2.2.1 Well-being at work. The well-being of employees encompasses various aspects: physical, social, psychological, and emotional. It reflects individuals who feel positive about themselves and are competent in undertaking their work tasks. In a 2015 study, Sahoo examined 'flow'—an activity in which one is fully engrossed—researching its effects on overall well-being to clarify workplace well-being. Evidence suggests that social interactions at work enhance life satisfaction,

emotional experiences, and overall health. Sahoo's findings indicate that well-being is not just about self-appreciation; it also includes a deeper appreciation of one's work and a desire to become involved—a different kind of engagement (Sahoo, 2015, p. 189).

A 2016 study by Soh et al. aimed to assess stress, job satisfaction, work engagement dimensions, and other aspects of work-related well-being among UK ambulance staff members. The research revealed relationships between these three dimensions and suggested that emotional stability and the Chief People Officer (CPO) play significant roles in factors related to well-being. Taking a broad view of measuring work-related well-being, especially by promoting organizational support as a key focus of intervention, could greatly improve employee well-being outcomes (Soh et al., 2016, p. 3). In their study, Tunalıgil et al. focused on the health of emergency medical technicians (EMTs) and analyzed the workforce in both public and private sectors in Istanbul, Turkey. Commuting, occupational injuries, workplace conditions, and the level of organizational support were some determinants affecting EMTs' mental, physical, and emotional well-being. The study discovered that there were no variances in stress levels of employees from the public sector compared to those of private sector employees. However, relative levels of satisfaction from employees within the different public and private sectors appeared to be dependent on the industry in which one worked. Furthermore, in many instances, it was found that stress levels were caused by policies governing organizations and the structures put in place to support them. (Tunalıgil et al., 2016, p 301-312)

In the year of 2019, Kozan, Işık, and Blustein researched low-income Turkish workers which was built upon the Psychology of Working Theory (PWT) to investigate the interrelationship between social class, decent work and well-being. Guarantees of Social Class proved to be a significant predictor for the prediction of decent work while also having an indirect effect through work choice and career adaptability which later on affected job and life satisfaction. The study brought out the benefit of enhancing personal and professional life through provision of decent work opportunities for low-income individuals because of the benefits of socioeconomic factors on workplace wellbeing (Kozan et al., 2019, pp. 317-327).

Cvenkel (2020) traced the origins of Workplace Wellbeing Studies in detail describing it as emerging out of an absolute management orientation focusing on work outcome to one that is more integrating which way considers both the feelings and health of employees. This transition reflects a growing acknowledgement that well-being in the workplace is not only essential for individual employees but also important for the success of an organization. Research indicated that establishing a psychologically healthy work environment can elevate job satisfaction while decreasing absenteeism and increasing overall performance (Cvenkel, 2020). Consequently, modern workplace well-being strategies contain various psychological and social elements, advocating for a sustainable and healthy work environment that is advantageous for both employees and employers.

In their research, the et al. (2020) with regard to emotion, looked into the emotional experiences related to the work of the Turkish workers analyzing particularly dejection and anger since it was apparent those feelings were related to anxiety and happiness at the workplace. The study further reiterated the need for negative emotions to be properly handled in a work environment in order to enhance well-being overall (Çakır et al., 2020). Weziak-Bialowolska et al. (2020) on their part also developed the longitudinal studies on the combined well-being in personal and work life among teams of a Mexican apparel factory, in Mexico. It was found in their research that satisfaction with life was more important for job satisfaction rather than the other way round, which meant that overall well-being in life could be improved, for example at occupational health. This study was an important step towards explaining more comprehensively the reciprocal relationship between well-being and various spheres of life (Weziak-Bialowolska et al., 2020)

In summary, the concept of workplace well-being is versatile, incorporating emotional, psychological, and physical aspects that have a noteworthy power on the outcomes of both individuals and organizations. Research indicates that elements such as flow experiences, support from the organization, and socioeconomic status are key influences in determining workplace well-being. Studies further suggest that establishing and maintaining a healthy as well as a supportive workplace can lead to higher job satisfaction, decrease stress levels and improve overall satisfaction with life. With the ways in which workplace well-being continues to grow, there is need for the organizations to put into practice all rounded approaches geared towards

tackling the link between personal and professional well-being so as to promote a productive and healthy workforce.

2.2.2. Teacher well-being. In academic literature, teacher well-being is understood as a multifaceted concept that includes psychological, emotional, and professional dimensions. The importance of teacher well-being lies in its ability to boost job satisfaction, mitigate burnout, and enhance educational achievements. Whilst it is sometimes considered a harmonious condition, well-being is not a constant or foreseeable status; rather, it varies. (Acton & Glasgow, 2015, p.17) For this reason, the concept of teacher well-being requires to be versatile, considering the likelihood that it will differ depending on a person's culture, gender, and career stage. Acton and Glasgow (2015) and McCallum and Price (2016) both underline the individual aspect of academic achievement and enjoyment generated by collaboration with coworkers and learners, noting that "it is unique for each of us" (p.17).

In 2015, Professor Collie and others aimed to develop a specific measurement targeting the interaction between workload, organizational well-being, and student well-being through the Teachers Well-being Scale, in collaboration with the CACT AB Primary and Secondary Teachers Association in Canada. Their research involved Canadian educators and established a scale that revealed a connection between participants' well-being factors and teachers' stress, job satisfaction, and overall well-being. The study highlighted the importance of understanding teacher well-being in relation to other educational outcomes and presented a valid tool for further research in this area (Collie et al., 2015, pp. 744-756). In the same year, Erdiller and Doğan (2015) focused on the stress levels of early childhood education teachers in Turkey. When examining teacher stress, they considered differentiating factors such as monthly income, gender, years of experience, and age group. These findings underscored the significant role of demographic and situational factors in teachers' well-being (Erdiller & Doğan, 2015, pp. 631-646).

In 2016, studies commenced to delve into the wider psychological and emotional dimensions of teacher well-being. The research by Kotaman (2016) specifically concentrated on the emotional challenges encountered by early childhood educators in Türkiye during their initial three years of work. The primary topics highlighted the management of anger, difficulties with language, and

sensations of seclusion stemming from impractical demands from parents and peers. The findings of this research proposed that educational programs for teachers should integrate methods to improve emotional competencies to adequately equip them for the difficulties of their profession (Kotaman, 2016, pp. 365-381).

Particularly significant is the study by Özü et al. that conducted a comparative analysis of the psychological well-being of teachers in the USA, Turkey, and Pakistan in 2017.". The study involved participation of 990 Turkish teachers, and it was discovered that U.S. teachers had the highest level of PWB followed by Turkish then Pakistani teacher respectively. This research shed light on cultural and contextual differences in the well-being of teachers and it was noted that the factors affecting PWB are nationality dependent. (Özü et al., 2017 pp. 144-158).

Kasapoğlu and Didin (2019) have examined the relationships among life skills and the mental well-being of Turkish preservice preschool teachers. The study revealed that mental well-being was greatly affected by the various life skills such as emotion, self-regulation, judgement and reason among other skills. The role of life skills in improving the wellbeing of the would-be teachers was very well covered in this work (Kasapoğlu & Didin, 2019, pp. 1-28). In the same year, Harding et al. assessed the relationship between the mental health and well-being of schoolteachers and their students in a middle group of schools in the United Kingdom. Surveys were administered to1582 teachers and 31256 students of year 8 from 25 secondary schools. The tools used incorporated the Warwick Edinburgh Mental Wellbeing Scale (WEMWBS) for teachers and Students' Total Difficulties Score (TDS) which was meant to measure the level of psychological distress in the students. The findings of the research showed that improving teacher wellbeing led to an increase in student's well-being and students reported lesser psychological distress. It was also found that increased levels of depressive symptoms in teachers were linked to lower levels of student wellbeing and greater levels of psychological distress. It was demonstrated in the study that some of these relationships were mediated by factors such as teacher presenteeism and the quality of interaction of the teacher with the student. This work highlights the need to enhance the wellbeing of schoolteachers seeking better grades for their students and less psychological anxiety in the educational environments. (Harding et al., 2019, pp. 180-187).

In 2020, Ekşi et al. look at the relationship between stress, spiritual status and happiness in a group of teachers in Turkey. The by examinations anticipated that stress acted as one directional cause affecting isolation, which subsequently determined wholeness, harmony and finally happiness levels. These results point out that spiritual well-being is central to teacher's mental health in wearing working environments (Ekşi et al., n.d., pp. 10-23). Iliško et al, (2020) analyzed how factors like participation in workshops, handling workloads and strengthening resilience have effects on teachers' health psychological. It has been put forward that through use of psychological resilience, teaching efficacy may be supported through provision of learning opportunities which improve psychological well-being in teachers reinforcing the need for programs aimed at continuing professional development and building resilience among teachers (Iliško et al., 2020, p.102).

When employing a broad conceptualization of teacher well-being, Manasia et al researched factors that include emotions and personal characteristics like self-efficacy, joy, anger and anxiety among other factors. Their study which included a total of 1092 pre-university teachers in Romania made use of a self-administered questionnaire and equation modeling for the analysis of data. The findings showed that job resources (for example, support, materials) were more influential than generic resources such as self-efficacy in enhancing teaching satisfaction and subjective happiness. Self-efficacy was said to mediate the effect of job demands on both emotions experienced while teaching and the general well-being of the teachers. This study strongly affirms the contributions of job resources and positive emotions associated with teaching towards teacher's general quality of life and proposes that improvement of such resources should enhance teacher's life satisfaction and efficiency in work (Manasia et al., 2020, pp. 469-496)

Toraman et al. (2020) attempted to investigate the perspective of Turkish teachers working in other countries, including their strategies for coping with the challenges faced in other countries. The authors found motivation towards teachers' goals included curiosity as well as professional pride and significant professional and cultural challenges as reasons for teachers' emigration. This research provides insight into the complexities of international teaching and its impact on teacher well-being (Toraman et al., 2020)

The well-being of teachers has an effect on their job satisfaction as well as the way they conduct classes. To address the gap regarding the universal measurement of teachers' well-being, Rebolo et al. (2020) developed the Teacher Well-Being Scale. The scale was designed to address more aspects of teacher well-being which include the emotional, social and professional aspects. To achieve this, the research involved extensive psychometric evaluation including exploratory and confirmatory factor analysis to test the scale's validity and reliability. The findings demonstrated high internal consistency of the scale and proved to be an effective assessment tool of teachers' well-being in different learning institutions. The development of this scale filled a significant gap in the existing body of works in that it provided a culture sensitive and comprehensive measure of teacher wellbeing in Portuguese speaking countries. (Rebolo et al. 2020).

As observed in a study performed by Virtanen, Vaaland, and Ertesvag (2021), the purpose of the study was to investigate the relationship between pedagogically observed patterns of classroom interactions and the teaching self-understanding in a sample of Norwegian lower secondary schools. Using an observational and teacher self-report method, it was sought to determine how emotional support, classroom management, and instructional support were related with occupational well-being among teachers. Latent profile analysis of this study results identified four groups of teachers suggesting that those who actively engage in all forms of interactions regardless of the domain reported higher levels of job satisfaction. The studies mentioned concluded that positive emotional contacts with students, well-organized classrooms, and well-developed teaching procedures increase the understanding of the teachers and therefore improve their satisfaction with practice. The findings of the study supported the concept of a two-way influence between chalk and board interactions between the teacher and learners and teachers' wellness arguing that enhancing teacher wellness will improve chalk and board interactions and vice versa. (Virtanen et al., 2021).

In conclusion, teacher well-being is not a simple notion but a multifaceted one that includes psychological, emotional, and occupational factors, which are significant not just for work satisfaction but also effectiveness in the classroom. Research indicates that teacher wellbeing is influenced by a number of factors, standing from workload through support systems, culture, or even personal attributes.

The development of reliable instruments such as the Teacher Well-Being Scale which measures residents has improved the precision of assessments and changes to be made. There are numerous studies which show that achieving teacher well-being does not only benefit educators mentally and occupationally but also benefits students' performance as well. Thus, cultivating a nurturing and equitable professional environment is imperative for sustaining the well-being of teachers and the overall vitality of educational institutions.

2.2.3. EFL instructors' well-being. Since teaching efficacy and teaching retention has a major role in EFL context, the well-being of EFL instructors has become prominent focus of academic research. Due to the global growth on the demand of English competence, teachers face a slew of challenges that would risk their well-being both psychologically and professionally. EFL instructors' well-being becomes a key factor in the preservation of high level of education and teacher retention in the field.

The characteristics of effective EFL educators were analyzed in a study by Baytur and Razı (2015) from the perspective of Turkish EFL learners. The study stressed that efficient teachers were characterized as kind people who could speak clearly and control the classroom skillfully. The importance of pedagogical and personal factors was also emphasized in promoting teachers' efficacy and well-being. Baytur and Razı (2015) found personal traits including interest in technology and visual aids as factors that might reduce stress and increase comfort during classes (pp.1-9).

Efeoğlu and Ulum (2017) investigate whether there was relationship between professional well-being and cultural intelligence among Turkish EFL state schoolteachers. A strong positive association between increased cultural intelligence and better professional well-being was revealed in the study. This also showed that adaptation and cultural sensitivity were critical for sustaining the well-being of teachers in various cultural settings. Incorporating cultural sensitivity training into teacher training programs can be beneficial to improve their well-being (pp. 228-239).

Kılavuz-Onal and Tatar (2017) examined professional development and burnout among instructors in English preparatory programs in university. The

findings of the study revealed substantial differences in the rates of burnout and engagement in professional learning activities between instructors at state universities and those at private institutions. The role of institutional context in shaping teacher well-being was highlighted by these disparities stating that instructors who join professional development activities possess a higher sense of personal success (Kılavuz-Onal. & Tatar, 2017, pp.283-303).

Genc (2028) conducted research to assess intercultural communication ability among Turkish pre-service EFL teachers. Age, gender, year of study and international experience were focused, and the findings revealed low levels of intercultural communication skills among the half of the pre-service teachers, especially in empathy and ambiguity tolerance. The necessity of improving intercultural skills was emphasized to increase teachers' well-being in different classroom contexts (Genç, 2018, pp.185-202).

