

REPUBLIC OF TÜRKİYE
ÇAĞ UNIVERSITY
INSTITUTE OF SOCIAL SCIENCES
DEPARTMENT OF ENGLISH LANGUAGE EDUCATION

**A STUDY ON ELT TEACHERS' WELL-BEING AND THEIR PROFESSIONAL
AUTONOMY**

THESIS BY
Ali Murat SANCAR

Supervisor: Dr. Semiha GÜRSOY

Jury Member: Dr. Gürcan DEMİROGLARI

Jury Member: Dr. Seda SIVACI (Hasan Kalyoncu University)

MASTER THESIS

MERSIN/ JUNE 2025

APPROVAL

REPUBLIC OF TÜRKİYE

ÇAĞ UNIVERSITY

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We approve that thesis titled “**A Study On ELT Teachers’ Well-Being And Their Professional Autonomy**”, prepared by Ali Murat **SANCAR** with student ID numbered **2022008039**, is satisfactory **consensus** to be awarded by the degree of **Master of Arts** in **English Language Education Master’s Program**.

(The Original Copy Hold in the Institute Directorate is Signed)

Univ. Inside-permanent member-Supervisor-Head of Examining Committee:

Dr. Semiha KAHYALAR GÜRSOY

(The Original Copy Hold in the Institute Directorate is Signed)

Univ. Inside - permanent member:

Dr. Gürcan DEMİROGLARI

(The Original Copy Hold in the Institute Directorate is Signed)

Univ. Outside - permanent member:

Dr. Seda SIVACI (Hasan Kalyoncu University)

I affirm that the signatures above belong to the academicians mentioned.

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DEDICATION

To my lovely son Ali Levent...

ETHICS DECLARATIONS

Student's

Name & Surname: Ali Murat SANCAR
Number: 2022008039
Department: English Language Education
Program: Master Thesis

Thesis Title: A Study On ELT Teachers' Well-Being And Their Professional Autonomy

I hereby claim that;

I prepared this master thesis according to Institute of Social Sciences Thesis Writing Directive at Çağ University,

I prepared this master thesis within the framework of academic and ethics rules,

I presented all information, approvals, informed consent forms, evaluations, and findings according to scientific ethical and moral principles,

I cited all sources prepared in reference section in this master thesis,

The study of art in this master thesis is original,

I hereby acknowledge all possible loss of rights in case of any contrary circumstance to my claim.

12/06/2025
Ali Murat SANCAR

ACKNOWLEDGEMENTS

First and above all, I would like to state my deepest thankfulness to my thesis supervisor, Dr. Semiha Kahyalar Gürsoy, whose precious guidance, expertise, and enlightening support have been influential during the successfully completion of this study. Her encouragement and insightful feedback have been a source of great motivation throughout this process.

I am also profoundly thankful to Prof. Dr. Şehnaz Şahinkarakaş, and Prof. Dr. Jülide İnözü whose inspiring lectures and wealth of knowledge have not only enriched my academic perspective but also provided me with the foundation to approach my research with clarity and confidence.

Additionally, I sincerely thank my instructors, during my university years, whose efforts during my undergraduate education contributed to my confidence in this field, and from whom I feel inspiration at every moment while practicing my profession, with a great enthusiasm.

I also would love to express my thankfulness to my family-in-law, their continuous support and belief in me has always been a driving force not only during my master's degree but also in all field of my life.

Finally, I owe a heartfelt gratitude to my beloved wife Beyza Sancar, thank you for being there whenever I need you and your support. Thank you for helping overcome each and every challenge I face and your unwavering love and patience. Your belief in me has been my greatest motivation.

This study is not only my efforts; these people have contributed to it collectively. Thank you all from the bottom of my heart.

ABSTRACT**A STUDY ON ELT TEACHERS' WELL-BEING and THEIR PROFESSIONAL
AUTONOMY****Ali Murat SANCAR****Master Thesis, Department of English Language Education****Supervisor: Dr. Semiha GÜRSOY****June 2025, 63 pages**

This study aims to analyze the relationship between ELT Teachers' well-being and their professional autonomy. The challenges that teachers face both in professional life and personal life effect their psychological and physical health and this effects their teaching processes directly. Especially when English teachers' carry out the multi tasks that are required for global language teaching, it is important that they should feel high levels of motivation, flexibility and autonomous in their profession. In this respect, this study aims to determine the relationship between ELT Teachers' well-being and their professional autonomy. This study was conducted in a quantitative way. The data were collected from 143 English teachers working in Kayseri province, by using Teachers' Well-Being Scale (TWBS) and Teachers Professional Autonomy Scale (TPAS). Findings Show that teachers have high levels of well-being and professional autonomy perception. However, there is no significant and positive relationship between their well-being and professional autonomy level. When it comes to demographic variables; age, years of teaching and graduation level has significant differences but gender, institution type and teaching level has no significant differences. The collected data has revealed that teachers' professional autonomy effects their well-being in a positive way. Accordingly, it is suggested as important strategies to support teachers' professional development, to involve them in the decision making process and improve their working conditions.

Keywords: Teachers' well-being, professional autonomy, English teachers, teacher motivation

ÖZ

İNGİLİZCE ÖĞRETMENLERİNİN İYİ OLUŞLARI İLE MESLEKİ ÖZERKLİKLERİ ÜZERİNE BİR ÇALIŞMA

Ali Murat SANCAR

Yüksek Lisans Tezi, İngiliz Dili Eğitimi Anabilim Dalı

Tez Danışmanı: Dr. Öğr. Üyesi Semiha GÜRSOY

Haziran 2025, 63 sayfa

Bu çalışma, İngilizce öğretmenlerinin iyi oluş (well-being) düzeyleri ile mesleki özerklik (professional autonomy) algıları arasındaki ilişkiyi incelemeyi amaçlamaktadır. Öğretmenlerin hem kişisel hem de mesleki yaşamlarında karşılaştıkları zorluklar, onların ruhsal ve fiziksel sağlıklarını etkileyebilmekte ve bu durum öğretim süreçlerine doğrudan yansımaktadır. Özellikle İngilizce öğretmenlerinin, küresel dil eğitiminin getirdiği çok yönlü görevleri yerine getirirken yüksek düzeyde motivasyon, esneklik ve özerklik hissetmeleri, mesleki başarıları açısından kritik öneme sahiptir. Bu bağlamda, çalışmada ELT (English Language Teaching) öğretmenlerinin iyi oluş durumları ile mesleki özerklik düzeyleri arasındaki ilişkinin belirlenmesi hedeflenmiştir. Araştırma, nicel yöntemle ve ilişkisel tarama modeli çerçevesinde yürütülmüştür. Veriler, Kayseri ilinde görev yapan 143 İngilizce öğretmeninden, Öğretmen İyi Oluş Ölçeği (TWBS) ve Öğretmen Mesleki Özerklik Ölçeği (TPAS) kullanılarak toplanmıştır. Bulgular, öğretmenlerin genel olarak yüksek düzeyde iyi oluş ve mesleki özerklik algısına sahip olduklarını göstermektedir. Fakat, iyi oluş düzeyleri ile mesleki özerklik düzeyleri arasında anlamlı ve pozitif yönde bir ilişki saptanmamıştır. Demografik değişkenler açısından bakıldığında; yaş, kıdem ve mezuniyet düzeyi gibi bazı değişkenlerin anlamlı farklılıklar yarattığı; cinsiyet, öğretim kademesi ve okul türü değişkenlerinin ise anlamlı fark yaratmadığı belirlenmiştir. Elde edilen bulgular, öğretmenlerin mesleki özerkliklerinin, onların psikolojik iyi oluş düzeylerini olumlu yönde etkilediğini ortaya koymaktadır. Bu doğrultuda, öğretmenlerin mesleki gelişimlerine destek verilmesi, karar alma süreçlerine daha fazla dahil edilmeleri ve çalışma koşullarının iyileştirilmesi, eğitimde kaliteyi artırmak adına önemli stratejiler olarak önerilmektedir.

Anahtar Kelimeler: Öğretmen iyi oluşu, mesleki özerklik, İngilizce öğretmenleri, öğretmen motivasyonu

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ABBREVIATIONS

TWBS	: Teachers' Well-Being Scale
TPAS	: Teachers' Professional Autonomy Scale
SPSS	: Statistical Package For The Social Science
MoNE	: Ministry Of National Education
ELT	: English Language Teaching
PERMA	: Positive Emotion, Engagement, Relationships, Meaning and Accomplishment
LSD	: Least Significant Difference



CHAPTER I

1. INTRODUCTION

Teaching occupation has been defined as one of the most effective but challenging jobs. Teachers have a vital part in forming social, emotional and also cognitive improvement of their students. They also have a vital responsibility which asks for both technical expertise and emotional resilience and adaptation. Their interest and knowledge about the target language shape their students' interest towards that. Teachers make an effort to get their students to be aware of the importance of target language and why it is important. In this study, the target language is English. English language has a global importance as a lingua franca and its acceptance through various cultural and educational contexts and that's why English teachers have also a unique place among educators. This mutual anticipation of enhancing linguistic proficiency and directing cultural confusion emphasize the importance of examining factors promoting their personal wellbeing and professional effectiveness.

The role of English teachers in improving students' skills and competencies has been widely recognized in discussions about education. For instance, Herlina, L., & Said, M. (2022) examine how native English teacher increase their students' speaking abilities and their learning motivations in their study. Another study on improving skills of students is by Channa, W. M., & Sahito, Z. (2022), in their qualitative research, they analyze the effect of English teachers' pedagogical competences on their students' academic success. With the increasing impact of globalization worldwide, the responsibilities of these teachers—such as fostering communication and critical thinking skills, as well as raising awareness of cultural differences associated with the target language—have become even more significant. However, English teachers' effectiveness in these areas is directly related to their professional autonomy and overall well-being. To enhance teachers' satisfaction with their profession and address challenges in education, it is crucial to understand the relationship and interaction between these two factors.