Salı and Kecik (2018) explored the challenges faced by new EFL teachers in Turkey. In addition to a variety of obstacles, including instructional issues, insufficient professional support and lack of resources, the need for comprehensive pre-service and in-service training programs to address issues were highlighted in the study for the improvement of teacher well-being (Salı & Kecik, 2018, pp. 117-131).

Another study by Aydın (2018) examined how Turkish EFL teachers' satisfaction with their work is affected by their values, interactions and teaching rewards. The research revealed that harmony of personal and professional values is a crucial factor that improves teachers' well-being (Aydın,2018).

Mede (2018) investigated how emotions influenced EFL instructors' well-being in English preparatory programs in Turkey. The study emphasized that emotions are important for the psychological and professional well-being of teachers. Joy, enthusiasm and satisfaction from teaching was shown to enhance the general well-being of teachers while negative emotions including worry, tension and frustration emerging from challenging student behaviors and workload have a negative effect on their well-being (Mede,2018, pp. 574-582).

Dewaele (2018) investigated the correlation between various professional characteristics and Emotional Intelligence (EI) in ESL / EFL teachers with experience. The research examined the correlation between emotional intelligence levels of 513 teachers from various locations and their attitudes toward institutions

and students, self-reported classroom practices, inventiveness and joy. This revealed EI influenced the well-being of teachers and their productivity via increased joy, inventiveness, and positive attitudes about teaching. The study underscored the significance of EI on how it fostered the well-being of teachers (Dewaele, 2018, pp. 468-487).

Talbot and Mercer (2018) investigated university level ESL/EFL instructors in the USA Japan and Austria to find out their emotional well-being and emotional control techniques. They discovered the strong correlation between instructors' mental health and the particular cultural and institutional contexts in which they worked. Maintaining their well-being required them to use methods to control their emotions, such as forging close bonds with their peers (pp.410-432). By highlighting the intricate interactions that exist between professional situations and personal feelings, the study made an important contribution to the context of teacher well-being.

Fathi et al. (2020), looked into a structural model that suggested that collective teacher and self-efficacy had been the indicators of the psychological well-being of 179 Iranian teachers. The study found that psychological well-being was significantly influenced by both collective and self-efficacy, with the engagement as a great predictor with self-accuracy, highlighting the significance of enhancing teachers' self-efficacy via professional development, which might meaningfully advance job satisfaction and well-being (Fathi et al., 2020, pp.61-80).

Kurt et al. (2021) carried out a pilot study of SWB of Turkish EFL pre-service teachers and also analyzed the correlation among work-related anxiety, SWB and teacher efficacy views. Preservice teachers' well-being was significantly predicted by both relief from work-related anxiety and relief from self-efficacy and psychological factors was important in shaping teachers' experiences (Kurt et al., 2021). In a similar vein, Kong (2021) investigated how Chinese EFL teachers' psychological well-being and self-efficacy affected their work involvement. A favorable relationship between self-efficacy, psychological well-being and work engagement was indicated in results. Instructors with higher degrees of well-being and self-efficacy demonstrated greater engagement in their work, these characteristics played a crucial role in improving teacher performance and retention. (Kong, 2021).

Alqarni (2021) carried out a study on the correlation between well-being, stress perception and stressor types among Saudi Arabian EFL teachers in university level. There is a noteworthy inverse relationship between well-being and stress levels. The significance of resolving well-being issues among EFL teachers in order to establish a healthy work environment is underscored in the study (Alqarni,2021).

Valizadeh (2021) underscored the difficulties experienced by EFL teachers in Turkey by noting structural problems that add to teacher stress and burnout. The study concentrated on EFL teachers in elementary and secondary education, finding out that packed classes, a ack of emotional support from school administration, and an excessively demanding curriculum were the main sources of stress (p.64). The study also supported the notion that better working environments and well-being were possible with institutional changes.

Zhong Li (2021) developed the global notion of teacher well-being in EFL/ESL classes by stressing that moderate workloads and supportive leadership had an influence on well-being in general as well as positive psychology. Despite its lack of national focus, the study's results have worldwide ramifications for enhancing well-being in both developing and established educational settings (Li, 2021).

In summary, the holistic well-being of EFL teachers is a multifaceted idea that is vital to maintaining both teacher retention and excellent academic standards. Scholarly research continuously emphasizes how important professional development, cultural competency, and emotional control are to promoting teacher well-being. The impact of job satisfaction, self-efficacy, emotional intelligence, and institutional support on teachers' psychological and professional well-being is also highlighted by research findings. Keeping EFL teachers motivated and productive requires adjusting to the difficulties and pressures they face, especially in multicultural settings, and developing their emotional and cultural flexibility. To guarantee positive outcomes for teachers and students alike, educational institutions ought to provide precedence to interventions and strategies that center on promoting the overall well-being of EFL instructors

2.3 Self Determination Theory

2.3.1 Motivation. Motivation has been one of the most popular subjects studied throughout the history of psychology and it is about why human beings perform certain actions while trying to find an answer about the reasons for human behavior (Deci, 1975, p.3). The term "motivation" comes from "Mover" which is a Latin word that means "to move". It was explained in different ways by various researchers and mostly explained as the move or drive behind a particular behavior (Dornyei & Ushioda, 2010, p.3: Hall & Goetz, 2013, p.58). Motivation lies under human beings' aims, objectives, and activities. It can be regarded as a motive to repeat or avoid a particular behavior (Elliot & Covington, 2001).

Behaviors and reactions of human beings in a specific manner and tendencies developed toward a certain activity are urged by individuals' motivation (Pardee, 1990). Motivation is needed to pursue an aim in addition to determination (Oxford & Shearin, 1994). Motivation can also be referred to as the quality requiring individuals to participate in actions or discourage them from doing so (Broussard & Garrison, 2004). Motivation can be expressed as a reason or justification for a human's actions or practices (Narayanan, 2006) and our actions are also motivated by the term motivation itself (Guay et al., 2010).

In brief, motivation can be defined as human beings' choice of which action to make, how persistent he or she is about it, how much effort is given and the reason why they do it with how hard they desire to pursue it. (Deci, 1975; Dörnyei & Ushioda, 2010; Barbuto & Xu, 2016). The most important feature of motivation is the variation from one individual to another. In other words, one condition may not fascinate one individual while fascinating other. Hence, individuals' awareness of what type of motivation and which motivating factors they possess are crucial for pursuing and resuming their behavior.

In brief, motivation, a central theme in psychology, delves into the reasons behind human behavior, explored by various researchers throughout history. Stemming from the Latin word "Mover" which means "to move", it is described as the driving force behind actions which also influences individuals' aims, objectives, and behaviors, guiding them towards or away from specific activities. It is integral for pursuing goals and determining participation in actions. Ultimately, motivation

encompasses individuals' choices, persistence, effort, and reasons behind their actions. Notably, motivation varies among individuals, necessitating awareness of personal motivating factors. Understanding one's motivation is crucial for guiding behavior and achieving goals effectively.

2.3.1.1 Types of motivation. Motivation can be classified into two distinct categories: intrinsic and extrinsic motivation (Reiss, 2012, p.527). If an individual is intrinsically motivated, he or she is engaged in a behavior because he or she finds it rewarding. Rather than desire for some external reward, an activity is performed for its own sake, the behavior itself is the reward (Lee et al., 2012, p.529). When an individual is extrinsically motivated, he or she is motivated to perform a behavior or engage in an action because he or she wants to earn a reward or avoid punishment. Engagement in activity occurs not because of joy or satisfaction, it occurs because of expectation of something in return (Tranquillo & Stecker, 2016).

2.3.1.2 Intrinsic motivation. In a general understanding of motivation, intrinsic motivation is linked to nonrewarding activities that are done only for joy. There is dedication, pleasure, and tolerance towards even basic things during a performance such as hunger. (Deci, 1975, p. 24) Thus, the interest in conducting the task becomes more important than the requirement to finish. In the definition of Deci, Nezlek and Sheinman (1981), it is an engagement in actions and in these actions, reward is present in the action itself. Rather than an external reward, how individuals feel about the task and how individuals perceive it shows a strong indication of how they are motivated (Graef, Csikszentmihalyi & Gianinno, 1983, p. 156). Individuals focus on them for their own serenity with additional internally pleasing results such as competence and self-determination. Self-determination or having perceived power to engage during the task can contribute to intrinsic motivation by enhancing one's perceptions of competence (Ryan & Deci, 2000b). If individuals feel capable, they are more likely to be intrinsically motivated, they also get a direct and inner advantage from the task they endure. These features can show that an individual's intrinsic motivation is an important factor in working proficiently.

2.3.1.3 Extrinsic motivation. Extrinsic motivation is a motivation type that is driven by external rewards. (Ryan & Deci, 2000, p.60). Unlike intrinsic motivation, it is focused purely on outside rewards and in this perspective, rather than being satisfied, the prize or how to execute the job is the ultimate goal. It is also influenced by positive feedback, awards, or grades in terms of education; salary, job security, working conditions or benefits in the purpose of working in an organization. Extrinsic motivators of work are precisely linked to the fulfilment the individual gets when running a task (Huang & Van De Vlier, 2003 p.159)

In the proposal of Ryan and Deci (2000a, p.60), extrinsic motivation comes from an individual's autonomy level while performing. Avoiding punishment and working hard for promotion can be listed as two different motives for work. In the first item, there isn't autonomy because there is a punishment as an outside source, in the second item, there is a decision of working hard. Extrinsic motivation can also undermine the intrinsic motivation (Reiss, 2012; Deci & Ryan, 2015). If a person is offered a reward for an enjoyable activity which he or she normally does without any reward, he or she becomes more likely to perform it again with less intrinsic motives. Although both types of motivation are categorized as opposites, there are some periods which are affected by the item of reward and reward may affect the individual's motivation both intrinsically and extrinsically (Sansone & Harackiewicz, 2000, p.267). For this reason, both should be regarded as interconnected with each other depending on individual's perspective since individuals need to develop a sense of competence and self-determination intrinsically for extrinsic motivation to be effective.

To summarize, intrinsic motivation drives individuals to engage in activities for the sheer joy and fulfilment they derive from the task itself. This form of motivation is characterized by a sense of dedication and pleasure, where interest in the activity surpasses the need for external rewards. Extrinsic motivation is fueled by external incentives such as rewards, positive feedback, or job benefits. While intrinsic motivation fosters a sense of competence and self-determination, external motivation is focused on external rewards and can sometimes undermine intrinsic motivation. However, both forms of motivation are interconnected, with individuals needing to develop a sense of competence and autonomy intrinsically for extrinsic motivation to effectively drive performance.

2.3.1.4 Work motivation. In a description by Lu (1999, p.63), work motivation is an individual's eagerness to exert substantial energy toward the workplace's goals in return for a chance to fulfil specific demands and the answer to the fundamental question of what individuals want from their occupations. Work motivation is also defined as a group of powerful drives that starts both inside as well as outside of a person's presence, to originate work-related actions, and to regulate its system, route, strength, and length. (Pinder C.C, 2014). In the literature of the term, work motivation, several models can be seen from various perspectives. Maslow's (1943) hierarchical needs theory is one of the top versions which suggests that individuals implement a set of desires, including emotional, protection and confidence, belongingness, respect, and self-realization.

In the Motivation-Hygiene theory by Herzberg (1966), it is suggested that motivation to work is affected by the occupation's internal challenge and condition of chances for acknowledgment and support. In more contemporary studies various categories have emerged. In the study of Nicolescu and Verboncu (2008), the types of motivation have been divided into four pairs positive and negative motivation, intrinsic and extrinsic motivation, cognitive and affective motivation, and lastly economic and moral spiritual motivation. In 2009, Ryan and Deci observed motivation intrinsically and extrinsically. There are various theories including modified needs (Alderfer, 1989), two factors (Herzberg,1959), achievement (McCelland, 1961) and self-determination (Deci & Ryan,2000).

In a description by Lu (1999, p.63), work motivation is an individual's eagerness to exert substantial energy to the workplace's goals in return for a chance to fulfil specific demands and the answer to the fundamental question of what individuals want from their occupations. Work motivation is also defined as a group of powerful drives that starts both inside as well as outside of a person's presence, to originate work-related actions, and to regulate its system, route, strength, and length. (Pinder, 2014, p.11). In the literature of the term, work motivation, several models can be seen from various perspectives. Maslow's (1943) hierarchical needs theory is one of the top versions which suggests that individuals implement a set of desires, including emotional, protection and confidence, belongingness, respect, and self-realization. In the motivation-hygiene theory by Herzberg (1966), it is suggested that

motivation to work is affected by the occupation's internal challenge and condition of chances for acknowledgement and support.

In the Self-Determination Theory (SDT) by Deci and Ryan (2000), the distinction between intrinsic and extrinsic motivation was applied to the work motivation context. In this sense, workers can perform better if they are satisfied with their psychological needs including autonomy, competence, and relatedness. However, workers can also feel motivated to work through the reinforcement of external factors which are also called extrinsic motivational factors including prizes and approval.

In more contemporary studies various categories and factors have emerged. In the study of Nicolescu and Verboncu (2008) the types of motivation have been divided to four pairs as positive and negative motivation, intrinsic and extrinsic motivation, cognitive and affective motivation, and lastly economic and moral spiritual motivation. In Yau's study (2010), the factors that affect work motivation are given as follows: intrinsic motivational factors such as autonomy, competency, novelty, power and achievement and reinforcement by extrinsic motivational factors with goal setting effects (p.17)

Work motivation encompasses individuals' eagerness to invest a substantial energy in workplace goals, driven by specific demands and desires. Various models, such as Maslow's Hierarchy (1943) and Herzberg's Motivation-Hygiene Theory (1966), highlight intrinsic and extrinsic factors influencing work motivation. Nicolescu and Verboncu (2008), categorize motivation into pairs like positive/negative and intrinsic/extrinsic in their studies. Deci and Ryan's Self-Determination Theory (2000) emphasizes psychological needs like autonomy and relatedness. Yau (2010) further identifies intrinsic factors like autonomy and competency, alongside extrinsic factors like goal-setting effects. Work motivation thus emerges as a complex interplay between internal drives and external incentives, shaping individuals' engagement and performance in the workplace.

In brief, work motivation is determined by both internal drives and external rewards, which shape behaviors and performance in the context of work. Lu (1999) and Pinder (2014) state that it is a potent urge that regulates work-related behaviors. Several models, including Maslow's Hierarchy of Needs (1943) and Herzberg's Motivation-Hygiene Theory (1966), highlight both intrinsic and external elements.

Deci and Ryan's Self-Determination Theory (2000) focuses on psychological demands including autonomy and competence. Contemporary research by Nicolescu and Verboncu (2008) classifies motivation and identifies major influences such as autonomy, competency, and goal setting. In general, work motivation is an intricate interaction of internal and external variables that influence workplace involvement.

2.3.2 Teacher motivation. Teacher motivation is an imperative element affecting educational outcomes for students and teachers too. It determines the likelihood of teacher attrition, teacher satisfaction, and success of educational reforms.

Rao (2016) utilized McGregor's Theory X & Y to restate existing problems faced with motivation of teachers in higher education institutions. It was highlighted in the study that Theory Y teachers who trusted that their students were internally motivated and responsible for their education enjoyed greater job satisfaction and were more competent in managing learners. In contrast to this Theory X by its nature led the teachers to use more subordinating management means on the students resulting in low satisfaction and efficiency. This study highlighted the necessity of colleges and universities to advocate the use of teaching methods that resonate with the inner motivation of the teachers in order to enhance the output of the teachers plus their students. (Rao, 2016, pp. 199-226)

Han and Yin (2016) provided a comprehensive review of teacher motivation research, identifying key factors such as intrinsic motivation, student impact, and teaching effectiveness. The review found that motivated teachers are more likely to be effective, influence student motivation, and experience better psychological well-being. The authors emphasized the need for further research to explore how teacher motivation could be sustained over time and in various educational settings (Han & Yin, 2016, pp. 5-9)

Abazaoglu & Aztekin (2016) analyzed teacher morale and motivation using PISA and TIMSS data, focusing on countries such as Turkey and Singapore. The researchers established that the more the teachers were motivated, the better the student achievement levels in science and mathematics were. The study also emphasized the importance of teacher morale and motivation in countries with large

income inequality, where motivated teachers help close education deficits (Abazaoglu & Aztekin, 2016, pp. 2606-2617)

Barbieri et al. (2017) particularly focused on discussing teacher motivation and its potential effects on students' performance in areas such as reading and mathematics. It found that motivated educators, those who decided not to transfer out of the schools they were in, aided in raising achievement levels of students. On the contrary, teachers who requested transfers, or teachers who were not motivated by their work environment, were detrimental to student performance. This investigation stressed the need for the dedication of teachers to the educational engagement of learners in order to achieve good academic performance (Barbieri et al., 2017)

Barin et al. (2018) implemented a qualitative study based in Turkey which is centered around teacher motivation intrinsic and extrinsic motivators. The researchers asserted that demotivating factors were largely caused by remote external sources which included poor working conditions, institutional neglect and limited professional development. The study recommended that schools should look to address the non-educational issues in further enhancing teacher retention [(Barin et al., 2018, pp. 226-242)]

Appova & Arbaugh (2018) analyzed why teachers chose to participate in professional development. It noted that new teachers were dissatisfied with the existing methods of teaching as well as the ineffective learning of students which prompted them to request more training. Yet, often, the administration's procedures made too rigid demands on teachers concerning what course worked and often no institutional support was provided thus they often discouraged the said teachers from such opportunities alluding for less constraining and supportive PD institutional frameworks that did not contravene the teacher's basics of being a teacher. (Appova & Arbaugh, 2018, pp. 5-25)

Altiner's research (2018) shed light onto the issue of student motivation to study English and pointed out that the teacher's motivation should have a positive effect on the students. If students' perception of their teachers is that the latter is supportive, ensuring lower the barrier, the former is better in acquiring English. The present study confirmed the view that the teacher's motivation influences the student's success achievements, especially with respect to achieving success in learning foreign languages then other education areas (Altiner, 2018).

Göktürk et al. (2020) conducted a study on Taksim teacher relocation to special education in Turkey. The study showed that internal motivation to change things was an important factor in teachers' decisions to continue working in special education. Internal resources are important in educators' retention strategies in private schools hence policies should be established, and administrators should work towards retaining graduates in special education (Göktürk et al., 2020, pp. 63-78)

Hobbs & Tuzel, 2020, Turkish primary school educators participated in a survey about their motivation to enhance the levels of digital literacy among their students in the course of lessons. In this case teachers were classified according to the way they use digital learning as 'Techies' or 'Demystifiers'. The research addressed the issue of the mismatch between professional development systems and teachers' need for motivation to achieve targeted outcomes in the integration of digital and media literacy into the school environment (Hobbs & Tuzel, 2020, pp. 7-22).

2.3.3 EFL instructors' motivation. Teacher motivation is a critical factor that influences teaching quality, job satisfaction, and overall educational success. EFL (English as a Foreign Language) instructors face unique challenges in maintaining motivation due to language teaching contexts, institutional conditions, and individual factors.

Kim and Kim (2015) conducted a study in South Korea exploring EFL teachers' initial career motivations and the factors that demotivate them over time. The research revealed that global orientation, job security, and altruism were key factors in motivating individuals to pursue a career in EFL teaching. However, significant demotivating factors included obstacles to implementing communicative language teaching, inadequate administrative support, and a lack of social recognition. These challenges contributed heavily to teachers' job dissatisfaction and decreased their motivation to remain in the field (Kim & Kim, 2015).

Building on their previous work, Kim and Kim (2016) further investigated the initial motives and demotivating factors for Korean EFL teachers. The findings confirmed that expected intrinsic rewards, such as self-fulfilment and the opportunity to make a difference, were primary motivators. However, administrative burdens and student disengagement were found to be the most significant demotivators. The study

highlighted that teachers with 4-6 years of experience were particularly vulnerable to demotivation, pointing to the need for targeted support during this critical period (Kim & Kim, 2016).

In a Kuwaiti context, Taqi et al. (2017) investigated the demotivation of EFL instructors at the College of Basic Education. The study identified institutional challenges, such as lack of career development opportunities, excessive workload, and inadequate administrative support, as significant demotivating factors. These challenges left teachers feeling unsupported and undervalued, leading to a decline in motivation and enthusiasm for teaching (Taqi et al., 2017).

In Iran, Ghanizadeh and Erfanian (2017) conducted a qualitative study on the motivating and demotivating factors for Iranian EFL teachers. The results indicated that administrative inefficiencies, lack of institutional support, and low salaries were major demotivators. Conversely, positive interactions with students, appreciation from parents, and a sense of professional fulfillment motivated teachers to continue in their roles. This study highlighted the importance of both intrinsic and extrinsic factors in shaping teachers' motivation (Ghanizadeh & Erfanian, 2017).

Lestari (2017) explored demotivating factors for EFL instructors in Indonesia. The study identified nine key demotivators, including poor physical health, negative student attitudes, an inadequate school system, low salaries, and administrative burdens. These external challenges significantly affected teachers' ability to maintain motivation and job satisfaction. Lestari concluded that addressing these systemic issues was critical for improving the working conditions and motivation of EFL instructors in Indonesia (Lestari, 2017).

Han and Mahzoun (2017) conducted a qualitative case study on foreign EFL teachers working in Turkey. The study found that poor communication with school administration, a lack of support from colleagues, and disrespect from students were the main sources of demotivation. These findings underscore the importance of fostering a supportive and communicative school environment to maintain teacher motivation, especially for foreign instructors in challenging contexts (Han & Mahzoun, 2017).

Uştuk (2017) explored the motivational strategies used by Turkish EFL instructors in adult language teaching. The study found that gender, educational background, and years of teaching experience significantly influenced how

instructors perceived and implemented motivational strategies in the classroom. While some demographic factors played a role, it was clear that a deep understanding of motivational tools was crucial for maintaining teacher engagement (Uştuk, 2017).

Yılmaz and Yavuz (2020) explored the impact of in-service training programs on the motivation of Turkish EFL teachers. The study found that public school teachers were generally more motivated than their private school counterparts, and that female teachers were more motivated than male teachers. The research highlighted the importance of engaging and practical in-service training to sustain teacher motivation (Yılmaz & Yavuz, 2020).

A wide variety of factors affect EFL instructors' motivation and demotivation as the results of the abovementioned studies indicated. The most common demotivators can be counted as a lack of institutional support, administrative responsibilities, and difficult student behaviors while the encouraging elements can be counted as constructive student interactions and chances for professional growth. In order to create a positive learning environment and guarantee teachers' long-term efficacy and their satisfaction from work, addressing the personal as well as structural issues that EFL instructors face is crucial.

2.3.4 Self-determination theory. Motivation can be described as an item that intensifies and directs our actions. (Frymier, 1970, p.18). While intensity indicates the amount of effort given to accomplish a goal, direction indicates the choice of a particular aim among others. "Why" question for our actions is what motivation tries to answer.

Self-Determination Theory is a motivation theory which expresses that every human-being owns three essential psychological requirements, such as competence, autonomy, and relatedness (Ryan & Deci, 2000, p.68). Autonomy is having actions arising from true self. Competence means coping with the setting effectively. Feeling relatedness implies the necessity to feel connection and a view of belonging with others. Motivation will be influenced helpfully if these psychological needs are fulfilled by social perspective. (Ryan & Deci, 2000, p.68)

Motivation may be regarded as a single phenomenon having only an amount as a discriminator. In other words, an individual may have a great amount or lack of it. However, scholars have put another parameter which is goal or "why of motivation

"(Ryan & Deci, 2000, p.69). Motivation may be classified according to reasons or goals. After this classification, two types of motivation can be named as intrinsic and extrinsic motivation.

Intrinsic motivation is about the activity done for its natural fulfilment (Ryan & Deci, 2000, p.56). In this type of motivation, the reason of doing the activity is for fun, curiosity, or challenge in the activity itself. For instance, curiosity and interest can be a reason for a student to do his or her homework. Intrinsic motivation is connected to better learning and performance (Ryan & Deci, 2000, p.60). Seeking originality and challenges, widening, and drilling an individual's own competences, searching and learning new things. Since birth, children continuously demonstrate conduct including adaptation, control, and discovering locations even without an external return. This intrinsic motivation is necessary for cognitive and social development throughout life (Ryan & Deci, 2000, p.70).

"Free choice" scale can be included in intrinsic motivation as one kind of measure. The other one is self-reports on joy and interest (Ryan & Deci, 2000, p.58). Free choice measure is mostly led in a particularly planned setting. After a particular activity, participants stay alone in a setting with numerous different activities. They are observed if they went back to the particular action or other alternatives in the setting.

Extrinsic motivation is doing something in respect of the product including reward and punishment. Action is the tool to fulfil the aims. For example, approval from parents can be a reason for students to do his or homework as well. It is more prevalent to observe extrinsic motivation as children grow up. Children face social difficulties for non-motivating responsibilities. (Ryan & Deci, 2000, p.64). They embrace social standards and rules by internalization.

Exterior, evident, conditional rewards weaken intrinsic motivation. (Deci, 1971, p.105). In reality, not only evident rewards but also pressure, time limit, stressful assessment and inflicted aims causes reduction in intrinsic motivation. (Ryan and Deci, 2000b). In accordance with Deci's findings (1971), people feel controlled under these. This has shown the importance of autonomy in terms of motivation. SDT categorizes the term motivation in accordance with autonomy. It also expresses that there are different stages of extrinsic motivation in accordance

with self-determination. SDT proposes taxonomy of motivation in the form of continuum (Deci & Ryan, 2002, p.16).

Amotivation is an absence of motivation. In that situation, an individual doesn't think the goal is valuable, doesn't feel capable of performing or think an anticipated result to occur. (Ryan & Deci, 2000). Following amotivation, extrinsic motivation occurs. The quality of it rises as self-determination rises. (See Figure 1)

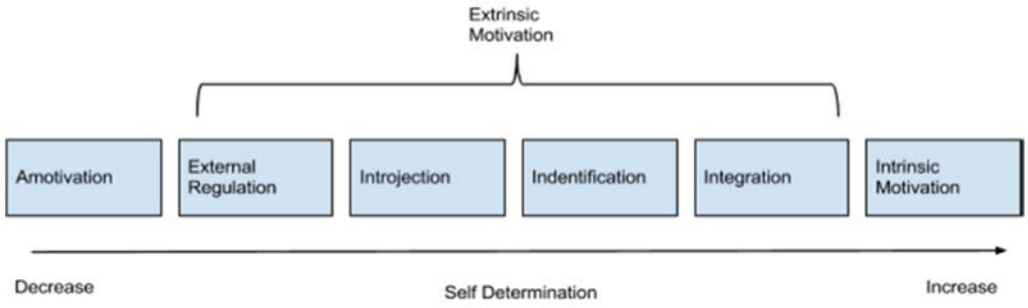

Figure 1. Taxonomy of Motivation According to SDT

(Deci & Ryan, 2002, p.16)

External regulation is the minimum self-determined kind of extrinsic motivation. An individual does an activity for contentment of an external demand (Ryan & Deci, 2000) This can be in the shape of prize or punishment. For instance, luggage control can be carried out by police in the airport. If an individual opens his or her luggage as he or she allows police to check, that individual behaves according to external regulation. That individual does not feel approval for this behavior. In terms of external regulation, an individual doesn't give importance to the action or doesn't feel interested in the activity. The individual is likely to blame others, including parents or teachers, when there is a failure.