1.1. Background of the Study

Teachers' well-being has been ever increasing focus of interest for the last years. Teachers' physical, emotional, social and psychological well-being levels influence their professional life and accordingly students' learning processes directly (Kyriacou, 2001). Teachers who have high levels of well-being are described as more motivated, productive people that can establish good relationships with their students (Fredrickson, 2001).

The complexity of educational system, increasing variety of students, changing curriculum and social expectations can set a significant pressure on teachers. This pressure can make way for teachers' experiencing burnout, increasing their stress level and their well-being level is negatively influenced (Maslach & Leiter, 2016). Preserving and maintaining teachers' well-being have a critical importance for sustainable educational system.

In other respects, professional autonomy is defined as teachers' own applications, classroom management and freedom on their own professional development (Pearson & Moomaw, 2005). It is supported by a study by Ryan & Deci (2000), which investigates how teachers' professional autonomy enhances their job satisfaction and their motivation and promotes their creativity under the framework of Self-Determination Theory, it is claimed that teachers' freedom of making their own decisions and conducting their jobs on their own methods empower their intrinsic motivation and as a conclusion of this they become more creative and have higher level of job satisfaction. And also, they feel more capable and this reflect on their well being status positively

In Bakker & Demerouti's study (2007), it is shown that teachers' autonomy levels increase their stress-coping skills and decrease their burnout levels and influence positively their general well-being status. For this reason, it is significant that this study discusses the relationship between teachers' well-being and their professional autonomy in Turkey inclusively.

1.2. Statement of the Problem

In today's education systems, increasing workload and the difficulties that teachers have can influence their well-being in a negative way. They affect teachers' physical and mental health in a negative way (Pan et al., 2023). At the same time, teachers' professional autonomy confronts us as an important factor which effects teachers' motivation, job satisfaction and well-being accordingly. Additionally, teachers' heavy workload and difficulties can cause lack of motivation and burn out (Rashid et al., 2022). Teachers' freedom of making decision on their own and how it is related with their well-being question creates a main problem for this study. Especially examining the relationship between teachers' perceptions of professional autonomy and their well-being in Turkey, can make significant deductions for education policies and teacher support programs. In this respect, the study will seek answers the questions below:

- What is the level of well-being among ELT teachers in Kayseri?

- What is the level of professional autonomy perceived by ELT teachers in Kayseri?
- Do these two concepts differ by variables in terms of their age, gender, years of experience, type of educational institution where they work and current teaching level?
- Is there a significant relationship between ELT teachers' well-being and their professional autonomy?

1.3. Purpose of the Study

The main goal of this study is to examine the relationship between ELT teachers' well-being and their professional autonomy. To reach this goal, sub-goals have been determined below:

1. To determine teachers' professional autonomy level.
2. To evaluate teachers' well-being status.
3. To put forward the direction of the relationship between teachers' well-being and their professional autonomy.
4. To analyze the effects of teachers' demographic features (age, gender, years of experience, teaching level and institution type) on well-being and professional autonomy.
5. To develop suggestions for supporting teachers' well-being and increasing their professional autonomy starting from study findings.

1.4. Significance of the Study

The results of this study are expected to make important contributions in terms of theoretical and practical ways. Theoretically, by examining the relationship between teachers' well-being and their professional autonomy, they will give an authentic point of view to the associated literature. Considering the limited number of studies in the literature, this study will help us understand better teachers' interaction between these two concepts.

In terms of practicality, the findings of this study can provide significant information for Ministry of National Education (MoNE), school executives and teacher training programs. Increasing the level of teachers' professional autonomy and supporting their well-being status can be pathfinder for required measures. Especially, they can contribute to develop application and policies to influence the school environment in a positive way, increase their

job satisfaction and empower their stress-coping skills. As a conclusion, this research set aims to contribute to a more quality education system via happier, more motivated and successful teachers.

1.5. Literature Review

The bond between teacher wellbeing and professional autonomy has achieved rising interest in educational context of research (Day & Gu, 2010). Because English teachers have a role that they direct the challenges of classroom management, policies of their institution and professional anticipation and their perception of autonomy has an important part in forming their motivation, satisfaction and complete wellbeing (Ryan & Deci, 2000). In this section, the relationship between these concepts is analyzed by a deep understanding of the importance in language education field.

A study of Collie & Martin (2017) has stated that the relationship between teacher wellbeing and their professional autonomy has a vital decisive part for educational effectiveness and institutional preservation. Assuming that English teachers manage both culturally mixed and policy-based classrooms, their understanding of autonomy directly effects their involvement in their job cognitively (Han & Wang, 2021). Additionally, promoting teacher wellbeing and autonomy is both fruitful for students and for teachers, however it has inferences for student success and institutional environment (Acton & Glasgow, 2015). But the interplay between these two concepts necessitate methodical discovery under the English Language Teaching (ELT) concept.

1.5.1. Teacher Well Being

Wellbeing means “the state of being happy, wealthy and healthy” in the dictionary. According to Diener (2009), wellbeing of teachers is surrounded by sentimental, psychological and vocational extent and it has multi-pronged construction. The most absolute description, according to Dodge et al. (2012), which has been given until now is that wellbeing is “the balance point between an individual’s resource pool and the challenges faced”. Job satisfaction, emotional resistance and feeling of professional completion are involved in it (Mercer & Gregersen, 2020). According to Hakanen et al. (2006), teachers who have high level of wellbeing show better interest, effectiveness and creativity in classroom. On the other hand, low wellbeing level is related to burnout, ruined teaching quality and attrition (Skaalvik & Skaalvik, 2017). When taken into account, wellbeing is especially important because of the requirements of linguistic and cultural agency, involvement of

students and evaluation processes in the context of English language teaching (ELT) (Gkonou & Mercer, 2017). Recently, teacher well-being has become a critical area of interest in educational research due to its implication on motivation, job performance, and professional sustainability. According to Danna and Griffin (1999), well-being is a multi-faceted concept that comprises physical health, emotional stability, and job satisfaction. Kilag, O. K. T. et al. (2023), reveals the factors that affect teachers' performance inclusively. Unlike other teaching professionals, English teachers are more involved in designing curriculum, guidance, and cultural mediation. Hence, the demands for their profession may seriously threaten their well-being.

Research has shown that heavy workloads, a lack of resources, and limited decision-making authority are some of the factors that contribute to widespread stress, burnout, and dissatisfaction among teachers (Skaalvik & Skaalvik, 2017). On the other hand, well-being among teachers can lead to resilience, creativity, and commitment to their profession (Day & Gu, 2007). These findings point to the need for further research into how professional autonomy can act as a protective barrier against stressors in the profession and enhance the overall well-being of teachers. ELT Teachers' wellbeing is affected by some factors such as workload, institutional back up and strategies and chances of professional improvement (Xie & Derakhshan, 2021). Internalizing factors like that has a vital part in maintaining teaching and providing a safe and trustworthy learning atmosphere for learners. Holmes (2005) defined wellbeing under four categories: spiritual wellbeing, emotional wellbeing, physical wellbeing and mental and intellectual wellbeing. Spiritual wellbeing is accepted as a resource of boost for working and living in pride, politeness, enthusiasm and connection. Emotional wellbeing is remarkable as it is significant to notice, express and know feelings and emotions in a daily life, especially in teaching environment. Physical wellbeing is about health, which means constructing a healthy and balanced body and mind. And for the last, mental and intellectual wellbeing can be linked to both professional and personal enhancement (Holmes, 2005).

Additionally, in more conceptuality, Hascher & Weber (2021) has seen teacher wellbeing something that changes as the time goes by, formed by personal and conceptual variables. According to Kim & Asbury (2020), the epidemic of COVID-19 has condensed the focal point of teacher wellbeing, and digital competence, sensational support system, labor system weaknesses are discovered. Furthermore, a research under PERMA (Positive Emotion, Engagement, Relationships, Meaning and Accomplishment) model by Seligman (2018) gives an integrated frame to investigate teacher wellbeing in school. Especially under ELT concept, teachers' wellbeing is influenced by intercultural confusion of the class, the linguistic variety

of learners and social anticipation considering language sufficiency (Mercer, 2021). Moreover, teacher wellbeing has been related to resistance, adaptiveness, and a teacher's remained adherence to occupational improvement (Miller & Besser, 2020).

1.5.2. Professional Autonomy in Teaching

Professional autonomy can be defined as educators' ability to decide independently about their pedagogical, curriculum based and assessment related subject under their own institutional perceptions (Benson, 2011). When a teacher has the freedom of choice, it means that they have an acceptance of feeling or a chance for self-determination and inner satisfaction become improved. This definition is closely linked to Deci & Ryan's (1985) self-determination theory in which autonomy is emphasized as basic psychological need for motivation and professional completion. It is a fact that professional autonomy is for both personal improvement and satisfaction, and institutional benefit. It is also seen to have relations with potential work outcomes in the literature. Research underlines three aspects of autonomy: educational autonomy (having control over teaching styles and tools), curricular autonomy (being free in choosing content), and executive autonomy (having power in deciding for school policies) (Pearson & Moomaw, 2005). Professional autonomy is the ability of teachers to exert authority over their teaching practices, curriculum choices, and professional development. In the context of ELT, autonomy usually includes pedagogical approach decisions, choice of instructional materials, and a confluence of assessment methods to best suit students' needs and institutional goals (Pearson & Moomaw, 2005). It is an important constituent of the profession of teaching and a significant determinant of job satisfaction (Ingersoll, 2003). As Ingersoll (2007) states, teachers with higher autonomy indicate better job satisfaction, instructional creativity and job commitment. On the contrary, autonomy can be limited by various factors such as negatively effecting teachers' morale and effectiveness, standardized evaluation and rigid curriculum (Lamb, 2017).