Additionally, when an individual doesn't make an action, he or she may feel anxious or may want to feel proud or worthy. If it is available for an action, it is an introspected version of extrinsic motivation. These versions of actions are moderately interconnected. They are inside of self but not included to the self yet (Deci & Ryan, 2002). For instance, a student may do homework to feel like a good individual or an individual cotes in an election because of feeling guilty if not. The prominent concept is ego involvement. Individual behaviors are performed with the aim of maintaining self-esteem or feeling self-worth. (Ryan & Deci, 2000). In the

situation of failure, one may feel anxious and with this anxiety it's challenging to tackle failures.

When an individual comprehends how important the activity is for oneself, it can be said that behavior is associated version of extrinsic motivation. The individual comprehends this action's way of serving one's goals. Recognition lets the individual feel a sense of selection and decision (Deci, Vallerand, Pelletier & Ryan,1991). For instance, the possibility of finding a good job after graduation may motivate a student to finish school. The individual's behavior can be internalized in a way that is entirely corresponding with other self-values. In this situation, this is a cohesive version of extrinsic motivation. For example, studying research project can be a cohesive behavior for the person who studies hard on a research project has a feeling of being a scholar and other individual principles, which is a coherent action with this perception.

The most autonomous form of motivation is intrinsic motivation. From the beginning of life, human beings grow and behave in accordance with their own fundamental pursuits which leads them to act intrinsically motivated. In the childhood period, they are pushed to internalize the social standards and obligations. So, the extrinsic motivation starts with these pushes. However, developing intrinsic motivation is still legitimate in the other areas of life (Ryan & Deci,2000)

Furthermore, some versions of being extrinsically motivated can pilot the approval of task because of its use or significance for the individual. It is significant to divide since most educational tools are not joyful or remarkable. It has been demonstrated that more autonomous versions of extrinsic motivation end with high quality learning and better performance (Ryan & Deci, 2000) This suggests theoretical or deeper comprehension of the subject.

Specifically, SDT encompassed of six "mini theories", justifies the models of motivation and basic psychological requirements (Deci & Ryan, 2002, p.5). Ryan and Deci (2002) imply that all these models share organismal and dialectic theories which jointly embrace all variations of human behavior in distinct fields. These sub-theories can be listed as (1) Cognitive Evaluation Theory (CET), (2) Organismic Integration Theory (OIT), (3) Causality Orientations Theory (COT), (4) Basic Psychological Needs Theory (BPNT), (5) Goal Content Theory (GCT), and (6) Relationships Motivation Theory (RMT). Each of these models characterizes an

extension of the knowledge that has formerly been created within SDT and developed from connected and expanding set of connections of experimental results (Ryan & Deci, 2019).

In conclusion, this study sought to look into the relationship between instructors' well-being and the fulfilment of basic psychological needs as defined by SDT, precisely via the perspective of BPNT. The study sought to find out how meeting the fundamental needs of autonomy, competence, and relatedness may affect the instructors' general well-being. By researching these relationships, the study hoped to shed light on the essential role fulfilling these psychological needs had in creating an encouraging and healthy educational setting.

2.3.4.1 Cognitive evaluation theory (CET). Individuals evaluate actions in various ways and determine whether they are self-directed or regulated based on what they understand. For example, students are given performance achievement prizes in schools, which they might recognize as either motivating or controlling. (Ünver, 2004)

A variety of research studies have been carried out in the literature on intrinsic motivation in relation to causality, as well as people's notions of whether what they do are determined by themselves or obliged to be in a specific manner (Deci et al., 2001). Similar research findings indicate that individuals possess less intrinsic motivation when they believe how they act is in control, whereas individuals possess a substantial amount of intrinsic motivation when they believe that their behaviors are a consequence of autonomous choices (Assor, et al., 2005; Deci & Ryan,2002). Additionally, research findings show that prizes can influence individuals to engage in specific activities because they are seen as elements of regulating behaviors (Deci, 1971; McCullers, et al., 1987). As a result, more verbal encouragement may be implemented to boost individuals' intrinsic motivation, as research studies have shown that verbal encouragement is more efficient at enhancing the internal point of causality. (Deci et al., 1999).

The effect of an occurrence on motivational procedures is influenced by its psychological significance for the person involved, rather than its primary features (Deci & Ryan 1985, p.87). Individuals generally divide actions into three categories; informative, directed and amotivative. Amotivation in an individual's self-

determination is undermined by the adjacent perspective. The common sources of this type of motivation are constant failings, constant criticism about performance and so on. One may feel incapable of completing the duties that are required. Amotivation can result in depression and the feeling of helplessness. Controlling motivation, on the contrary, occurs when an individual is pushed to behave in specific ways. Even when the feedback seems to be positive, the person who receives it could perceive it as controlling. For instance, when a teacher states that the student finished his or her homework accurately as he or she ought to, it could end up with controlled motivation. As a result, communicators' directions are critical in a variety of, particularly educational settings. Finally, informative motivation refers to the kind of motivation that occurs when the setting offers sufficient information and preference about the relationships taking place around that individual. Setting constraints, giving firm explanations, and understanding an individual's feelings about those constraints are all regarded as informative situations.

2.3.4.2 Organismic integration theory (OIT). Organismic Integration Theory (OIT) varies from Cognitive Evaluation Theory (CET) due to the fact that it concentrates on extrinsic motivation and its co-opted procedures, whereas CET concentrates on intrinsic motivation on external variables that influence it. In the lack of intrinsic motivation, external variables have a significant part in determining a person's motivation. Extrinsically motivated people are those who are moved to do something by an outside force. Thus, organismic integration theory adopts its foundation from the concept of co-opting and adjusting extrinsic motivation and other associated external implications, regulations, and expectations; additionally, the theory analyses how people embrace these when doing a task or taking part in an occasion. (Deci & Ryan, 1985). In this theory's perspective, internalization can be regarded as a theoretical issue and can be mentioned as people's dedication to modify external factors in the sense that they are generated by themselves. (Deci & Ryan, 2002). People's internalization of a rule makes them likely to embrace it as a self-determined action. The notion of progression is significant in this theory's perspective since it reflects the degree of internalizing the extrinsic motivation. The degree of internalization is presumed to be based on whether the behaviors are autonomous or controlled. OIT broadens the fields of study by providing a

categorization of extrinsic behaviors based on their autonomy level. The categorization lists a set of behaviors which are based on autonomic features. In Figure 2, regulations of extrinsic motivation, i.e. integrated regulation, identified regulation, introjected regulation and external regulation are presented in addition to intrinsic motivation and amotivation.

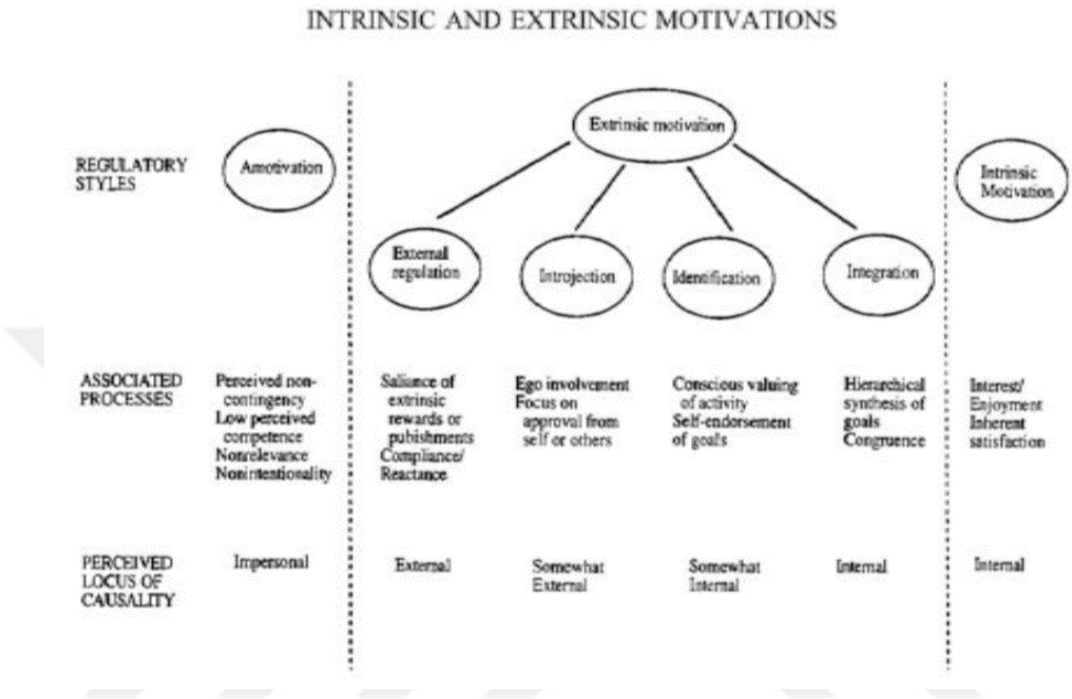

Figure 2. Intrinsic and Extrinsic Motivations

(Deci & Ryan, 2002, p.16)

Amotivation is the representation of the non-existence of any type of motivation, which is different from intrinsic and extrinsic motivation (Deci & Ryan, 2002, p.17) People turn to amotivated individuals because of various things including not only the belief that they won't be able to fulfil the task, but also not giving any value to it, absence of essential skills etc. Intrinsic motivation is the representation of the end of this circle and can be mentioned as participation in activities or occasions by sheer curiosity or natural request (Deci & Ryan, 2000, p.60)

Considering extrinsic motivation, the versions of regulation can be counted as External Regulation, Introjected Regulation, Identified Regulation and Integrated regulation from near the term of amotivation to near the intrinsic motivation.

Regulation types are presented based on human beings' motives behind doing a task. External Regulation reflects the lowest degree of autonomy, implying that tasks

are performed for the purpose of receiving what is wanted rather than to be punished. Introjected Regulation reflects some internalized regulation, but people are unable to embrace it as completely self-controlled action. It occurs when human beings engage in a task not for their own interests or self-determined actions, but rather to avoid feeling shameful or feeling guilty. Individuals in Identified Regulation engage in a task not for self-determined motives, but simply due to the significance or meaning they place on what they do. This typical procedure of internalization does not take human beings' personal interests and beliefs into account. Integrated regulation is a form of regulation that shares many similarities with intrinsic motivation. Identification procedures include one's own personality traits and qualities, such as beliefs, objectives, and psychological demands, which are deemed to be incorporated with oneself. Yet it ought to be mentioned that integrated regulation is still an aspect of extrinsic motivation in which people's actions are regulated by others and external factors rather than utterly by people's personal interest, curiosity, and a feeling of satisfaction (Deci & Ryan,2002). The procedure may be described as a "dialectic struggle" between the individual as well as everything around him or her. The phases of continuity are usually adhered to achieving the principal objective of intrinsic motivation and thus self-determination. Internalization of a person's extrinsic motivation leads to greater self-determination. The integration procedure is heavily influenced by one's living environment. It might be promoted by a needs-supportive setting, but it may also be blocked by the opposite setting.

Despite the establishment of this progression by Ryan and Deci (2000-a), they proposed that human-beings do not consistently follow each step of the progression to achieve intrinsic motivation for specific actions (p.69). However, they argue that people's motivation can shift either back or forward in response to shifts in how they view their associated behaviors, as well as interests, objectives and aims. For example, stimulated attention of a student at first may be a reason for beginning to study a course and this can be an example of intrinsic drive; however, in weeks that follow, he may lose enthusiasm for the course and start to feel obliged to finish it if he or she wants to avoid receiving poor grades, and that drive turns into an extrinsic one. In the present instance, motivation shifts backward along the progression.

To sum up, Organismic Integration Theory (OIT) examines how extrinsic motivation and external influences are incorporated into personal motivation, as

opposed to Cognitive Evaluation Theory (CET), which focuses on intrinsic motivation. OIT divides extrinsic motivation into four categories: external, introjected, identified, and integrated regulation, which indicate distinct levels of internalization. Intrinsic motivation is driven by curiosity, whereas amotivation is the absence of motivation.

2.3.4.3 Causality orientations theory (COT). Causality Orientation Theory (COT) is based on people's inner assets in relation to their interactions with other people around them and their surroundings. In accordance with the concept, human beings differentiate in their directions to social aspects (Deci & Ryan, 2002). Three types of directions that relate to a person's degree of self-determination according to this theory which can be listed as autonomous, controlled, and impersonal causality. Everyone possesses some of these directions (Deci & Ryan, 1985).

Autonomy orientation implies the way people carry out a task based on his or her own preference, which is associated with intrinsic motivation or well-integrated regulation of extrinsic motivation, which is normally associated with positive psychological periods such as self-actualization, self-esteem and personal development (Deci & Ryan, 1985). Controlled orientation, in contrast, implies how people do an action in response to external variables such as pre-established regulations and laws, expectations, obligations and responsibilities. It is mainly counted in relation to external and internal regulation of extrinsic motivation. Finally, impersonal orientation implies to the people who do not engage in a task purposefully and is associated with amotivation, negative psychological phases including anxiety, depression, and low self-worth (Deci & Ryan, 1985; Soenens et al., 2005)..

2.3.4.4 Basic psychological needs theory (BPNT). Autonomy, competence, and relatedness which are also called basic psychological needs are considered as a premise for people's individual development, advancement, and mental well-being (Deci & Ryan, 200b). These needs must be fulfilled in order to realize solid advancement, psychological development, and a solid living. Moreover, they express that psychological needs are all inclusive and substantial for everyone and they must

be fulfilled for self-motivation in addition to cognitive and mental well-being (Deci & Ryan, 2002; Ryan & Deci, 2000-b).

Competence is mainly generalized as the sense of possessing a capability to perform a task or participate in an occurrence. Individuals may be faced with difficult and relatively tough situations to meet their skill needs. However, it is important to note that the difficulty of the activity must be managed to avoid losing individual interest and motivation (Deci & Ryan, 2002). Relatedness is used for a feeling of belonging and connection with others. It is mainly related to the psychological state of feeling in harmony with the social setting. People who are able to satisfy their need for connection lead happier lives, feel more secure and have higher degrees of self-development than those who do not feel a sense of belonging to society and their social setting. Autonomy can be defined as the level of self-control over one's actions because it represents an individual's awareness of the reasons for his or her actions. Autonomous people carry out activities determined by themselves out of self-interest and self-control. However, these actions can also be influenced by external variables and social setting (Deci & Ryan, 1985).