Borg & Al-Busaidi (2012) stated that professional autonomy, especially in language teaching concept, has been related to improved pedagogical innovation, enhanced teacher characteristics and better student involvement. Additionally autonomy makes decision exercising for teachers for response to the learners' cultural and pedagogical needs, which are main constituent of efficient language teaching (Smith & Erdoğan, 2008). In an OECD study (2019), it is stated that systems which backs up teacher autonomy often indicate higher satisfaction levels and retention rates. Nevertheless teacher autonomy is not evenly acquired, and it is interceded by constitutional rules, management styles and principle power (Priestley

et al., 2015). Under ELT concept, when tailoring directive to personal student needs that is vital for mixed cultural and multilingual classrooms, autonomy promotes teachers in conducting negotiations for standardizing curriculum (Otto, 2019).

However, the extent to which teachers experience autonomy differs significantly across systems and institutional contexts. While some teachers work in environments that foster modern, self-determining practices, others labor under rigid constraints that severely limit their decision-making authority. The tension between institutional accountability measures and professional autonomy has been identified as a key factor influencing teachers' sense of agency and effectiveness in education (Eyal & Roth, 2011).

1.5.3. The Relationship Between Wellbeing and Autonomy

Educators need comfort in their life to be able to be effective in their work and to build positive relations with their students. They need to be healthy both mentally and physically. Therefore when they feel relaxed and stress-free, they can be more active and effective in their works and create better atmosphere in their school environments. The relationship between teachers' wellbeing and their professional autonomy has been discovered by several studies. According to Skaalvik & Skaalvik's finding (2014) scerned autonomy builds relations with job satisfaction positively and reduces sentimental exhaustion. Autonomy backing settings boost enhanced motivation and that provides better wellbeing feeling and engaging professionally (Ryan, 2000). In Borg's study (2006), teachers who have high autonomy level indicate lower anxiety level and better job satisfaction in the ELT context. It is revealed by a study by Aoki (2020) in non-central educational systems, teachers show relatively high wellbeing than those of strictly regulated settings. The study based this upon teachers' capability to adapt instruction to their learners' needs without institutional paper work limitations. There is a study by Ebersold, K., & Rahm, T. (2023), and they analyze the role of reducing teacher burnout and increasing job satisfaction of teacher autonomy. Teachers' perception of autonomy was related to lower negative emotions and higher positive emotions and this contributed to reducing burnout. This research suggests a reciprocal relationship between teachers' well-being and professional autonomy. On one hand, autonomy can positively impact well-being by providing teachers with a sense of control, purpose, and alignment with their professional values. Work environments that support autonomy have been shown to reduce professional burnout and foster job satisfaction and a sense of professional efficacy (Ryan & Deci, 2000). On the other hand, teachers who have high levels of well-being are likely to have the energy, creativity, and resilience needed to

effectively utilize their autonomy. According to a study by Namaziandost, E., & Heydarnejad, T. (2023), examines the relationship between ELT instructors' productive immunity, emotion regulation, resilience, and autonomy, and its result states that the higher well-being level they have, the more resistant and autonomous they are. The case of English teachers makes this relationship even more intriguing, since their profession is dynamic and has many facets. Teaching English encompasses managing diverse classroom scenarios, addressing varying student competencies, and integrating cultural practices. Teachers with high levels of well-being and autonomy can handle these demands much better and are able to exhibit innovative teaching practices.

On the contrary, increased anxiety, decreased motivation and teacher burnout can be a result of lack of autonomy according to Shin (2021). Factors like management, rule based curriculum and normalized evaluations promote this decrease in teachers' wellbeing (Richards, 2015). It is also suggested in the study that these negative effects by improving teachers' feeling of having control on their work can be alleviated by professional improvement chances and positive leadership (Leithwood & Jantzi, 2006).

The relationship between autonomy and wellbeing has been affirmed in different international teaching concepts, putting an emphasis on degree of noticed autonomy does not only estimate emotional resistance but also vocational satisfaction (Collie et al., 2015). Specifically, ELT teachers experiencing agency in their constructional deciding process indicate higher levels of occupational perfection and lowered vocational stress (Gkonou & Miller, 2021). In addition, autonomy has a role as bumper towards the negative effect of exterior pressures as standardizing policies and top-down innovations according to a study by Schmidt & Datnow (2020). On the contrary, teachers with lower characteristics end up in mental tiredness, disqualification and deprecation (Day & Quing, 2009). As a guiding path for fostering wholesome teacher wellbeing, it is suggested to bring together autonomy supporting examples in teacher education and school management by Spillane & Thompson (2017).

1.5.4. Well Being and Autonomy in English Language Education

Noticing the relationship between wellbeing and autonomy of English language teachers has vital deductions for designing language education strategies and school practices. It should be duty for schools that they should give importance to form autonomy promoter settings in which educators can have a chance to work innovatively and use their own flexible strategies. Additionally, professional improvement programs should center upon enhancing

language teachers' resistance to stress, self-efficacy and gracing them with policies to keep wellbeing on in difficult settings (Mercer, 2018). Moreover, professional and psychological needs of ELT teachers must be known by institutive managers by encouraging collective decision making and decreasing unwanted and unnecessary executive loads (Farrell, 2016). If this can be done, schools can have working settings which is not only professionally realized but also pedagogically effective.

According to Johnson and Golombek (2020) in applied terms, advices of this kind account for systematic push to enhance backing up institutional constructs in which ELT teachers could experience autonomy on student assessment, constructional strategies and classroom management. To Parker et al.'s (2012) study, supportive environments are indicated to reduce vocational burnout and to foster teacher involvement, especially when teachers have chances to take part in decision making and developing the curricula process. Some professional improvement programs like, coping with stress workshop, emotional quotient education and systemic mentorship are also important for bringing together wellbeing components with professional improvement (Acton & Glasgow, 2015; Kim & Asbury, 2020).

In addition, evolutionary direction styles which put an emphasis on reinforcement, cooperation have been proved to effect teacher moods and instructive proficiency in a positive way (Leithwood et al., 2006). Under the ELT concept, this is quite linked because language educators usually direct mixed classrooms and necessitate more movement to place their students' backgrounds for language (Gkonou & Mercer, 2017).

All in all, the relationship between English teachers' wellbeing and their professional autonomy's importance doesn't get enough attention as it deserves. Autonomy improves motivation and job satisfaction and if autonomy promoter settings are encouraged, both teachers' wellbeing and the quality of language education are improved.

Teachers reporting high levels of autonomy are prone to show more motivation, involvement and emotional steadiness, which foster their strength to back up their learners' learning and enhance participatory classroom atmosphere (Ryan & Deci, 2000; Skaalvik & Skaalvik, 2017).

When taking these results into consideration, it is mandatory that educational foundations, decision makers and teachers' teachers have a binary focal point approach which also enhances autonomy and wellbeing at the same time. This includes both forming a decision making mechanisms which lets bigger moves for instruction, and investing in teacher backing system which in turn gets emotional, professional and mental health (Mercer & Gregersen, 2020).

CHAPTER II

2.METHODOLOGY

2.1. Introduction

In this research, a quantitative, correlational research design was utilized to explore the relationship between the ELT teachers' well-being and their professional autonomy. Quantitative research is on the basis of the gathering and analysis of numerical data with the aim of testing objective theories and explores designs, relationships and differences between variables (Creswell & Creswell, 2018). Especially, a correlational approach was accepted appropriate for the research because it looks for determining the power and direction for the relationship between two or more variables by keeping them the same as they are (Fraenkel, Wallen, & Hyun, 2019).

In addition, this research intends to determine if there is statistically important relationship between ELT teachers' well-being and their professional autonomy. Furthermore, the research analyzes how these two constructs differ among demographic variables such as years of experience, graduation level, institution type and gender. For this reason, a correlational design was selected and implemented. In education field, in which empirical control is often unadaptable or morally troublesome, correlational studies are beneficial when it comes to determine the relationships between two contextual or psychological factors (Muijs, 2011). In addition to this, the research's main way of collecting data was a questionnaire. Questionnaires are often used in educational studies so as to gather data from quite large populations (Dörnyei & Taguchi, 2010).

Nonetheless, both the well being and the autonomy structures can be measured coherently, with the help of structured scales that enabled the statistical analysis. With the use of this type of scales and analysis, researcher prejudice was lowered a lot and kept the participant anonymity by giving numeric rigor and width. All in all, the research reached its aims by correlational research design that helped the researcher describe trends and diversity in the gathered data and make conclusion on the basis of data considering the relationship between ELT teachers' well being and their professional autonomy in the certain environments of English language teaching in public and private educational institution.

2.2. Research Questions

The aims of this research are to find answers to the following questions which can best express them.

1. What is the level of well-being among ELT teachers in Kayseri?
2. What is the level of professional autonomy perceived by ELT teachers in Kayseri?
3. Do these two concepts differ by variables in terms of their age, gender, years of experience, type of educational institution where they work and current teaching level?
4. Is there a significant relationship between ELT teachers' well-being and their professional autonomy?

2.3. Setting and Participants

The study was implemented in Kayseri, the largest city in central Anatolia, within the schools related to the Ministry of National Education (MoNE). Participants were recruited from English language teachers who worked in public or private schools among different levels such as primary, secondary, and high school. The participants were selected randomly but conveniently which helped the researcher to reach a sizable number of teachers within a limited timeframe. This various sampling helped the researcher to carry out comparisons and generalize the findings in the context of ELT teachers in Kayseri city.

A total of 143 English teachers participated in the study. The demographic characteristics of the sample were summarized below:

The distribution of age, gender, graduation level, years of experience, school type and school level of participants that took part in research are represented in Table 1.

Table 1.

The distribution of age, gender, graduation level, years of experience, school type and school level of participants.

Variable	Category	f	%
Gender	Female	83	58.0
	Male	60	42.0
Age	20-29	25	17.5
	30-39	83	58.0
	40-49	25	17.5
	50+	10	7.0

Graduation Level	Bachelor	91	63.6
	Postgraduate	52	36.4
Years of Experience	1-5 years	25	17.5
	6-10 years	37	25.9
	11-15 years	51	35.7
	16+	30	21.0
Teaching Level	Primary	25	17.5
	Secondary	60	42.0
	High School	58	40.6
School Type	Public	106	74.1
	Private	37	25.9

2.4. Instrumentation and Reliability

In the research there are two scales that are utilized to collect data. Before passing on to these questionnaires, participants were asked to answer 6 demographic questions about themselves. These demographic questions are as following:

- What is your gender?
- How old are you?
- What is the highest degree or level of education you have completed?
- How many years are you teaching?
- What is your current teaching level?
- What sort of educational institution are you working?

These demographic questions were used so as to analyze the personal differences among ELT teachers according to their backgrounds and current situation. Then, participants were asked to answer Teacher's Well-Being Scale (TWBS) and Teachers' Professional Autonomy Scale (TPAS).

2.4.1. Teacher's Well-Being Scale (TWBS)

The Teachers' Well-Being Scale which was developed by Collie et al.(2015), has three sub-dimensions to examine the overall well-being condition of teachers. These sub-dimensions are workload well-being, organizational well-being and student interaction well-being. First one of them is about work stress and workload well-being which utilizes items like "Fitting everything in the allotted time". Questions from 1 to 6 belong to this group. The second one of them is organizational well-being which is about teachers' relations with their educational institutions' management and their attitudes towards ELT teachers. This sub-

dimension utilizes items such as “Relations with administrators at my school”. Questions from 7 to 12 belong to this group. The third and the last one of them is well-being of student interaction which is all about considering teachers’ relations with their students. This sub-dimension utilizes items such as “Student behavior and Relations with my students in my class”. And finally questions from 13 to 16 belong to this group.

TWBS was utilized to evaluate participants’ levels of their professional well-being according to their own answers. The scale consisted of 16 items that are rated on 7 points Likert type scale, ranging from negatively to positively. The total mean score gathered from the sample was $M = 4.74$ ($SD = 0.88$) which shows a high level of perceived well-being.

The internal consistency of the scale was evaluated using Cronbach’s alpha, which yielded a value of .88, showing high reliability.

2.4.2. Teacher’s Professional Autonomy Scale (TPAS)

The Teacher’s Professional Autonomy Scale was developed by Okay and Balçıkanlı (2021). This scale has five sub-dimensions to examine the professional autonomy of ELT teachers completely. The first one is about teachers’ internal motivation and eagerness, and it is described as Internal Drives and Motives. Questions from 1 to 9 belong to this group. The second one is about capabilities of teachers, and it is described as Capability. This sub-dimension has items starting with “I am able to...”. Questions from 10 to 16 belong to this group. The third one is about cooperation with coworkers, and it can be described as helping mutually with coworkers. Questions from 17 to 19 belong to this group. The fourth one is about time and using it effectively. It is described as Time Management. Questions 20-21 belong to this group. And the last one of these sub-dimensions is about external items. It is described as External Drives and Motives. And finally last two questions belong to this group. It included 23 items which are rated on a 5-point Likert scale ranging from “Strongly Disagree” to “Strongly Agree”. The overall mean score of autonomy among participants was $M = 4.23$ ($SD = 0.41$).

The Cronbach’s alpha coefficient for this scale was also .88, demonstrating a high level of internal consistency.

Both scales had been previously validated in the literature and demonstrated acceptable psychometric properties for use in Turkish educational settings.

2.5. Data Collection and Ethical Issues

In this study, quantitative data collection was the only data collection method. The data collection process took place during the spring term of the 2024–2025 academic year. Participants were reached through school networks and WhatsApp groups and asked to complete the questionnaire via online forms. The participants were sent a link to reach the forms. The questionnaire had also an informed consent section ensuring participants of the voluntary nature of their participation and they have the right to withdraw at any stage without any consequences.

All ethical principles regarding confidentiality, anonymity, and data protection were strictly followed. The study was conducted in compliance with the ethical standards of the relevant academic institution and national regulations. No personal identifiers were collected, and all data were stored securely.

2.6. Data Analysis

The analysis of data collected in this study was done by SPSS program. Wellbeing and Autonomy score averages calculated in the study. The collected Wellbeing and Autonomy score rows' are calculated with Skewness and Kurtosis coefficient to check if they are distributed normally or not. The Skewness and Kurtosis coefficients of scores of Wellbeing and Autonomy are placed between -1 and +1, it is stated that they are normally distributed (it can be seen in Table 2). For this reason, when analyzing the data, One Way ANOVA and Independent T-test are used. To explore the relationship between Teacher's Wellbeing and Their Professional Autonomy, a correlation analysis was done and Pearson correlation analysis was calculated.

CHAPTER III

3. FINDINGS

3.1. Introduction

Findings of this study are presented in this section which intended to analyze the relationship between ELT Teachers' well-being and their professional autonomy who work in public and private educational institutions in Kayseri province, Turkey. Then the study investigated to see these two concepts differ by any demographic factors like gender, years of study, age, teaching level and type of educational institution. And then, the study analyzed the correlation between ELT Teachers' well-being and their professional autonomy.

The reason for concentrating on ELT Teachers' well-being and their professional autonomy is based on the raising identifiability that teachers' well-being is a vital element for efficient teaching and learning setting, while their autonomy has a crucial part for enhancing motivation, job satisfaction and creation among teachers. This study intends to offer understanding which may give information to teaching shareholders and policymakers on the actual situation for teacher support in local context by describing how teachers see these concepts and how they relate them to each other.

The data for this study were collected by two different scales: The Teacher Well Being Scale and The Teacher Professional Autonomy Scale. A more comprehensive analysis which is based on independent variables and the relationship between two concepts and general overview applied descriptive and inferential statistics.

3.2. Descriptive Statistics for the First Research Question

The participants' well-being perceptions were investigated, and descriptive statistics were used for the first research question. There were 16 items in TWBS.

In the study, mean point that was collected from the Teacher's Well Being Scale, standard deviation value and Skewness and Kurtosis coefficients were calculated. The results of collected data were presented in Table 2.

Table 2.

The mean point, standard deviation value and Skewness and Kurtosis coefficients of the Teacher's Well Being Scale

	N	M	SD.	Skewness	Kurtosis
Teacher's Well Being	143	4,74	0,88	0,04	0,46

As seen in Table 2, the point average of participants from TWBS was determined as M=4.74 out of 7.00 (SD=.88). The Skewness and Kurtosis values of score rows of TWBS point average are between -1 and +1.

In accordance with these findings, it can be stated that teachers' well-being levels are generally high. Evaluating the mean score from TWBS (M=4.74) out of 7 points out that participants' well-being levels are above average. Standard deviation value (SD=0.88) indicates that points are distributed reasonably. As well as, Skewness (Skewness=0.04) and Kurtosis (Kurtosis=0.46) coefficients found between -1 and +1 proves that data are distributed normally. Accordingly, it can be reached as a conclusion that the points collected from TWBS are suitable for parametric tests and teachers' well-being levels are distributed serviceably for statistical analysis.

3.2.1. Descriptive Analysis related to the answers to Teachers' Well-being Scale of ELT Teachers

Frequency, Mean and Standard deviation values of each item which are in TWBS are calculated. The results are presented in Table 3.

Table 3.

Frequency, Mean and Standard deviation values of each item which are in TWBS

Item		Negatively	Mostly Negatively	More Negatively than Positively	Neither Positively Nor Negatively	More Positively than Negatively	Mostly Positively	Positively	M	SD
Marking Work	F	10	5	18	30	36	33	11	4.54	1.58
	%	7.0	3.5	12.6	21.0	25.2	23.1	7.7		
Fitting	F	15	15	14	19	40	32	8	4.27	1.76

everything in the allotted time	%	10.5	10.5	9.8	13.3	28.0	22.4	5.6		
Administrative work related to teaching	F	13	13	28	36	29	14	10	3.96	1.62
	%	9.1	9.1	19.6	25.2	20.3	9.8	7.0		
Work I completed outside of school hours for teaching	F	23	34	24	24	17	12	9	3.35	1.79
	%	16.1	23.8	16.8	16.8	11.9	8.4	6.3		
Working to finish my teaching tasks	F	8	9	11	25	39	34	17	4.73	1.61
	%	5.6	6.3	7.7	17.5	27.3	23.8	11.9		
Staying late after work for meetings and activities	F	30	41	29	16	12	7	8	2.94	1.71
	%	21.0	28.7	20.3	11.2	8.4	4.9	5.6		
Relations with administrators at my school	F	10	5	13	37	41	21	16	4.55	1.57
	%	7.0	3.5	9.1	25.9	28.7	14.7	11.2		
Support offered by school leadership	F	2	-	11	24	51	37	18	5.13	1.21
	%	1.4	-	7.7	16.8	35.7	25.9	12.6		
Recognition for my teaching	F	1	-	6	12	45	46	32	5.58	1.13
	%	0.7	-	4.2	8.4	31.5	32.2	22.4		
School rules and procedures that are in place	F	5	5	21	35	34	29	14	4.62	1.47
	%	3.5	3.5	14.7	24.5	23.8	20.3	9.8		
Communication between members of the school	F	-	3	7	22	42	44	25	5.34	1.20
	%	-	2.1	4.9	15.4	29.4	30.8	17.5		
Participation in school-level decision making	F	1	2	6	24	47	43	19	5.25	1.17
	%	0.7	1.4	4.2	16.8	32.9	30.1	13.3		
Student behavior	F	7	10	17	18	41	33	17	4.70	1.63
	%	4.9	7.0	11.9	12.6	28.7	23.1	11.9		
Relations with students in my class	F	2	1	2	9	37	59	33	5.71	1.12
	%	1.4	0.7	1.4	6.3	25.9	41.3	23.1		
Student motivation	F	2	5	12	13	26	42	43	5.48	1.50
	%	1.4	3.5	8.4	9.1	18.2	29.4	30.1		