Social factors can support or overshadow the need for autonomy. When individuals are supported to perform autonomous actions, they tend to participate more actively and achieve higher levels of performance. Otherwise, individuals tend to lose interest and motivation in performing certain tasks, self-development and growth tend to decline when challenges or obstacles arise (Deci & Ryan, 2002).

2.3.4.5 Goal contents theory (GCT). Goal Content Theory (GCT) posits that the outcome of an activity influences a person's mental health. Therefore, this theory examines the influence of aims and the outcomes of actions undertaken to achieve them (Deci & Ryan, 2000). Deci and Ryan argue that goals reflect an individual's expectations to perform a related activity (e.g., study to get a better grade), and a behavioral direction indicates the sense why people perform specific task (e.g. I study since my teacher asked me to) subsequently they remark that goal contents are distinctive sorts of behavioral controls of external motivation.

Intrinsic goal content is thought to be related to psychological needs as it relates to personal development, growth, health, and an individual's natural goals (Deci & Ryan, 2000; Vansteenkiste et al., 2010). In contrast, the content of extrinsic

goals is deemed in the context of external dynamics and the social setting, such as a person's aim of being recognized by others. Hence, these aims may not be related to basic psychological needs (Deci & Ryan, 2000).

2.3.4.6 Relationships Motivation Theory (RMT). Relationship Motivation Theory (RMT) examines the influence of people's ties with others and their social setting on their necessity to belong and their well-being. Research suggests that the desire to feel bonded and part of a social setting is widespread (La Guardia & Patrick, 2008; Reis, 2011). However, not all social ties are considered as relatedness. Some personal ties may not establish a sense of belonging for that person. Some people may feel detached and alone despite living within a wide social network, while others may feel that they belong to a relatively small social circle. Therefore, it is necessary to identify and differentiate between causes that make people feel a sense of belonging to social networks and those that cause them to feel isolated and discouraged. The highest quality traits of social interactions are found in people who feel autonomous, competent, and connected to others (Weinstein, 2014).

2.4 Global and Turkish Contextual Studies on Self-Determination Theory among Teachers

In educational settings, SDT has been extensively applied to understand how teachers and EFL instructors can improve their motivation, job satisfaction, and effectiveness. Basic Psychological Needs Theory (BPNT), a key component of Self-Determination Theory (SDT), emphasizes the importance of satisfying three core psychological needs—autonomy, competence, and relatedness—to foster optimal functioning and well-being. In educational contexts, these needs are critical for enhancing teacher motivation, job satisfaction, and effective teaching practices.

Ryan and Deci (2015) provided a foundational overview of SDT and its relevance in educational settings. They argued that teachers' intrinsic motivation is highly dependent on the satisfaction of their autonomy, competence, and relatedness. When these needs are met, teachers are more likely to experience greater job satisfaction and effectiveness. The authors highlighted how traditional educational models, with their controlling mandates, often undermine teachers' intrinsic

motivation, making SDT crucial for promoting healthier teaching environments (Ryan & Deci, 2015).

Orsini et al. (2016) applied SDT principles to clinical education in Chile, exploring how autonomy-supportive teaching can foster intrinsic motivation among instructors. The study found that clinical teachers who focused on supporting autonomy, competence, and relatedness were more effective in motivating their students. This study reinforced the idea that teachers' own autonomy and competence are essential to maintaining intrinsic motivation in educational environments (Orsini et al., 2016).

Korthagen and Evelein (2016) explored how the fulfilment of basic psychological needs influences the teaching behavior of student teachers. Based on Self-Determination Theory, the study found strong correlations between the satisfaction of the needs for autonomy, competence, and relatedness and effective teaching practices. The research provided quantitative evidence that student teachers who experienced greater fulfilment of these needs exhibited more positive teaching behaviors, highlighting the crucial role of psychological need satisfaction in teacher development (Korthagen & Evelein, 2016).

Although primarily focused on students, this study shed light on how teacher behaviors impact the fulfillment of students' basic psychological needs. Tian et al. (2016) emphasized the critical role of teacher support in fulfilling students' needs for autonomy, competence, and relatedness, which subsequently enhanced their subjective well-being in school. The findings suggested that teacher training programs focusing on promoting autonomy-supportive environments are crucial for fostering both student and teacher well-being (Tian et al., 2016).

Kaplan and Madjar (2017) examined the impact of psychological need support on pre-service teachers in Israel, focusing on their motivation, sense of relatedness, and competence. The study found that the satisfaction of basic psychological needs led to higher levels of autonomous motivation, personal accomplishment, and engagement, while reducing emotional exhaustion. The research emphasized that psychological need support plays a critical role in fostering positive motivational outcomes for teachers, regardless of cultural background (Kaplan & Madjar, 2017).

Erturan-Ilker et al. (2018) explored the universality of BPNT by comparing student perceptions of autonomy support from teachers across different academic

subjects (Math, English, and PE) in Turkey and the UK. The study provided partial support for BPNT by showing that autonomy-supportive teaching positively influenced the satisfaction of students' psychological needs, although cultural and subject-specific differences emerged. The findings suggested that autonomy-supportive practices benefit both teachers and students, reinforcing the need to promote autonomy across various educational contexts (Erturan-Ilker et al., 2018).

Martinek (2018) conducted a study in Austria that explored the negative impact of job-related pressures on teachers' self-determined motivation. The findings highlighted that, excessive administrative burdens and a lack of support for autonomy resulted in decreased motivation and job satisfaction. The study emphasized the importance of reducing external pressures and fostering autonomy in teaching environments to ensure long-term well-being and effectiveness for teachers (Martinek, 2018).

Erturan-Ilker et al. (2018) compared the perceptions of students in Turkey and the UK regarding their teachers' autonomy support. Although primarily focused on student outcomes, the study provided valuable insights into how Turkish and UK teachers' autonomy-supportive behaviors contributed to their own satisfaction and motivation. Teachers in autonomy-supportive environments reported higher engagement and job satisfaction, demonstrating the importance of cultural context in the application of SDT (Erturan-Ilker et al., 2018).

Rahmanpanah (2017) examined how SDT principles foster intrinsic motivation in EFL classrooms. The study found that when EFL teachers adopted autonomy-supportive teaching styles, they were better able to nurture students' intrinsic motivation. This, in turn, improved teachers' sense of competence and job satisfaction. Rahmanpanah concluded that the more aware EFL teachers are of their autonomy-supportive behaviors, the more effectively they can motivate both themselves and their students (Rahmanpanah, 2017).

Dincer et al. (2019) applied SDT to Turkish EFL classrooms, focusing on how teachers' autonomy support affected student engagement. Although primarily centered on students, the study found that teachers' perceptions of their autonomy-supporting roles greatly influenced their overall motivation and engagement with their profession. Teachers who felt empowered to exercise autonomy reported higher

job satisfaction and effectiveness in fostering classroom engagement (Dincer et al., 2019).

In a comprehensive study, Ryan and Deci (2020) revisited SDT to explore how intrinsic and extrinsic motivation operates within educational systems. They emphasized that teachers are often constrained by institutional pressures, which negatively impact their psychological needs. However, autonomy-supportive environments where teachers can exercise their creativity and competence lead to higher intrinsic motivation and better student outcomes. This study pointed out the critical gap between educational policies and the need for more SDT-aligned practices in schools worldwide (Ryan & Deci, 2020).

Vansteenkiste et al. (2020) provided a comprehensive review of two decades of BPNT research, highlighting critical themes and advancements in theory. The study explored how the satisfaction of basic psychological needs is essential for motivation and well-being, particularly in educational contexts. Importantly, the study emphasized the growing focus on need frustration and its role in contributing to maladjustment, suggesting that unmet psychological needs can significantly hinder teachers' motivation and job satisfaction. The study called for further research into how teachers' needs are supported or thwarted in different educational systems (Vansteenkiste et al., 2020).

In Turkey, Üzar-Özçetin et al. (2020) investigated how psychological resilience, intercultural sensitivity, and empathy in teachers of Syrian refugee children related to their fulfillment of basic psychological needs. The study found that teachers' psychological resilience was closely linked to their ability to meet students' needs for relatedness and competence, which helped them foster a more inclusive and supportive learning environment. This study highlighted the importance of addressing teachers' own psychological needs, particularly in challenging teaching environments like refugee education (Üzar-Özçetin et al., 2020).

In Turkey, Bağcı and Aydin (2021) explored how autonomy orientations impacted English language teachers' motivation. The study found that gender significantly influenced autonomy-supportive practices among teachers, with women more likely to adopt autonomy-supportive teaching styles. However, the Turkish educational system often restricted teachers from exercising full autonomy. The

findings suggested that more explicit training on fostering autonomy in teaching could improve teachers' satisfaction and performance (Bağcı & Aydin, 2021).

Arifani et al. (2021) focused on the perspectives of in-service EFL teachers in Indonesia regarding their basic psychological needs in blended professional training. The study revealed that while teachers reported moderate levels of autonomy and competence, there were significant challenges related to relatedness in online learning environments. Both teachers and learners noted that online training lacked opportunities for interpersonal connection, which hindered teachers' sense of relatedness and overall satisfaction. The study called for improvements in online professional training to better meet the psychological needs of EFL teachers (Arifani et al., 2021).

In conclusion, research on Self-Determination Theory (SDT) consistently emphasizes the importance of satisfying teachers' psychological needs for autonomy, competence, and relatedness to enhance their well-being and job satisfaction. Studies show that when these needs are met, teachers experience greater motivation and effectiveness, while unfulfilled needs lead to stress and burnout. Across various cultural contexts, including Turkey and Indonesia, autonomy-supportive environments have been shown to play a key role in fostering teacher well-being. The findings highlight the need for educational policies and practices that support teachers' psychological needs to improve both teacher satisfaction and student outcomes.

2.5 Conclusion

In this chapter a review of literature about teacher well-being, the significance of teacher well-being in EFL context, motivation types and how important motivation is for teachers and the details of Self-Determination Theory including its six sub-theories were expressed and discussed. The subsequent chapter will show the research methodology of the study involving research design, participants, instruments, data collection procedures, and data analysis sections.

Chapter 3

Methodology

The purpose of this chapter is to share detailed information regarding the study's methodology with the comprehensive description of the setting, and participants. Data collection procedures, tools, stages, and rationale were presented with clear explanations. The procedures used to complete the study are explained in this chapter. Detailed explanations of participants, the setting and tools used for collecting data from them are given below. It also deals with the validity and reliability of these tools, as well as data collection methods and analyses carried out by participants. To meet these objectives, the following questions were addressed in this study:

1. What are the perceptions of the EFL instructors about their well-being in the preparatory programs?

2. Is there any difference in the perceived well-being of the participants regarding these demographic features:

(a) Age

(b) Teaching hours

(c) Years of experience

3. What factors influence EFL instructors' basic psychological needs within ELPP?

4. Is there any correlation between the basic psychological needs and well-being of the participants?

3.1 Research Design

As previously stated, this study attempted to investigate the EFL instructors' overall perceptions of well-being and explore if there is any correlation between their basic psychological needs and well-being. The study also examined if demographic variables such as age, teaching hours and teaching experience had influence on the well-being of the EFL instructors in the preparatory programs. This study benefited from a quantitative data collection procedure as a descriptive and correlational

research among language teachers. For this quantitative data, the Teacher Well-being Scale (Rebolo, 2012b) was implemented to identify the factors that contribute to teachers' well-being with their work and the Basic Psychological Need Satisfaction at Work Scale (Deci, Ryan, Gagné, Leone, Usunov, & Kornazheva, 2001; Ilardi, Leone, Kasser, & Ryan, 1993; Kasser, Davey, & Ryan, 1992).

In this study, a correlational design was employed to gather data as collecting all the quantitative data as survey research and the correlation between them can be investigated as a statistical test to determine the tendency or pattern for two or more variables or two sets of data to vary consistently (Creswell, 2008, p.338). It also involves collecting data to determine whether and to what extent, a relationship exists between two or more quantifiable variables (Gay & Airasian, 2000, p.321)

3.2 Setting

The current study took place at English Language Preparatory Program (ELPP), a private university in Istanbul. The main aim of the ELPP is to deliver English language education to EFL students and to equip them with the language skills needed for the English medium instruction departments. The English preparatory courses at universities provide students with the necessary language skills, including both receptive and productive skills, which meet the needs of their higher education studies. These programs offer students the opportunity to improve their English skills from A1 to B2 level in two academic periods. According to the Common European Framework of Reference for Languages (CEFR) levels, A1 refers to the beginner level, A2 refers to the elementary level, B1 refers to the intermediate level, and B2 refers to the upper- intermediate level (Council of Europe, 2022).

At the beginning of each academic year, students who are admitted to the university take an English placement test which aims to place them at different levels, ranging from A1 to B2 depending on their results. Each level will provide 20 hours of English each week, and all levels are completed in 8 weeks. For the assessment of students at each level, there are a midterm exam that takes place during week five and an achievement test is carried out throughout eight weeks where all skills are evaluated. Students are either successful in reaching the upper

level or repeat the same level depending on the grades they receive from the midterm exam, the achievement test, and other assessment components such as participation, attendance, and online study grades. Upon successful completion of the B2 level, students start their studies in different departments.

The instructors at ELPP teach every skill a minimum of 16 and up to 24 hours a week. The instructors who teach 16 hours are the ones who do not prefer to teach extra hours. The instructors are not required to be at the premises before or after their teaching time, they may arrive on time for a class and depart as soon as they've finished. Every year, each teacher is required to complete one professional development activity which he or she prefers according to his or her interest. The institution does not finance these activities; but, through cooperation with other institutions, certain funding opportunities can be identified. The fringe benefits provided by the university, such as private health insurance and lunch cards, are also available to all teachers. Each teacher is granted a week's paid leave in the end of each semester and all teachers have six weeks holiday during the summer.