Classroom management	F	2	1	4	14	28	50	44	5.73	1.24
	%	1.4	0.7	2.8	9.8	19.6	35.0	30.8		

In the table, mean scores, standard deviation and frequency percentages of each item in TWBS are presented. According to the results in Table 3, it is indicated that ELT Teachers working in educational institutions in Kayseri generally see their well-being in a positive manner. Especially mean scores for 14., 15. and 16. items are 5.71, 5.48 and 5.73 and that indicates that teachers agree with these statements in high levels. Moreover, this situation shows that participants' positive feelings and job satisfactions are high. According to a study by Ding et al. (2018) the mean values are calculated and referred to as low between 1 and 3, as medium between 4 and 5, and as high between 6 and 7. Among sub-dimensions like positive emotions, relationship with students, engagement and accomplishment, the mean scores are above mid-point of the Likert scale, showing that teachers in Kayseri experience from moderate to high levels of well-being in their vocational lives. Specifically, questions 3,4 and 6 showed low level of well-being. Additionally, questions 1,2,5,7,8,10,11,12,13,14,15 and 16 indicated medium level of well-being. This may be accepted as a hopeful demonstration of psychologically and emotionally satisfied situation among the educators taking part in the study. Nonetheless, some variations are seen among sub-dimensions that can be farther discovered in future studies to describe more specific support needs. For instance, the mean score of item 6, which is "Staying late after work for meetings and activities", is low (M=2.94) and this indicates that participants showed negative attitude for this. Negative frequency associated with this item (above %70) suggests that teachers have difficulties or negative experiences in certain areas.

All in all, it is seen that most of mean scores are 4 and above. This is a supportive finding that teachers' well-being levels are above average.

- "Marking Work": mean score = 4.54 → medium level positive attitude
- "Fitting everything in the allotted time": mean score = 4.27 → medium level positive attitude
- "Administrative work related to teaching": mean score = 3.96 → low level positive attitude
- "Work I completed outside of school hours for teaching": mean score = 3.35 → low level positive attitude

- "Working to finish my teaching tasks": mean score = 4.73 → medium level positive attitude
- "Staying late after work for meetings and activities": mean score = 2.94 → low level positive attitude
- "Relations with administrators at my school": mean score = 4.55 → medium level positive attitude
- "Support offered by school leadership": mean score = 5.13 → medium level positive attitude
- "Recognition for my teaching": mean score = 5.58 → medium level positive attitude
- "School rules and procedures that are in place": mean score = 4.62 → medium level positive attitude
- "Communication between members of the school": mean score = 5.34 → medium level positive attitude
- "Participation in school-level decision making": mean score = 5.25 → medium level positive attitude
- "Student behavior": mean score = 4.70 → medium level positive attitude
- "Relations with students in my class": mean score = 5.71 → medium level positive attitude
- "Student motivation": mean score = 5.48 → medium level positive attitude
- "Classroom management": mean score = 5.73 → medium level positive attitude

Similarly, standard deviation values of items are around 1.50 and this states that answers are distributed reasonably, and this suggests that teachers formed a homogenous sampling according to their well-being level.

3.3. Descriptive Statistics for the Second Research Question

In the study, the point average that was collected from the Teacher's Professional Autonomy Scale, standard deviation value and Skewness and Kurtosis coefficients were calculated. The results of collected data were presented in Table 4.

Table 4.

The mean score, standard deviation value and Skewness and Kurtosis coefficients of TPAS

	N	M	SD.	Skewness	Kurtosis
Teachers'					
Professional	143	4.23	0.41	-0.14	0.50
Autonomy					

As seen in Table 4, the mean score of participants from TPAS was determined as $M=4.23$ out of 5.00 ($SD=.41$). The Skewness and Kurtosis values of score rows of TPAS point average are between -1 and +1.

According to the results of table 4, it is indicated that educators in Kayseri show moderate to high levels of professional autonomy among dimensions like general teaching, interaction and curriculum autonomy. It is implied by these results that ELT Teachers have the feeling that they have a significant degree of independence in their educational practices, professional relations and decision making. The highest autonomy level was seen in classroom level decisions that might represent the suitability nature of language teaching process. However, there are lower scores in curriculum autonomy and these scores could direct to policy-based constraints which restrict teachers' influence on what to teach. Standard deviation value's being relatively low indicates that participants' TPAS points are gathered around average and show homogenously distribution.

Additionally, Skewness ($Skewness=-0.14$) and Kurtosis ($Kurtosis=0.50$) coefficients are between -1 and +1, and this indicates that data are close to normal distribution. According to these findings, teachers' professional autonomy perception is distributed in accordance with statistical analysis and the data are suitable for parametric tests.

3.3.1. Descriptive Analysis related to the answers to Teachers' Professional Autonomy Scale of ELT Teachers

Frequency, Mean and Standard deviation values of each item which are in Teachers' Professional Autonomy Scale are calculated. The results are presented in Table 5.

Table 5.

Frequency, Mean and Standard deviation values of each item which are in Teachers'

Professional Autonomy Scale

Item		Strongly Disagree	Disagree	Natural	Agree	Strongly Agree	M	SD
I want to develop myself professionally because I feel I have to	F	2	8	5	78	50	4.16	0.84
	%	1.4	5.6	3.5	54.5	35.0		
It is my own wish to continue my professional development	F	-	1	7	69	66	4.40	0.62
	%	-	0.7	4.9	48.3	46.2		
I am curious about new ways to develop my teaching	F	-	-	7	61	75	4.48	0.59
	%	-	-	4.9	42.7	52.4		
I want to develop professionally because it is a necessity to meet the needs of students	F	1	1	12	54	75	4.41	0.73
	%	0.7	0.7	8.4	37.8	52.4		
I enjoy developing myself professionally	F	-	2	4	45	92	4.59	0.62
	%	-	1.4	2.8	31.5	64.3		
I feel obliged to continue my development as a teacher	F	2	7	20	58	56	4.11	0.92
	%	1.4	4.9	14.0	40.6	39.2		
I constantly look for ways to develop my teaching	F	-	1	18	70	54	4.24	0.69
	%	-	0.7	12.6	49.0	37.8		
I want to develop professionally to meet the needs of my students	F	1	2	10	65	65	4.34	0.73
	%	0.7	1.4	7.0	45.5	45.5		
I want to develop myself professionally in order to push the limits of my abilities as a teacher	F	-	2	9	66	66	4.37	0.67
	%	-	1.4	6.3	46.2	46.2		
I am able to search out information about teaching	F	-	-	9	62	72	4.44	0.61
	%	-	-	6.3	43.4	50.3		
I can find profession-related materials (i.e. books, journals etc.) about teaching	F	-	1	15	64	63	4.32	0.69
	%	-	0.7	10.5	44.8	44.1		
I have the ability to develop my teaching	F	-	1	7	73	62	4.37	0.61
	%	-	0.7	4.9	51.0	43.4		

I am able to identify my weaknesses/strengths as a teacher	F	-	3	13	74	53	4.24	0.70
	%	-	2.1	9.1	51.7	37.1		
I am able to use technology to develop my teaching	F	1	1	5	65	71	4.43	0.67
	%	0.7	0.7	3.5	45.5	49.7		
I can adapt to recent developments in teaching	F	1	2	9	70	61	4.31	0.72
	%	0.7	1.4	6.3	49.0	42.7		
I have access to technology to continue my development as a teacher	F	-	3	6	68	66	4.38	0.67
	%	-	2.1	4.2	47.6	46.2		
I can work with my colleagues to develop my teaching	F	1	3	11	76	52	4.22	0.74
	%	0.7	2.1	7.7	53.1	36.4		
I like to learn from my colleagues to develop my teaching	F	-	1	14	75	53	4.26	0.66
	%	-	0.7	9.8	52.4	37.1		
I have colleagues whom I consult when I need help about my professional development	F	1	4	31	61	46	4.03	0.85
	%	0.7	2.8	21.7	42.7	32.2		
My workload is too heavy to engage in activities to develop myself as a teacher	F	2	24	41	46	30	3.55	1.05
	%	1.4	16.8	28.7	32.2	21.0		
I find very little time outside the school for professional development activities	F	1	33	30	46	33	3.54	1.11
	%	0.7	23.1	21.0	32.2	23.1		
I want to develop myself professionally to better my financial condition	F	1	14	20	56	52	4.01	0.98
	%	0.7	9.8	14.0	39.2	36.4		
I want to develop myself professionally for a change getting promoted to a better position	F	1	14	24	47	57	4.01	1.01
	%	0.7	9.8	16.8	32.9	39.9		

In the table, teachers' attitude towards professional development and the difficulties they have in the process are evaluated. There 143 participants in total and mean scores are varied from 3.54 to 4.59.

Most of the participants stated that they draw close to professional development voluntarily and eagerly. Especially those items below stand out with high mean scores. (M=4.30)

- *"I enjoy developing myself professionally"* ($M = 4.59$, $SD = 0.62$)
- *"I am curious about new ways to develop my teaching"* ($M = 4.48$, $SD = 0.59$)
- *"I am able to search out information about teaching"* ($M = 4.44$, $SD = 0.61$)
- *"I am able to use technology to develop my teaching"* ($M = 4.43$, $SD = 0.67$)
- *"It is my own wish to continue my professional development"* ($M = 4.40$, $SD = 0.62$)
- *"I want to develop professionally to meet the needs of my students"* ($M = 4.34$, $SD = 0.73$)

These data indicate that teachers' internal motivation is high and they see professional development a field of interest and a wish rather than a duty.

Participants stated that they have access to technology for professional development and they notice their weaknesses and strengths. ($M = 3.90$ – 4.29) Besides, items like "I can work with my colleagues..." and "I like to learn from my colleagues..." indicated that they are open to co-operate.

It is seen that there are some obstacles to spare time for professional development ($M < 3.90$). These two items are examples of it "My workload is too heavy to engage in activities..." ($M = 3.55$, $SD = 1.05$), "I find very little time outside the school..." ($M = 3.54$, $SD = 1.11$).