In addition, the ELPP consists of various units such as level coordinators, evaluators, and teacher training centers. The Level Coordinators shall be responsible for carrying out each component of the curriculum as well as a midterm evaluation. Each week, they meet weekly and discuss the flow of activities and educational objectives. The preparation and execution of the achievement test according to the level objectives shall be under the responsibility of the assessment unit. Support and guidance for ELPP teachers, as well as a variety of teacher development workshops and activities are provided by the Teacher Development Centre. Members of all these units have reduced hours of teaching and have the same fringe benefits mentioned above.

3.2.1 Participants. The participants consisted of 89 ELPP instructors from the above-mentioned private foundation university. As shown in Table 1, it is observed that 22.5% (n=20) of the teachers are aged 23-29, 12.4% (n=11) are aged 30-36, 32.6% (n=29) are aged 37-43, 22.5% (n=20) are aged 43-49 and 10.1% (n=9) are aged 50 and more.

It was observed that 23.6% (n=21) of the teachers had 1-5 years of teaching experience, 9% (n=8) had 6-10 years, 20.2% (n=18) had 11-15 years, 24.7% (n=22) had 16-20 years, and 22.5% (n=20) had more than 21 years of teaching experience.

It was observed that 49.4% (n=44) of the teachers worked 20 hours per week, 29.2% (n=26) worked 24 hours, and 21.3% (n=19) worked 28 hours.

It was observed that 60.7% (n=54) of the teachers were happy at their work, while 39.3% (n=35) were not happy at their work.

Table 1.

Distribution of Demographics

		n	%
Age	23-29	20	22.5
	30-36	11	12.4
	37-43	29	32.6
	43-49	20	22.5
	50+	9	10.1
Teaching Experience	1-5 years	21	23.6
	6-10 years	8	9.0
	11-15 years	18	20.2
	16-20 years	22	24.7
	21+	20	22.5
Teaching Hours (per week)	20 hours	44	49.4
	24 hours	26	29.2
	28 hours	19	21.3
Happy at work	Yes	54	60.7
	No	35	39.3
Total		**89**	**100.0**

3.3 Data Collection

This section reports on the data collection procedures in detail including the data collection instruments, data analysis, reliability, and validity of the current study.

3.3.1 Data collection procedures. As the research was a correlational survey study, it employed quantitative data collection. Before the data collection procedure,

ethical factors were sensitively taken into consideration to ensure that the study did not breach any ethical issues or cause harm or damage to any parties (Matthews & Ross, 2010, p. 111). Accordingly, the Ethics Board Committee and the Head of the English Preparatory Program of the university were reached, and the required authorizations were acquired to conduct the study. (APPENDIX A) The participants were informed that their names would be kept anonymous. (APPENDIX A).

Initially, quantitative data was gathered at the beginning of the 2023-2024 fall semester, and quantitative data was collected in the middle of the same semester. As mentioned before, data was collected in two parts. First, demographic questions, the Teacher Well-being Scale (Rebolo, 2012b), and the Basic Psychological Need Satisfaction at Work Scale (Deci, Ryan, Gagné, Leone, Usunov, & Kornazheva, 2001; Ilardi, Leone, Kasser, & Ryan, 1993; Kasser, Davey, & Ryan, 1992) were sent online to the participants (APPENDIX B, C, D).

3.3.2 Data collection instruments. In this study, instruments consisted of two quantitative parts including the Teacher Well-being Scale and the Basic Psychological Need Satisfaction at Work Scale. Prior to the application of the questionnaires, the necessary permission was obtained from the researchers.

3.3.2.1 Teacher well-being scale (TWBS). Rebolo's Teacher Well-Being Scale (2012) was used for this research. The Teacher Well-being Scale (TWBS) is a tool that aims to evaluate the teachers' satisfaction degree with the 37 variables from the four labor items (labor activity, socioeconomic, relationship and infrastructural). Infrastructural labor items regard the material and/or environmental conditions in which the work is performed and includes the corresponding variables of "cleanliness/comfort in the work environment", "safety in the work environment", "pedagogical tools/equipment/materials" and "adequate facilities and general infrastructural conditions". The second item, Labor Activity, regards the sum of the tasks which the teaching labor comprises and the specificities of said tasks. This item also includes five variables including "relatability to the accomplished tasks", "pace of work", "task diversity", "autonomy" and use of creativity". Another labor item is categorized as socioeconomic items which regard the social and economic aspects that affect the teacher directly and the item includes "work hours", "salary",

“variable salary”, “proceeds”, “acquired rights”, “predictable hours”, “free time for leisure and family”, “work stability”, “career plan”, “professional development/trainings/continuous education”, “knowledge of the school goals”, “relatability to the social education goals”, internal image of the school educational system”, “public image of the school and the educational system”, “school’s social/communal responsibilities” and “students’ level of interest”. Relationship is the last labor item which regards how the labor is managed, namely entails the interpersonal relationships in the school institution with twelve variables including “freedom of expression”, “repercussion/acceptance of the teachers’ ideas”, “collective work / groups of work / experiences exchange”, “privacy / preserved personal life”, “interpersonal relationships in the work environment”, “recognition of the accomplished work / feedback”, “absence of prejudices”, “treatment equality”, “hierarchical relationships”, “socio-emotional support”, “participation in the decisions regarding goals/objectives/strategies and “data flux/means of communication”.

TWBS is a tool divided in three parts: The first part, made out of items regarding personal data (age and gender) and professional data (length of service in teaching); the second part, made out of 37 variables which correspond to the fours items of the objective dimension of labor (labor activity, socioeconomic, relationship and infrastructural), was built following the Likert scale model with five categories of answer (very dissatisfied, dissatisfied, neutral, satisfied, very satisfied), which allows teachers to express their degree of satisfaction/dissatisfaction regarding each variable; the third part, is made out of the question: “Are you happy at work?”, taking into consideration that the well-being is a phenomenon that cannot be measured externally and its existence can only be affirmed or denied by the own person, thus, this question seeks to find each teacher’s feelings towards their work so that the relationship between the variables evaluated as satisfactory/dissatisfactory and the self-perception of happiness could be delineated.

3.3.2.2 Basic psychological need satisfaction at work scale (BPNSS). This scale focuses on needs satisfaction in one's workspace. It has 21 items assessing the three needs for competence, autonomy, and relatedness (Deci & Ryan, 2000). It was derived from Self-Determination Theory (SDT). A 21-item questionnaire assesses

the extent to which employees experience satisfaction of their three intrinsic needs—autonomy, competence, and relatedness—on their job. There were 6 items for competence, 8 items for relatedness, and 7 items for autonomy, to which participants responded on 7-point, Likert-type scales. Sample items are as follows: for competence, "I have been able to learn interesting new skills on my job."; for relatedness, "I really like the people I work with"; and for autonomy, "I feel like I can make a lot of inputs to deciding how my job gets done."

3.3.3 Data analysis procedure. Descriptive statistics such as frequency, percentage, arithmetic mean, standard deviation, minimum, maximum was used in the analysis of the data. In the analysis of the data, Kolmogorov Smirnov test was used from the normality distribution tests and parametric statistic tests were used because normality assumptions were provided. The independent Sample T Test was used in comparison of 2 independent groups, One-Way ANOVA test result was used in comparison of more than 2 dependent groups. For the ANOVA test, the Levene test for variance homogeneity and for group differences, the variance homogeneity is provided ($p \geq 0.05$) Tukey HSD and LSD, respectively, if variance homogeneity is not achieved ($p < 0.05$) Tamhane multi-comparison test is used. The Pearson correlation test result was used in relations between scale scores. The Cronbach's alpha coefficient was used in the reliability analysis of the scales. All test results were evaluated at 0.05 significance levels.

3.3.4 Reliability and validity. Table 2 presents the reliability analysis of applied scales in the study.

Table 2.

Reliability Analysis of Teacher Well Being and Basic Psychological Need Satisfaction at Work Scales

	Cronbach's alpha	N of Items
Teacher Well-Being	0,963	37
Basic Psychological Needs Satisfaction	0,861	21
Autonomy	0,649	7
Competence	0,640	6
Relatedness	0,758	8

Teacher well-being scales Cronbach's alpha coefficient is 0.963, BPNSS Cronbach's alpha coefficient is 0.861 and Autonomy Cronbach's alpha coefficient 0.649, Competence Cronbach's alpha coefficient is 0.640 and Relatedness sub-dimension scale Cronbach's alpha coefficient is obtained as 0.758. As a result, teacher well-being and basic psychological need satisfaction scales measured are quite reliable.

3.3.5 Limitations of the study. Every research study has its limitations, and this study is no exception. Recognizing these limitations is essential for understanding the context and generalizability of the findings.

The study was conducted with a sample of 89 EFL instructors from a single private Turkish university. While findings provided valuable insights into the well-being of these instructors, the sample size was relatively small and may not be representative of all EFL instructors in different educational settings or geographical locations. Therefore, the generalizability of the results to the other contexts was limited.

This study employed a cross-sectional design, which means that data were collected at a single point in time. As a result, it was not possible to infer casualty or understand how the relationships between variables might change over time. Longitudinal studies would be necessary to examine the stability and evolution of well-being and its predictors among EFL instructors.

The study focused on the relationship between basic psychological needs (autonomy, competence, and relatedness) and teacher well-being. While these variables were important, other factors such as institutional policies, teaching conditions, personal lie circumstances, and cultural factors might also significantly impact teacher well-being. Future research should consider a broader range of variables to provide a more comprehensive understanding of the factors influencing teacher well-being.

The study was also conducted within the specific context of a private Turkish university's English Language Preparatory Program. Cultural, institutional, and contextual factors unique to this setting might have influenced the findings.

Therefore, caution should be exercised when attempting to apply the results to different educational settings or cultural contexts.

The study utilized specific scales (TWBS and BPNSS) to measure well-being and basic psychological needs satisfaction. While these scales were validated and widely used, they may not capture all dimensions of the constructs they aim to measure. Additionally, the interpretation of the scales may vary among different populations, potentially affecting the results.

There may be other unmeasured variables that could confound the relationship between basic psychological needs and teacher well-being. For example, personality traits, coping strategies, and external stressors were not accounted for in this study but could influence both the satisfaction of psychological needs and overall well-being.

To sum up, while this study gives helpful information through the well-being of EFL instructors and the conditions that influence it, its limitations point out the requirement or additional research with larger, more inclusive samples, longitudinal methodologies, and a broader spectrum of variables to completely recognize and encourage teacher well-being in a variety of educational settings.

Chapter 4

Results

4.1 Overview

This is the section of results which offers the study's findings, covering data analysis and conclusions about the well-being of EFL instructors at a private Turkish university. This part intends to explore the research questions, and hypotheses presented. The data obtained from TWBS and the BPNSS were evaluated by applying descriptive statistics, correlation analysis, and other applicable methods of statistics.

This part firstly shows a review of the sample's demographic characteristics, which provides context for the following analyses. It then reveals descriptive statistics from the TWBS and BPNSS, which provide information on instructors' general well-being and fulfilment with basic psychological needs.

After the descriptive statistics, this part covers every question individually. The outcome of the first question investigates the instructors' general views of well-being, emphasizing major trends and patterns in the data. The evaluation of the second question looks at how demographic characteristics affect well-being views, finding significant variations and connections. The results of the third research question delve into the factors influencing the satisfaction of basic psychological needs, discussing how various aspects of the teaching environment affect autonomy, competence, and relatedness. The final part of the findings, including the results of the fourth research question assess the relationship between the satisfaction of basic psychological needs and overall well-being using Pearson's correlation analysis.

The finding section aims to provide a comprehensive and detailed analysis of the data, offering evidence-based insights into the well-being of EFL instructors and the factors that influence it. Each research question is addressed systematically, with tables and figures included where necessary to illustrate key points and support the narrative.

4.2 Quantitative Data Analysis

This part includes the quantitative data analysis collected from TWBS and the BPNSS. The analysis shed light on EFL instructors' well-being, and it also investigated the relationship between their basic psychological needs with their general well-being. To answer the research questions, the data was analyzed via descriptive statistics, correlation analysis and other statistical approaches.

4.2.1 Descriptive statistics of teacher well-being scale. Table 3 presents the descriptive data for the TWBS, including the mean (M) and standard deviation (SD) for each scale item. These statistics provided a deep information of the participants' views on several aspects of their work-related well-being.

Table 3.

The Descriptive Statistics Results of Teacher Well-Being Scale

	N	M	SD	Min.-Max.
1.Working Hours	89	3.76	1.17	1-5
2.Cleanliness/Comfort in the Work Environment	89	3.56	1.14	1-5
3.Safety in the Work Environment	89	3.63	1.09	1-5
4.Pedagogical Tools/Equipment/Materials	89	3.83	0.98	1-5
5.Adequate Facilities and General Infrastructure Conditions	89	3.17	1.03	1-5
6.Relatability to the Accomplished Tasks	89	3.79	0.97	1-5
7.Pace of Work	89	3.84	1.05	1-5
8.Task Diversity	89	3.54	1.21	1-5
9.Salary	89	1.89	1.15	1-5
10.Variable Salary (Bonuses. gratifications. extra hours. etc.)	89	2.07	1.17	1-5
11.Proceeds	89	2.90	1.19	1-5
12.Autonomy	89	3.55	1.16	1-5
13.Use of Creativity	89	3.66	1.15	1-5
14.Freedom of Expression	89	3.74	1.17	1-5
15.Influence/Acceptance of one's ideas	89	3.69	1.13	1-5
16.Collective Work / Work Groups / Experiences Exchange	89	3.64	1.18	1-5
17.Acquired Rights	89	2.89	1.21	1-5
18.Privacy / Preserved Personal Life	89	3.91	1.16	1-5

Table 3 (cont.d)	89	3.94	1.10	1-5
19.Predictable Hours 20.Free Time to Leisure and Family	89	3.87	1.21	1-5

	N	M	SD	Min.-Max.
21.Interpersonal Relationships in the Work Environment	89	3.91	1.19	1-5
22.Recognition of the Accomplished Work / Feedback	89	3.72	1.15	1-5
23.Job Stability	89	3.82	1.14	1-5
24.Career Plan	89	3.34	1.29	1-5
25.Professional Development / Trainings / Continuous Education	89	3.61	1.25	1-5
26.Absence of Prejudices	89	3.70	1.06	1-5
27.Equality in Treatment	89	3.69	1.17	1-5
28.Hierarchical Relationships	89	3.80	1.21	1-5
29.Socio-emotional Support	89	3.75	1.16	1-5
30.Knowledge of the school's goals	89	3.44	1.20	1-5
31.Participation in goals / objectives / strategies / decisions	89	3.36	1.17	1-5
32.Means of Communication	89	3.83	1.13	1-5
33.Relatability to the social goals of education	89	3.55	1.16	1-5
34.Internal image of the school and the educational system	89	3.12	1.15	1-5
35.External image of the school and the educational system	89	3.31	1.15	1-5
36.Communal/Social Responsibility of the School	89	3.08	1.12	1-5
37.Students' Level of Interest	89	2.91	1.13	1-5
Total	**89**	**3.48**	**1.15**	**1-5**

The item with the highest mean score is 'Predictable Hours' with a score of 3.94, followed by 'Privacy / Preserved Personal Life' and 'Interpersonal Relationships in the Work Environment' with a mean score of 3.91. The third highest mean score is 'Free Time to Leisure and Family' with a score of 3.87.

4.2.2 Descriptive statistics of basic psychological need satisfaction at work scale. Table 4 presents the descriptive statistics of BPNSS**,** and factors EFL instructors' basic psychological needs within ELPP.

Table 4.

The Descriptive Statistics of Basic Psychological Need Satisfaction at Work Scale

	N	M	SD	Min.-Max.
1.I feel like I can make a lot of inputs to decide how my job gets done.	89	5.21	1.63	1-7
2.I really like the people I work with.	89	5.19	1.64	1-7
3.I do not feel very competent when I am at work. *	89	4.87	2.25	1-7
4.People at work tell me I am good at what I do	89	5.30	1.79	1-7
5.I feel pressured at work. *	89	4.76	2.01	1-7
6.I get along with people at work.	89	5.92	1.25	2-7
7.I pretty much keep to myself when I am at work. *	89	3.54	1.95	1-7
8.I am free to express my ideas and opinions on the job.	89	5.49	1.31	2-7
9.I consider the people I work with to be my friends.	89	4.78	1.84	1-7
10.I have been able to learn interesting new skills at my job.	89	5.35	1.71	1-7
11.When I am at work. I must do what I am told. *	89	2.82	1.33	1-6
12.Most days I feel a sense of accomplishment from working.	89	4.79	1.77	1-7
13.My feelings are taken into consideration at work.	89	5.19	1.65	1-7
14.On my job I do not get much of a chance to show how capable I am.*	89	4.53	1.99	1-7
15.People at work care about me.	89	5.21	1.55	1-7
16.There are not many people at work that I am close to. *	89	4.16	2.03	1-7
17.I feel like I can pretty much be myself at work.	89	5.45	1.44	1-7
18.The people I work with do not seem to like me much. *	89	5.48	1.68	1-7
19.When I am working. I often do not feel very capable. *	89	5.28	1.91	1-7
20.There is not much opportunity for me to decide for myself how to go about my work. *	89	4.47	1.89	1-7
21.People at work are pretty friendly towards me.	89	5.54	1.55	1-7
Total	**89**	**4.92**	**1.72**	**1-7**

*Reverse coding items

The overall mean score of BPNSS was 4.92. " The item with the highest mean score is “I get along with people at work.” with a score of 5.92, followed by “People at work are pretty friendly towards me.” with a mean score of 5.54. The third highest mean score is “I am free to express my ideas and opinions on the job.” with a score of 5.49.

4.2.3 The descriptive statistics results of teacher well-being and basic psychological need satisfaction at work scale scores. As shown in Table 5, teachers' TWBS mean score is M=129.0 (SD=27.51) and basic psychological need satisfaction scale mean score is M=4.97 (SD=0.78). and autonomy which sub-dimension of basic psychological needs satisfaction mean score is M=4.98 (SD=0.84), competence mean score is M=5.01 (SD=1.04) and relatedness mean score is =4.93 (SD=0.93).

Table 5.

Descriptive Statistics Results of Teacher Well-Being and Basic Psychological Need Satisfaction at Work Scale Scores

	N	M	SD	Minimum	Maximum
Teacher Well-Being	89	129.00	27.51	41.00	175.00
Basic Psychological Need Satisfaction	89	4.97	0.78	2.95	6.54
Autonomy	89	4.98	0.84	2.14	6.71
Competence	89	5.01	1.04	2.83	7.00
Relatedness	89	4.93	0.93	2.88	6.75

4.2.4 The normality test results of teacher well-being and basic psychological need satisfaction at work scale scores. As shown in Table 6, the results of the normality distribution analysis for teachers' well-being and basic psychological need satisfaction scale scores are shown.

Table 6. *The Normality Test Results of Teacher Well-Being and Basic Psychological Need Satisfaction at Work Scale Scores*

	Kolmogorov-Smirnov			Skewness	Kurtosis
	Test Statistic	df	p		
Teacher Well-Being	0.084	89	0.161*	-0.692	0.804
Basic Psychological Need Satisfaction	0.127	89	0.051*	-0.389	-0.640
Autonomy	0.107	89	0.063*	-0.764	0.737
Competence	0.082	89	0.187*	-0.145	-0.901
Relatedness	0.119	89	0.074*	-0.397	-0.661

Kolmogorov-Smirnov Test. *p>0.05

According to the Kolmogorov-Smirnov test results, the p-value for the normality distribution of teachers' scale scores is higher than 0.05, satisfying the assumption of normal distribution. Therefore, it is observed that the data for scale scores exhibit a normal distribution.

4.2.5 The one-way ANOVA test results of teacher well-Being and basic psychological need satisfaction at work scale sores by age group. As shown in Table 7, One-Way ANOVA test results in the teacher well-being and basic psychological needs satisfaction scales scores by age group,

Table 7.

The One-Way ANOVA Test Results of Teacher Well-Being and Basic Psychological Need Satisfaction at Work Scale Scores by Age Group

	Age group						F	Df	p
	Below 36 (n=31)		37-43 ages (n=29)		43 and more (n=29)				
	M	SD	M	SD	M	SD			
Teacher Well-Being	136.81	24.50	121.21	32.72	128.45	23.12	2.499	2. 86	0.088
Basic Psychological Need Satisfaction	4.93	0.78	4.98	0.70	5.01	0.88	0.076	2. 86	0.927
Autonomy	5.09	0.73	4.96	0.80	4.90	0.98	0.423	2. 86	0.657
Competence	4.92	1.11	4.99	0.98	5.12	1.04	0.264	2. 86	0.769
Relatedness	4.79	1.05	4.99	0.78	5.03	0.95	0.562	2. 86	0.572

One-Way ANOVA test, *p<0.05, **p<0.01, ***p<0.001

The teacher well-being ($F(2, 86) = 2.499$, $p=0.088$, $p>0.05$). and basic psychological need satisfaction mean scores of the teachers show that there is no significant by statistically between age group ($F(2, 86) = 0.076$, $p=0.927$, $p>0.05$). However, teachers who are aged 37-43 have the highest teacher well-being mean score ($M=136.81$, $SD=24.50$). and teachers who are aged 43 and more have the highest basic psychological need satisfaction mean score ($M=5.01$, $SD=0.88$).

4.2.6 The one-way ANOVA test results of teacher well-Being and basic psychological need satisfaction at work scale sores by teaching experience group. As shown in Table 8, One-Way ANOVA test results in the teacher well-being and basic psychological nee satisfaction scales scores by teaching experience group, Table 8.

The One-Way ANOVA Test Results of Teacher Well-Being and Basic Psychological Need Satisfaction at Work Scale Scores by Teaching Experience Group

	Teaching Experience										
	1-5 years		6-15 years		16-20 years		21 and more		F	Df	p
	M	SD	M	SD	M	SD	M	SD			
Teacher Well-Being	137.52	25.93	123.38	29.77	124.45	32.26	132.35	17.97	1.348	3, 85	0.264
Basic Psychological Need Satisfaction	4.99	0.80	4.86	0.82	4.95	0.73	5.13	0.82	0.440	3, 85	0.725
Autonomy	5.11	0.80	4.97	0.82	4.85	0.94	5.01	0.81	0.348	3, 85	0.790
Competence	4.98	1.05	4.79	1.10	5.03	0.92	5.30	1.09	0.926	3, 85	0.432
Relatedness	4.88	1.04	4.82	1.07	4.98	0.67	5.08	0.91	0.327	3, 85	0.806

One-Way ANOVA test, *p<0.05, **p<0.01, ***p<0.001

The teacher well-being (F(3, 85) = 1.348, p=0.264, p>0.05). and basic psychological need satisfaction (F(3, 85) = 0.440, p=0.927, p>0.05) mean scores of the teachers show that there is no significance statistically between teaching experience group. Therefore, teachers who are experienced for 1-5 years have the highest teacher well-being mean score (M=137.52, SD=25.93) and teachers who experienced for 21 and more years have the highest basic psychological need satisfaction mean score (M=5.13, SD=0.82).

4.2.7 The one-way ANOVA test results of teacher well-Being and basic psychological need satisfaction at work scale sores by teaching hours (per week) group. As shown in Table 9, the One-Way ANOVA test results in the teacher well-being and basic psychological nee satisfaction scales scores by teaching hours group.

Table 9.
The One-Way ANOVA Test Results of Teacher Well-Being and Basic Psychological Need Satisfaction at Work Scale Scores by Teaching Hours (Per Week) Group

	Teaching Hours (Per Week)								
	20 hours (n=31)		24 hours (n=29)		28 hours (n=29)		F	Df	p
	M	SD	M	SD	M	SD			
Teacher Well-Being	131.64	24.77	127.73	26.69	124.63	34.73	0.463	2, 86	0.631
Basic Psychological Need Satisfaction	5.05	0.80	4.73	0.80	5.14	0.67	1.930	2, 86	0.151
Autonomy	4.96	0.89	4.82	0.87	5.26	0.60	1.602	2, 86	0.207
Competence	5.14	1.02	4.69	1.11	5.13	0.94	1.783	2, 86	0.174
Relatedness	5.04	0.98	4.68	0.91	5.02	0.82	1.341	2, 86	0.267

One-Way ANOVA test, *p<0.05, **p<0.01, ***p<0.001

The teacher well-being (F(2, 86) = 0.463, p=0.631, p>0.05). and basic psychological need satisfaction (F(2, 86) = 1.930, p=0.151, p>0.05) mean scores of the teachers, there is no significant by statistically between teaching hours group. Therefore, teachers who teach 20 hours per week is the highest teacher well-being mean score (M=131.64, SD=24.77) and teacher who teaches 28 hours per week is the highest basic psychological need satisfaction mean score (M=5.14, SD=0.67).

4.2.8 The independent sample t-test results of teacher well-Being and basic psychological need satisfaction at work scale sores by happiness at work situation. As shown in Table 10, Independent Sample T-test results of the teacher well-being and basic psychological needs satisfaction scores are shown by happiness at work situation group.

Table 4.
The Independent Sample T-Test Results of Teacher Well-Being and Basic Psychological Need Satisfaction at Work Scale Scores by Happiness at Work Situation

	Happy at work				t	Df	p
	Yes		No				
	M	SD	M	SD			
Teacher Well-Being	138.46	27.66	114.40	20.12	4.438	87	0.001***
Basic Psychological Need Satisfaction	5.06	0.76	4.84	0.81	1.327	87	0.188
Autonomy	5.07	0.78	4.85	0.91	1.235	87	0.220
Competence	5.13	1.00	4.82	1.08	1.350	87	0.181
Table 10 (cont.d)							
	4.99	0.95	4.84	0.91	0.726	87	0.470
Relatedness							

Independent sample t test, *p<0.05, **p<0.01, ***p<0.001

Teacher well-being teachers who are happy at work (M=138.46, SD=27.66) is higher than the mean score of the teachers who are not happy at work (M=114.40, SD=20.12) (t(87) = 4.438, p=0.001, p<0.001). Teacher well-being mean scores of teachers are significant between happiness at work situation group (p<0.05). Mean and sub-dimension mean scores of teachers who are happy at work basic psychological needs are higher than mean scores teachers who are not happy at work. However, there is no significant by statistical between happiness at work situation group (p>0.05).

4.2.8 The Pearson correlation test results of teacher well-being and basic psychological need satisfaction at work scale scores. As shown in Table 11, teacher well-being mean score showed normal moderate positive correlation with basic psychological need satisfaction mean score, r= .410, p<0.001. Additionally, a low moderate positive correlation with autonomy r= .345, p<0.001, competence r= .387, p<0.001 and relatedness mean scores, r= .291, p<0.01.

Table 5.
The Pearson Correlation Test Results of Teacher Well-Being and Basic Psychological Need Satisfaction at Work Scale Scores

		Teacher Well-Being	Basic Psychological Need Satisfaction	Autonomy	Competence	Relatedness
Teacher Well-Being	r	--				
	p					
Basic Psychological Need Satisfaction	r	.410**	--			
	p	0.001				
Autonomy	r	.345**	.769**	--		
	p	0.001	0.001			
Competence	r	.387**	.885**	.524**	--	
	p	0.001	0.001	0.001		
Relatedness	r	.291**	.845**	.458**	.646**	--
	p	0.006	0.001	0.001	0.001	

Pearson correlation test, *p<0.05, **p<0.01, ***p<0.001

Chapter 5

Discussion and Conclusions

5.1 Discussion of Findings for Research Questions

This discussion section aims to interpret and contextualize the findings of this study on the well-being of EFL instructors at a private Turkish university. The study investigated the perceptions of well-being among these instructors, examined the influence of demographic variables such as age, teaching hours, and teaching experience, and explored the relationship between instructors' basic psychological needs and their overall well-being. The relevance of findings will be underlined by settling within the existing literature and theoretical structures, and concrete implications for educational policies and practices will be offered, as well as recommendations for further studies.