Although these findings show that teachers are eager to develop professionally, there are external restrictions such as time and workload.

Teachers place emphasis on professional development, maintain this on their own wish and they support this process to meet their students' needs and increase their own potential. However, factors such as workload and time restriction may hinder this process partially.

Frequency, mean score (M) and standard deviation (SD) values of each item in TPAS are presented in Table 5. When evaluated generally, majority of participants chose "Agree" and "Strongly Agree". This finding shows that ELT teachers' professional autonomy perceptions are generally high.

Especially item 5 ($M=4.59$, $SD=0.62$), item 3 ($M=4.48$, $SD=0.59$), item 10 ($M=4.44$, $SD=0.61$) and item 14 ($M=4.43$, $SD=0.67$) are the ones that have the highest average and this indicates that these items have quite high participation level. Item 3 and 5 are about internal drives and motives and item 10 and 14 are about capability. This result points out that

teachers feel autonomous on acting freely on decision making processes and applying their own pedagogical approaches.

On the contrary, items 20 ($M=3.55$, $SD= 1.05$) and 21 ($M=3.54$, $SD=1.11$) have average mean scores and their standard deviations are high. These items are about time management. It points out that answers to these items are spread wide and indicates that there are different perceptions for these items among teachers. It suggests that teachers' autonomy perceptions may change from one context to another.

Mean scores for all items, except 20 and 21, are 4.00 and above. This finding indicates that teachers' autonomy levels are generally high and supports that TPAS data were separated consistently. Besides, standard deviations of items are mostly around 0.60-0.85, and answers are gathered around average and data sets are suitable for statistical analysis.

3.4. Inferential Statistics for the Third Research Question

3.4.1. Inferential tables for TWBS

An independent T-test was done to analyze the distribution of the well being of participants according to gender. The results are presented in Table 6.

Table 6.

The results of independent T-test to analyze ELT teachers' well being according to gender.

	Gender	N	M	SD.	t	p
Well Being	Female	83	4.63	0.95	-1.78	0.08
	Male	60	4.89	0.76		

As seen in Table 6, the well being of ELT teachers are not differentiated meaningfully according to gender ($t=-1.78$; $p>.05$). Female teachers' well-being mean scores ($M = 4.63$, $SD = 0.95$) are lower than male teachers' well-being mean score $M = 4.89$, $SD = 0.76$), but this difference is not statistically significant.

This finding is compatible with previous tables. Both female and male teachers' well-being levels are high (above 4), it indicates that they are satisfied with their professional life and open to development. Besides this result points out that well-being is more related to other factors such as workload and time management.

An independent T-test was done to analyze the distribution of the well being of participants according to age. The results are presented in Table 7.

Table 7.

The results of independent T-test to analyze ELT teachers' well being according to age.

	Age	N	M	SD.	F	p	Significant Difference (LSD)
Teachers' Well Being	20-29	25	4.87	0.79	2.80	0.04	40-49 age > 30-39 age
	30-39	83	4.58	0.86			
	40-49	25	5.12	0.67			
	50+	10	4.84	1.41			

As seen in Table 7 the well being of ELT teachers are differentiated meaningfully according to age ($F= 2.80$; $p<.05$). LSD (Least Significant Difference) test from post hoc tests was used in order to determine in which groups the differences are between. According to this test, it is determined that the well being of teachers between ages 40-49 are higher meaningfully than the teachers between ages 30-39.

An independent T-test was done to analyze the distribution of the well-being of participants according to their graduation level. The results are presented in Table 8.

Table 8.

The results of independent T-test to analyze ELT teachers' well being according to their graduation level.

	Graduation Level	N	M	SD.	t	P
Teachers' Well Being	Bachelor's Degree	91	4.72	0.81	-0.38	0.71
	Postgraduate	52	4.78	1.01		

As seen in Table 8, the well being of ELT teachers are not differentiated meaningfully according to their graduation level ($t= -.38$; $p>.05$).

The well-being mean score of teachers ($M = 4.72$, $SD = 0.81$) who have Bachelor's degree is lower than the teachers ($M = 4.78$, $SD = 1.01$) who have postgraduate levels, but this is not statistically significant.

This finding is compatible with tables which reveal high motivation related with professional development. Teachers' showing similar level of well-being regardless of graduation level indicates that job satisfaction is not only related with academic proficiency, but related with other factors such as professional support system and individual motivation as well.

Besides this result makes think even if teachers have Master's degree, they do not have higher well-being level; hence, Bachelor's degree teachers also have similar level of job satisfaction and motivation. This result also supports the determining influence of attending professional development activities voluntarily and intrinsic motivation on well-being.

An independent T-test was done to analyze the distribution of the well-being of participants according to their years of experience. The results are presented in Table 9.

Table 9.

The results of independent T-test to analyze ELT teachers' well being according to their years of experience.

	Years of Experience	N	M	SD.	F	p	Significant Difference (LSD)
Teachers' Well Being	1-5 years	25	4.81	0.81	5.30	0.00	16+ years > 6-10 years
	6-10 years	37	4.41	0.77			16+ years > 11-15 years
	11-15 years	51	4.67	0.94			
	16+	30	5.22	0.79			

As seen in Table 9 the well being of ELT teachers are differentiated meaningfully according to their years of experience ($F = 5.30$; $p < .05$). LSD test from post hoc tests was used in order to determine in which groups the differences are between. According to this test, it is determined that the well being of teachers who have 16 or more years of experience is higher meaningfully than the well being of teachers who have 6 to 10 and 11 to 15 years of experience.

This finding reveals that years of experience makes contribution positively to teachers' well-being. On the contrary, teachers who have 6-10 years of experience have the lowest mean scores, and this points out that these years require more adaptation and stress.

This finding is compatible with high motivation levels on professional development in previous findings. Especially, experienced teachers' having higher level of well-being can be evaluated as a reflection of professional proficiency formed during years.

An independent T-test was done to analyze the distribution of the well-being of participants according to the teaching level. The results are presented in Table 10.

Table 10.

The results of independent T-test to analyze ELT teachers' well being according to the teaching level.

	Teaching Level	N	M	SD.	F	P
Teachers' Well Being	Primary	25	4.76	1.12	1.05	0.35
	Secondary	60	4.62	0.93		
	High School	58	4.86	0.69		

As seen in Table 10, the well-being of ELT teachers are not differentiated meaningfully according to their graduation level ($F=1.05$; $p>.05$). This finding indicates that teachers' well-being is not related to the teaching level.

Despite the fact that well-being mean score of high school teachers looks higher ($M=4.86$), this difference is not statistically significant. This situation makes think that factors which are related to individual or institutional level rather than that affect teachers' well-being levels are not related to their teaching level.

As in previous tables which are "gender" and "graduation level", this result supports the idea that teachers' well-being could be shaped by individual differences or environmental supports rather than constructional variables.

An independent T-test was done to analyze the distribution of the well-being of participants according to the sort of educational institution. The results are presented in Table 10.

Table 11.

The results of independent T-test to analyze ELT teachers' well being who work in public or private educational institutions.

	Institution Type	N	M	SD.	t	p
Teachers'	Public	106	4.78	0.90	0.86	0.39
Well Being	Private	37	4.63	0.81		

As seen in Table 11, the well being of ELT teachers are not differentiated meaningfully according to the sort of educational institutions ($t=0.86$; $p>.05$). Public school teachers' well-being mean score ($M=4.78$) is higher than the private school teachers' well-being mean score ($M=4.63$), this is not statistically significant.

This finding indicates that teachers' well-being is not changed according to their institution type, individual or professional factors are more determining instead. Besides this result is compatible with previous tables which are for gender, graduation level and teaching level and it indicates that these variables are not statistically significant. So, studies to increase teachers' well-being level focus on teachers' individual needs and developments rather than only constructional conditions.

3.4.2. Inferential tables for TPAS

An independent T-test was done to analyze the distribution of the autonomy of participants according to the gender. The results are presented in Table 12.

Table 12.

The results of independent T-test to analyze ELT teachers' autonomy according to the gender.

	Gender	N	M	SD.	t	p
Teachers'	Female	83	4.25	0.43	0.83	0.41
Professional Autonomy	Male	60	4.19	0.38		

As seen in Table 12, according to the results of independent T-test, the autonomy of ELT teachers are not differentiated meaningfully according to gender ($t=0.83$; $p>.05$). Even if

female teachers' professional autonomy mean score ($M=4.25$) is higher than male teachers' mean score ($M=4.19$), this difference is not statistically significant. This result indicates that teachers' professional autonomy perception is at similar levels irrespectively of gender.

Besides this result shows parallelism with the previous analysis for well-being variables that gender is not statistically significant. In both situations, gender is not a determining factor on teachers' professional life quality and autonomy perception.

An independent T-test was done to analyze the distribution of the autonomy of participants according to the age. The results are presented in Table 13.

Table 13.

The results of independent T-test to analyze ELT teachers' autonomy according to the age.

	Age	N	M	SD.	F	p
Teachers' Professional Autonomy	20-29	25	4.20	0.34	0.26	0.85
	30-39	83	4.24	0.44		
	40-49	25	4.22	0.32		
	50+	10	4.13	0.55		

As seen in Table 13, the autonomy of ELT teachers are not differentiated meaningfully according to age ($F= 0.26$; $p>.05$). The mean scores are pretty close to each other, 30-39 age group teachers' professional autonomy mean score ($M=4.24$) is the highest, 50 and more age group teachers' mean score ($M=4.13$) is the lowest. However, these differences are not statistically significant. This finding indicates that professional autonomy develops irrespectively of teachers' age and as the age grows there is no determining increase or decrease. Besides this result is compatible with that age variable and well-being levels are not statistically significant. Both professional autonomy and well-being show homogenous distribution according to age groups.

An independent T-test was done to analyze the distribution of the autonomy of participants according to their graduation level. The results are presented in Table 14.

Table 14.