The results revealed that EFL instructors' well-being is shaped by several kinds of individual, professional, and social variables. The fulfilment of basic psychological needs—autonomy, competence and relatedness—is identified as an important component of well-being, emphasizing the key role of Self-Determination Theory (SDT) for comprehension of motivation and well-being for teachers.

5.1.1 Discussion of findings of research question 1. What perceptions do EFL instructors have of their well-being? The findings of the first research question indicated that instructors reported moderate levels of well-being. It can be observed that instructors were quite satisfied with features including personal privacy, interpersonal relationships and predictable hours. However, they also reported their discontent in terms of finances, and they showed their discontent as a factor that had a negative impact on their well-being. The correlation analysis also established the moderate positive correlation between instructors' well-being and basic psychological needs. The findings establish that satisfaction with autonomy, competence and relatedness enhances well-being in general.

Alqarni (2021) also explored that EFL teachers' overall well-being is negatively affected by stress in his study conducted among university-level EFL

instructors in Saudi Arabia, reporting that workload and financial concerns brought higher degrees of well-being. On the other hand, instructors who had good physical health reported higher levels of well-being and this is consistent with the findings which established that well-being had association with the satisfaction of autonomy, competence and interpersonal connections (Alqarni, 2021). In a related vein, another study by Zhong Li (2021) also found out the critical characteristics for sustaining well-being were listed as favorable working atmosphere and strong social support networks. This is another consistency with the findings which showed that interpersonal relationships were valuable for instructors and the results which highlighted that the social dynamics in the workplace significantly influenced well-being. In brief, environmental conditions including financial satisfaction and social interaction and psychological traits including autonomy and competence influence EFL instructors' well-being. It is essential to maintain a happy, supportive working atmosphere to improve well-being, whereas stress and financial concerns are unfavorable factors.

5.1.2 Discussion of findings of research question 2. Is there any difference in well-being perceptions of the ELPP instructors in terms of the following demographic features: (a) Age, (b) Teaching Hours, (c) Teaching Experience? Teachers aged 37 to 43 had the highest well-being scores, while those aged 43 and over had the highest BPNS. This showed that there was no significant difference in perceived well-being among age groups. Teachers working 20 hours per week showed the highest well-being scores and this also showed no significant difference in teaching hours. Although there wasn't a discovery of a significant difference in teaching experience, the highest well-being score belonged to instructors with 1-5 years of experience, while those with 21+ years stated the highest BPNS.

Teacher burnout was highly connected to both age and years of experience in the study by Rostami and Reza (2015). In the study, more experienced teachers reported high levels of burnout. This is the only consistency between literature and the result of teachers with 1-5 years of experience had the highest well-being score, potentially because of less burnout than more experienced instructors (Rostami and Reza, 2015).

In conclusion, while statistically significant differences were not found in well-being based on age, experience and teaching hours, literature suggests that these factors have an influence on well-being while older and more experienced instructors suffer from higher burnout and lower level of well-being frequently.

5.1.3 Discussion of findings of research question 3: What factors influence EFL instructors' basic psychological needs within ELPP? The findings revealed that EFL instructors were moderately satisfied with their essential needs of autonomy, competence and relatedness with the strongest correlation between competence and well-being emphasizing the substantial influence of important factors including autonomy, workload and connections with colleagues.

Several research supports that numerous contextual and psychological elements play key roles in meeting the EFL instructors' basic psychological needs. Dincer et al. (2019) found that students' self-perceived competence and engagement was boosted in the classroom when instructors provided autonomy support. This shows that when instructors were given more choice in the way they teach such as evaluation methods, lesson design, fulfilling their basic psychological needs can improve their job satisfaction and sense of competence. Arifani et al. (2021) investigated relatedness among EFL teachers in mixed learning environments. The study explored that especially in online contexts, a lack of connection with students reduced relatedness satisfaction and resulted in lower well-being in general (Arifani et al, 2021). This also shows that the findings are consistent with the literature that states strong interpersonal connections at work make a high contribution to well-being. Göker (2021) discovered that extreme amount of work and organizational tasks negatively affected fulfilling needs of competence and autonomy. Extreme workload causes stress and eventually leads to burnout in addition to decreasing well-being (Goker, 2021). This also confirms the results stating that workload is an influential factor on instructors' autonomy and competence. Zhang (2021) also discovered the major effect of teachers' optimism and emotional well-being on fulfilling basic psychological needs, especially in the perspective of competence and relatedness. Positive emotions make teachers connected to students and colleagues more and make them feel more capable (Zhang, 2021). Strong personal relationships with students and colleagues, autonomy in teaching methods and workload are very

influential on basic psychological needs. Additionally, EFL instructors' competence and relatedness are improved by their optimism and emotional well-being, this also contributes to well-being and job satisfaction in general.

5.1.4 Discussion of findings of research question: Is there a correlation between basic psychological needs of teachers with their well-being? The findings indicated that there was a moderate positive correlation between EFL instructors' well-being and basic psychological needs. The strongest predictor of well-being was competence among the results, implying that instructors reported higher levels of well-being when they feel competent about their work.

Dincer et al. (2019), Fathi et al. (2020) and Alqarni (2021) explored that there was a favorable relationship between the self-efficacy of instructors which was closely related to their sense of competence and well-being. When teachers had strong self-efficacy and when they were satisfied with basic psychological needs, they reported higher level of well-being. This supports the findings of this study about the important role of competence in well-being (Fathi et al., 2020).

To wrap up, a strong positive relationship exists between well-being and basic psychological needs of instructors. Well-being is increased by satisfaction with autonomy, competence and relatedness, whereas this relationship is impaired by stress and workload.

5.2 Pedagogical Implications

The strong correlation between teachers' overall well-being and basic psychological needs is highlighted in study's results and various practical recommendations. These results can be utilized as strategies for enhancing working conditions of EFL instructors, hence increasing satisfaction from work, efficiency and students' achievement.

Giving instructors more authority over their professional decisions is critical as indicated by the substantial link between autonomy and well-being. In schools and language institutions there should be an attempt to establish an environment that promotes teacher autonomy by letting them tailor the curriculum to their style of teaching and what students need. Having freedom to adopt new teaching practices, selecting teaching resources and creating lesson plans can be included in this

perspective. Job satisfaction of teachers can increase thanks to this flexibility that would make them feel more empowered in their professions

Teachers' participation in school-wide decision-making procedures is vital, especially those that possess a direct effect such as resource distribution, assessment rules, and scheduling. A sense of ownership and dedication of teachers can be instilled in the schools' visions and objectives.

Institutions should provide support and financing for teachers to pursue their own professional development goals such as continuing their education, attending conferences, or participating in per-led workshops. This support from administrators would enable teachers to feel more confident in their professional development.

Since the strongest predictor of teacher well-being was discovered to be competence, giving chances for teachers to improve their knowledge and skill is critical. Programs for professional development should be targeted to specific requirements of each instructor including training for classroom management tactics, innovative pedagogical methods, or the use of technology. Formation of mentorship programs should assist teachers, in which experienced colleagues guide beginners through the challenges. Teachers would feel competent and encouraged when they have continual learning through peer coaching.

Instructors' confidence can be boosted by getting positive feedback and paise for effective practices of teaching and this can contribute to well-being in general. Awards, promotions or just public acknowledgement can be examples for recognition.

Relatedness is another influential factor for well-being. Collaboration among teachers should be promoted through cooperative lesson planning, peer observation, and opportunities for team-teaching and creating forums can boost professional relationships by sharing strategies and experiences while increasing the sense of community.

School leaders possess an important role in fostering relatedness which requires them to maintain open communication, conduct of regular checks on teachers' well-being, and to create an atmosphere in which teachers feel respected and appreciated that make them also feel more engaged and connected to their work and workmates. Institutions may also create venues where instructors may celebrate one another's success, offer mutual support and share best practices..

Findings also demonstrated that the workload had a negative impact on well-being, showing that dropping the work-related stress level is essential for teacher effectiveness and institutions should create rules that decrease unnecessary obligations, making teachers focus on more instructional tasks. Decreasing paperwork, streamlining grading procedures, and providing administrative support can help to reduce burden and administrators can also examine workloads of instructors regularly to ensure the workload stays reasonable and controllable.

The substantial impact of teachers' emotional intelligence (EI) and self-awareness was shown in the findings and in the light of this, institutions can provide training programs including empathy and stress management which would help teachers to improve their emotional intelligence. When positive relationships with both workmates and students are maintained, instructors with high EI can handle problems in the classroom in a more effective way.

Institutions can create settings by addressing teachers' psychological needs, in which instructors feel appreciated, supported and capable of attaining their professional objectives. This promotion of well-being is beneficial not only for educators but also for students' learning experience since it improves their experience in general and results in better achievement. A holistic approach that includes stress management, professional and a healthy work atmosphere would guarantee that teachers thrive in their jobs, and lastly would contribute to educational systems' success in general.

5.3 Conclusions

This study investigated how basic psychological needs of autonomy, competence and relatedness are related to the overall well-being of EFL instructors, providing vital insights about the way these requirements affect their performance and satisfaction. The data confirmed that instructors' level of well-being rises dramatically when they feel competent in their responsibilities, free to make their own teaching decisions and supported by solid interpersonal connections. The strongest predictor of well-being appeared as competence, and it emphasized the importance of personal development with the support of boosting instructors'

confidence. Autonomy and relatedness are also important however, their effects vary depending on the cultural and institutional contexts.

Self Determination Theory (SDT) was added to the academic area by being applied in a new setting, especially with an emphasis on EFL instructors, who frequently confront unique problems. These findings possess both theoretical and practical results, demonstrating that when these psychological needs are met, it becomes critical to increase teacher well-being, performance and work satisfaction. Furthermore, the study underscores the requirement for institutions to provide more supporting settings by emphasizing the detrimental effect of unfulfilled psychological needs.

To wrap up, the necessity of addressing psychological needs of EFL instructors to enhance well-being and decrease burnout is stressed in the study. Institutions and administrators must give priority to personal development, establish a supporting work atmosphere and manage workloads to guarantee that teachers thrive. The results provide a framework for future studies with potential implications in a variety of institutional and cultural contexts.

5.4 Recommendations for Further Research

This study offers helpful insights into the correlation between EFL instructors' well-being and basic psychological needs; however, further study is required to understand this complex interaction profoundly.

The long-term consequences of fulfilling basic psychological needs should be researched by starting from longitudinal studies to examine how teacher well-being is affected over time by employment conditions such as workload, autonomy and relatedness. This could be helpful and beneficial to understand the dynamic nature of well-being and how long-term job satisfaction, performance and retention among EFL instructors is affected by ongoing assistance for basic psychological needs..

In a variety of cultural contexts, EFL instructors have a major role in their work and basic psychological needs may be prioritized over others by those different cultures. How cultural influences affect the value of autonomy, competence and relatedness in various educational contexts could be investigated via cross-cultural research, enabling a better understanding whether the correlation between and basic

psychological needs vary by area, for instance when comparing the educational systems of East and West or urban and rural settings of teaching.

While psychological needs are identified as important elements in teacher well-being, the impact of specific institutional policies such as professional development opportunities, administrative support and workload distribution on meeting these needs could be researched in future studies. Research might also delve into which policies most effectively foster autonomy, competence and relatedness in EFL classrooms, as well as how well-being is affected by these policies. Useful recommendations to administrators could be provided by comparative studies across institutions with various policies.

The effectiveness of specific interventions designed to improve well-being by meeting psychological needs could be studied in future research. For instance, efforts aimed at improving teacher-student interactions or the effectiveness of well-being programs, stress management programs, and mentorship programs could be explored.

As the use of technology increases in education, future research could delve into whether technology helps or hinders teachers' autonomy, competence and relatedness, particularly in learning settings conducted mixed or online. In terms of well-being, the studies could also focus on utilization of digital tools to increase teacher-student interactions and reduce administrative costs.

In future research, it could be essential to look into how well-being and basic psychological needs develop as instructors progress through their professions. In this regard, beginner instructors may need to get various types of support more than their experienced workmates. Comparative studies, including all teachers starting from beginner to experienced ones, could bring insights into how psychological needs change from time to time and what kind of actions are required to maintain or increase well-being at each stage.

Research has indicated that teacher well-being can be influenced by student outcomes however, in order to demonstrate a clear link in the context of EFL setting more work is needed. Future research can delve into both immediate and long-term effects of teachers' well-being on students' engagement, motivation and academic performance as a way to improve overall educational quality.

Personality characteristics including transparency, conscience and stability in emotions might influence how people perceive and meet their psychological needs. Future research could look into how these characteristics affect the connection between well-being and psychological needs among EFL instructors. Which personality types are most resilient in challenging teaching situations and how certain attributes interact with workplace conditions could influence well-being could be determined by this focus in the field.

Teacher burnout is rising as an issue, especially in EFL setting which involves high stress. The causes of burnout in EFL contexts and potential recovery measures should be focused on future research. Furthermore, studies might delve into identifying early warning signs of burnout and developing effective interventions to assist instructors strike a balance between managing work-related stress and meeting their psychological needs.

Gender disparities in EFL instructors' levels of autonomy, competence and relatedness and the effect of these disparities on overall well-being should be investigated since previous studies have suggested that gender might affect the way psychological needs are met in the workplace. This could be beneficial for determining whether gender-specific support techniques are needed to enhance both male and female instructors' well-being.

To wrap up, further research in above-mentioned areas can contribute to a more comprehensive understanding of the factors influencing EFL instructors' well-being and inform the development of helpful strategies to support teachers in their professional roles. By addressing these research gaps, educators and policymakers can better support the well-being and effectiveness of EFL instructors, ultimately leading to improved educational outcomes for students.

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