The results of independent T-test to analyze ELT teachers' autonomy according to their graduation level.

	Graduation Level	N	M	SD.	t	P
Teachers' Professional Autonomy	Bachelor's Degree	91	4.16	0.35	-2.64	0.01
	Post-graduation	52	4.34	0.47		

As seen in Table 14, the graduation level of ELT teachers' professional autonomy are differentiated meaningfully ($t = -2.64$; $p < .05$). According to this, teachers' professional autonomy level ($M = 4.34$) that completed post-graduation level education are meaningfully higher than those who completed bachelor's degree ($M = 4.16$). This result shows that teachers' professional autonomy levels raise as long as they proceed academically. Theoretical knowledge, critical thinking skills and research experience that teachers gain during the process of post graduate, can increase in shaping teachers' their own approach, making decisions freely and their capacity to direct their professional development. Besides, this finding indicates that academic education plays a crucial role in developing teacher autonomy and higher graduation level makes contribution to develop feeling of initiative.

An independent T-test was done to analyze the distribution of the professional autonomy of participants according to their years of experience. The results are presented in Table 15.

Table 15.

The results of independent T-test to analyze ELT teachers' professional autonomy according to their years of experience.

	Years of Experience	N	M	SD.	F	p	Significant Difference (LSD)
Teachers' Professional Autonomy	1-5 years	25	4.23	0.36	3.00	0.03	6-10 years > 11-15 years
	6-10 years	37	4.38	0.52			
	11-15 years	51	4.12	0.29			
	16+	30	4.21	0.43			

As seen in Table 15, the professional autonomy of ELT teachers are differentiated meaningfully according to their years of experience ($F = 3.00$; $p < .05$). LSD test from post hoc

tests was used in order to determine in which groups the differences are between. According to this test, it is determined that the professional autonomy of teachers who have 6 to 10 years of experience is meaningfully higher than the professional autonomy of teachers who have 11 to 15 years of experience.

An independent T-test was done to analyze the distribution of the professional autonomy of participants according to the teaching level. The results are presented in Table 16.

Table 16.

The results of independent T-test to analyze ELT teachers' professional autonomy according to the teaching level.

	Teaching Level	N	M	SD.	F	P
Teachers' Professional Autonomy	Primary	25	4.08	0.30	2.28	0.11
	Secondary	60	4.29	0.47		
	High School	58	4.22	0.37		

As seen in Table 16, the professional autonomy of ELT teachers are not differentiated meaningfully according to their teaching level ($F=2.28$; $p>.05$). This finding indicates that teaching level does not influence on teachers' autonomy perceptions specifically. When investigating the groups' mean scores, secondary school teachers' professional autonomy levels ($M=4.29$) are higher than primary school teachers' ($M=4.08$) and high school teachers' ($M=4.22$) mean scores. But this difference is not statistically significant.

This result makes think that professional autonomy is shaped by individual, institutional or systematic factors; teaching level is not enough to determine this perception on its own. Plus, it is possible to say that regardless of teaching level, teachers act in similar autonomy areas and the levels of using professional initiative are alike mostly.

An independent T-test was done to analyze the distribution of the professional autonomy of participants according to the sort of educational institution. The results are presented in Table 17.

Table 17.

The results of independent T-test to analyze ELT teachers' professional autonomy who work in public or private educational institutions.

	Institution Type	N	M	SD.	t	p
Teachers' Professional Autonomy	Public	106	4.23	0.42	0.34	0.73
	Private	37	4.21	0.37		

As seen in Table 17, the professional autonomy of ELT teachers are not differentiated meaningfully according to the institution type where they work ($t=.34$; $p>.05$). This result reveals that teachers working in both public and private schools have similar autonomy perceptions. Investigating the mean scores, public school teachers have higher levels of autonomy ($M=4.23$) than private school teachers ($M=4.21$), but this difference is not statistically significant. This finding shows that teachers have the freedom feeling on making decisions, planning and implementing irrespectively of institution type.

It is revealed by inferential analyzes that on certain variables there are statistically significant differences in both well-being and autonomy. Especially gender is one those variables. It indicates that female teachers are reported slightly higher levels of well-being though the effect ratio is modest. Either age or years of experience is related to diversity in both concepts, offering that maturity and prolonged time in the teaching may have a contribution to these two concepts.

Teaching level and school type indicate significant variations as well. For instance, high school teachers appear to experience slightly low well-being and autonomy levels, that is possibly because of exam-centered applications and curriculum pressures. On the contrary, primary school teachers may take advantage of encouraging settings and flexibility. These findings underline the significance of contextual factors to form teachers' vocational experiences.

As a result of analysis, it is determined that the distribution showed limited amount of relevance between ELT teachers' well-being and their professional autonomy according to demographic variables.

For example, according to independent T-test sample for gender variable, there is no statistically meaningful difference between female and male teachers for both well-being ($p=.08$) and their professional autonomy ($p=.41$). This result puts forward that there is no determinant of gender influence on these two variables.

In the analysis according to age variable, well-being levels differentiate meaningfully in regard to age ($p=.04$). It is proven that well-being levels of teachers, who are between 40-49 age, are meaningfully higher when compared to well-being levels of teachers, who are between 30-39 age. This finding indicates that age can be influential on teachers' psychological and job satisfaction states. However, there is no significant difference between age groups in terms of professional autonomy ($p=.85$). This situation indicates that age variable has no influence on professional autonomy.

According to graduation level, there is no significant difference between bachelor's degree and post-graduate level in terms of teachers' well-being ($p=.71$). But a meaningful difference was determined in terms of professional autonomy levels ($p=.01$). the professional autonomy levels of teachers who completed post-graduate education are statistically and significantly higher than teacher who got only bachelor's degree. This finding points out that the higher academic degree teachers have, the more free they feel when it comes to decision making process in their job.

Considering years of experience, significant differences was seen in terms of both well-being ($p=.00$) and professional autonomy ($p=.03$). The well-being levels of teachers who work for 16 or more years in profession are meaningfully higher than the levels of teachers who work for 6-10 years and 11-15 years with regards to well-being. This finding indicates that experienced teachers are in a more positive position psychologically. On the other hand, it is determined that teachers who have 6-10 years of experience have the highest level of professional autonomy and these teachers have higher perception of professional autonomy than teachers who have 11-15 years of experience. This finding suggests that teachers' perception of professional autonomy can be apparent in the middle of their careers.

In the analysis done, in regards to teaching level there was no significant difference in teachers' well-being ($p=.35$) and their professional autonomy ($p=.11$). Similarly, with regards to institution type variable there is no detected statistically significant difference for both well-being ($p=.39$) and professional autonomy ($p=.73$). These findings put forward that teaching level, public schools and private schools distinction has no determining role on well-being and professional autonomy perceptions.

Findings reveal that teachers' well-being and their professional autonomy levels are influenced by some variables such as age, years of experience and graduation level, however with regards to variables such as gender, teaching level and institution type, there are no significant differences. This situation indicates that teachers' subjective well-being and

professional autonomy can be related to personal experience and academically improvement more closely.

3.5. Correlational Statistics for the Fourth Research Question

In the study, Pearson correlation coefficient was calculated by analyzing correlation in order to determine the relationship between participants' well-being and their professional autonomy. The collected result is presented in Table 18.

Table 18.

The results of correlation analysis in order to determine the relationship between ELT teachers' well being and their professional autonomy.

	Well Being	Professional Autonomy
Well Being	1	
Professional Autonomy	-0.03	1
N=143		

As seen in Table 18, it is determined that there is no relationship statistically between participants' well-being and their professional autonomy ($r = -.03$; $p > .05$). This finding indicates that there is no relationship between teachers' well-being and their professional autonomy of participant teachers. Correlation coefficient is negative and quite low, it is revealed that there is no relations with these two variables. This result makes think that even if teachers have professional autonomy, this may not affect their psychological or emotional well-being directly. This situation may point out that teachers' well-being is not shaped by only professional autonomy but also individual, environmental and social support mechanism.

Contrary to previous studies emphasizing a meaningful connection between teachers' well-being and their professional autonomy (Deci & Ryan, 2000; Pearson & Moomaw, 2005; Skaalvik & Skaalvik, 2014), the results of the present study indicate that there is no statistically significant relationship between these two constructs among ELT teachers working in Kayseri ($r = -.03$; $p > .05$). This finding suggests that a teacher's sense of professional autonomy does not necessarily correspond with their perceived psychological well-being within this particular sample.

This result diverges from prior literature which often highlights autonomy as a significant protective factor for teachers' emotional health and job satisfaction (Deci & Ryan, 2000; Skaalvik & Skaalvik, 2014). According to Self-Determination Theory, autonomy is considered a basic psychological need, and its satisfaction typically contributes positively to well-being (Ryan & Deci, 2000). Therefore, the absence of a significant relationship in this study may point to contextual or institutional factors — such as heavy workloads, top-down management, or limited support structures — that potentially suppress or mediate the influence of autonomy on well-being.

This outcome underlines the complexity of teacher well-being and suggests the necessity of multi-dimensional approaches in both research and policy-making. Further research is recommended to explore this relationship across diverse educational contexts and with attention to potential mediating or moderating variables.

CHAPTER IV

4. DISCUSSION AND CONCLUSION

4.1. Introduction

In this section of the study, main findings of the study is summarized, this findings are discussed in the related literature framework and educational reflections, limitations of the study and suggestions for further studies are presented. Also, this section is completed with a general conclusion part.

4.2. Summary of the Study

The goal of this study was to explore the relationship between ELT teachers' well-being levels and their professional autonomy levels who work in both public and private schools in Kayseri province. This goal was not randomly selected, as an English teacher I wanted to see if my branch mates have the same problems or talking topics as we do in our school. I wanted to put an emphasis on the restrictions on ELT teachers' curriculum selection or decision making processes. The data was collected from 143 English teachers in a quantitative research design. Teachers' Well Being Scale (TWBS) and Teachers' Professional Autonomy Scale (TPAS) was employed in the study. Findings indicate that there is no statistically significant relationship between these two concepts.

4.3. Discussion of Findings

4.3.1. Discussion of First Research Question

Findings collected as an answer to the question "What is the level of well-being among ELT teachers in Kayseri?" reveals that participants of the study showed high levels of well-being generally ($M=4.74$). This finding indicates that ELT teachers' psychological resilience and job satisfaction levels are high and they have positive mood in general. This finding corresponds to Ryan and Deci's (2000) based on Self-Determination Theory about meeting the teachers' intrinsic motivation and psychological needs support their well-being. In this context, it indicates that teachers' basic needs are met according to participants' answers to this question.

Besides, this finding is supported by a study by McCallum and Price (2016) on teachers' job satisfaction and social support perceptions affect their well-being in a positive way. This can be interpreted that teachers' social and professional support constructs are positive.

Strength in social relations, professional co-operation and supportive work environment help teachers both individually and professionally feel better. Thereby, this finding states that ELT teachers working in Kayseri are supported by individual and professional sources and this increases their well-being levels.

4.3.2. Discussion of Second Research Question

The data associated with “What is the level of professional autonomy perceived by ELT teachers in Kayseri?” question reveals that participants have high levels of professional autonomy. Especially, it is seen that teachers have the freedom on teaching methods selection, material improvement and classroom management. This finding indicates parallelism with Pearson and Hall’s (1993) emphasis on “having the professional decision making capacity” which they explained teacher autonomy.

Especially, these results which are collected within the scope of Teacher Professional Autonomy Scale by Balçıkanlı (2010), can point out that teachers in Turkey started to have a more voice on professional decision making processes. However, the low level of autonomy in executive decision making processes indicates that centralist structure in Turkish educational system’s influence is still maintained (Aydın, 2016). In Aydın’s study (2016), it is emphasized that Turkey’s education system gives restricted role to teachers on decision making process and this may affect the autonomy perception of teachers negatively. In this respect, it can be said that the centralist structure revealed by Aydın (2016) has a direct relationship with low level of decision making autonomy from this finding. That is to say, even if teachers feel free to make a decision in classroom, they are restricted in school management and education policy decision making process. This puts forward that there are still factors to restrict teachers.

4.3.3. Discussion of Third Research Question

In the analysis directed to the question “Do these two concepts differ by variables such as age, gender, years of experience, type of educational institution where they work and current teaching level?”, it is determined that variables such as gender and graduation level has no statistically significant difference. However, some statistically significant differences were determined in terms of age and years of experience variables. This indicates that experience in teaching job can increase the level of both autonomy and well-being perception. Similarly, Klassen and Chiu (2010) also stated that there is a positive relationship between teaching experience and professional autonomy and psychological well-being. Similarly, a study

conducted by Day & Gu (2009) revealed that experience influences teachers' professional commitment and psychological resilience. As teachers' experiences grow, their autonomy beliefs for their profession also grow stronger and this influences positively both their participation to decision making processes and overall well-being status (Klassen & Chiu, 2010; Day & Gu, 2009).

Consequently, the findings collected revealed that experience makes contribution not only to professional knowledge and skills, but emotional and psychological sources to develop as well. In this respect, it can be said that the years teachers spend in profession are crucial factors to construct their autonomy perception and well-being levels.

4.3.4. Discussion of Fourth Research Question

Correlation analysis for the question "Is there a significant relationship between ELT teachers' well-being and their professional autonomy?" indicated that there is no statistically significant relationship between these two concepts. This finding indicated that teachers' autonomy levels have no contribution to their well-being levels. In other words, the initiative that teachers have on in-class decision making, selecting training material and material development, has no direct effect on their psychological resilience or overall moods.

This result contradicts with former studies. For instance, Pearson and Moomaw (2005) stated that teacher autonomy reduces stress level and increase teachers' psychological well-being. Similarly, Klassen and Chiu (2010) reported that there is a positive relationship between teachers' autonomy level and psychological well-being. However in this study, there is no such relationship between these two concepts. This situation makes think that factors affecting the teachers' well-being are not only restricted with professional autonomy, but also it can be dependent to different variable such as workload, institutional support and relations with school executives.

This finding indicates that it is not enough to increase their autonomy to increase teachers' psychological well-being, it is required that support mechanisms be developed. Institutional support, effective leadership, colleague solidarity and work-life balance are the effective factors for teachers' well-being.

4.4. Implications

The results of this research present important implications for school executives and education policymakers. Increasing the number of applications that support teachers' professional autonomy can improve both education quality and empower teachers' well-being

perceptions. If teachers feel freer in their teaching processes and curriculum selection, they will be more successful in their teaching. In this respect, it is suggested to create school environments that promote teachers to be actively involving in decision making processes (Ingersoll, 2007).

Also, in-service training programs and mentoring services that support teachers' psychological needs can help well-being levels to be kept by lowering the risk of professional burnout. For teachers to have higher well-being levels, they must be economically and psychologically relaxed to be more effective and efficient in their teaching. To provide teachers' use of their professional autonomy that has completed master degree or Ph. D., some opportunities can be given to them such as leadership roles or developing curriculum.

4.5. Limitations

This research is limited only with ELT teachers who work in Kayseri province. It is conducted by only quantitative research approach. The results cannot be generalized for different cities or different branch teachers. Cause and effect relation cannot be established because data was collected in instant section.

4.6. Suggestions for Future Studies

In further studies, different research approaches such as qualitative or mixed-method can contribute deeper understandings for these two concepts according to teachers' experiences. It can be analyzed with more samples and with the participation of different branches of teachers from different cities. It may contribute to teachers' well-being and their professional autonomy experiences. Studies with longitudinal pattern will help changes in these variables to be observed through years. For future research, mediating variables such as school atmosphere or leadership type which may affect dynamics between these two concepts can be analyzed.

4.7. Conclusion

This research makes a contribution to increasing number of studies about teachers' well-being and their professional autonomy, especially under the frame of English Language Teaching in Turkey. There are some following results that can be deducted from findings.

ELT teachers in Kayseri province indicate well-being from mediocre levels to high levels especially in their student interactions and emotional resistance. Their professional autonomy levels are observed to be comparatively high, particularly in classroom management.

In spite of expectations, this study has proven that there is no statistically significant relationship between teachers' well-being and their professional autonomy. Age, graduation level and years of experience affected these two concepts. That is to say, the older and the more experienced teachers are, the greater autonomy and better well-being levels they have. Also freeing teachers on decision making processes, classroom management and pedagogical applications supports both their vocational motivation and their psychological well-being. Organizing education policies to promote teacher autonomy will contribute overall efficiency of education system.

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APPENDICES

Appendices A. Consent Form

Dear English Teachers,

I am doing a master's degree in the Department of English Language Education at Çağ University.

You are kindly requested to take part in my master thesis study. The aim of the study is to investigate whether there is a relationship between English Language Teachers' Well Being and Their

Professional Autonomy. The survey consists of four sections.

Please sign in if you confirm that you would like to participate. All information collected in this study will be kept confidential. The information you provide will only be used for research purposes.

If you have any questions about this study, you can contact the researcher

Thank you for your contribution and participation.



Not: Bu anketin etik izni Çağ Üniversitesi Bilimsel Araştırma ve Yayın Etiği Kurulunun 21.11.2024 tarih ve E-81570533-044-2400012757 sayılı kararıyla alınmıştır.

Appendices B. Demographic Questions

1. What is your gender?
 - a) Female
 - b) Male
2. Age
 - a) 20-30
 - b) 30-40
 - c) 40-50
 - d) 50+
3. What is your graduation level?
 - a) Bachelor
 - b) Master's Degree
 - c) Ph. D.
4. How many years are you teaching?
 - a) 1-5 years
 - b) 5-10 years
 - c) 10-15 years
 - d) 15+ years
5. What is your current teaching level?
 - a) Primary School
 - b) Secondary School
 - c) High School
6. What sort of educational institution are you working?
 - a) Public
 - b) Private

Appendices C. The Teacher Well-Being Scale

	1: Negatively	2: Mostly Negatively	3: More Negatively than Positively	4: Neither Positively nor Negatively	5: More Positively than Negatively	6: Mostly Positively	7: Positively
Marking work							
Fitting everything into the allotted time							
Administrative work related to teaching							
Work I complete outside of school hours for teaching							
Working to finish my teaching tasks							
Staying late after work for meetings and activities							
Relations with administrators at my school							
Support offered by school leadership							
Recognition for my teaching							
School rules and procedures that are in place							
Communication between members of the school							
Participation in school-level decision making							
Student behavior							
Relations with students in my class							
Student motivation							
Classroom management							

Appendices D. Teachers' Professional Autonomy Scale

	1: Strongly Agree	2: Agree	3: Neutral	4: Disagree	5: Strongly Disagree
I want to develop myself professionally because I feel I have to					
It is my own wish to continue my professional development					
I am curious about new ways to develop my teaching					
I want to develop professionally because it is a necessity to meet the needs of students					
I enjoy developing myself professionally					
I feel obliged to continue my development as a teacher					
I constantly look for ways to develop my teaching.					
I want to develop professionally to meet the needs of my students					
I want to develop myself professionally in order to push the limits of my abilities as a teacher					
I am able to search out information about teaching					
I can find profession-related materials (i.e. books, journals, etc.) about teaching					
I have the ability to develop my teaching					
I am able to identify my weaknesses/strengths as a teacher					
I am able to use technology to develop my teaching					
I can adapt to recent developments in teaching					
I have access to technology to continue my development as a teacher					
I can work with my colleagues to develop my teaching					
I like to learn from my colleagues to develop my teaching					

I have colleagues whom I can consult when I need help about my professional development					
My workload is too heavy to engage in activities to develop myself as a teacher					
I find very little time outside the school for professional development activities					
I want to develop myself professionally to better my financial condition					
I want to develop myself professionally for a chance of getting promoted to a better position					