

PART-TIME ENGLISH LANGUAGE INSTRUCTORS' WELL-BEING: A CASE
STUDY IN TÜRKİYE

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I hereby declare that all information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all material and results that are not original to this work.

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ABSTRACT

PART-TIME ENGLISH LANGUAGE INSTRUCTORS' WELL-BEING: A CASE STUDY IN TÜRKİYE

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Political and economic changes drastically transformed the educational system in line with neoliberal policies. Education has been commodified, and the workforce has begun to be employed in a flexible and insecure manner. Similarly, In Türkiye, English teachers who aspire to establish a career at the tertiary level may find themselves working in temporary positions at universities because of not holding a compulsory master's degree to be employed in a permanent language instructor position. Thus, this qualitative study aimed to investigate how fourteen English language instructors employed on temporary contracts at a Turkish private university experience their well-being. Utilizing a single instrumental case study method, the study was conducted in the Department of Foreign Languages by collecting data using a biographical information survey, semi-structured in-depth interviews, and an ethnographic journal kept by the researcher based on the unstructured observations in the research setting. The data was examined through a multilayered analytic method employing the well-being framework of Holmes (2005), the PERMA Model of Seligman (2011), and the thematic analysis guidelines of Creswell (2013) and Braun & Clarke (2006).

The findings depicted that although not sensing any authoritarian pressure and felt comfortable teaching in a nontoxic institution among respectful instructors, still, the part-time English instructors' well-being experiences are negatively affected by precarious conditions. They struggle with job instability, insecurity, and financial problems that stress them constantly. Moreover, due to temporariness, they face invisibility and various uncertainty problems, which lower their well-being since they cannot develop a sense of attachment to the institution.

Keywords: Teacher well-being, part-time English language instructors, temporary teaching in higher education, temporary teaching at a private university, precarious working conditions

ÖZ

YARI ZAMANLI İNGİLİZCE ÖĞRETİM GÖREVLİLERİNİN İYİ OLUŞ DURUMLARI: TÜRKİYE’DE BİR VAKA ÇALIŞMASI

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Siyasi ve ekonomik değişimler neoliberal politikalar doğrultusunda eğitim sistemini büyük ölçüde dönüştürmüştür. Eğitim metalaştırılmış, işgücü esnek ve güvencesiz bir şekilde istihdam edilmeye başlanmıştır. Benzer şekilde, Türkiye’de de yükseköğretim düzeyinde kariyer hedefleyen İngilizce öğretmenleri, kadrolu İngilizce Öğretim Görevlisi pozisyonunda istihdam edilmek için zorunlu olan yüksek lisans derecesine sahip olmadıklarından dolayı kendilerini üniversitelerde geçici pozisyonlarda çalışırken bulabilmektedirler. Bu nedenle, bu nitel çalışma, Türkiye’de özel bir üniversitede geçici sözleşmelerle istihdam edilen on dört yarı zamanlı İngilizce öğretim görevlisinin iyi oluş hallerini nasıl deneyimlediklerini araştırmayı amaçlamıştır. Tekli araçsal durum çalışması yönteminin kullanıldığı çalışma, Yabancı Diller Bölümü’nde biyografik bilgi anketi, yarı yapılandırılmış derinlemesine bireysel görüşmeler ve araştırmacının araştırma ortamındaki yapılandırılmamış gözlemlerine dayanarak tuttuğu etnografik günlük kullanılarak veri toplanması yoluyla yürütülmüştür. Veriler, Holmes’un (2005) iyi oluş çerçevesi, Seligman’ın (2011) PERMA Modeli ve Creswell (2013) ile Braun & Clarke’nin

(2006) tematik analiz metotları kullanılarak çok katmanlı bir analitik yöntemle incelenmiştir.

Bulgular, herhangi bir otoriter baskı hissetmemelerine ve saygılı çalışanlar arasında toksik olmayan bir kurumda rahatça ders vermelerine rağmen, yarı zamanlı İngilizce öğretim görevlilerinin iyi oluş deneyimlerinin güvencesiz koşullardan olumsuz etkilendiğini göstermiştir. İş istikrarsızlığı ve güvencesizliğinin yanı sıra kendilerini sürekli strese sokan finansal sorunlarla mücadele etmektedirler. Ayrıca, kurumda geçici görülmelerinden dolayı kuruma karşı aidiyet duygusu geliştirememekle birlikte iyi oluş hallerini düşüren görünmezlik ve çeşitli belirsizlik sorunlarıyla karşı karşıya kalmaktadırlar.

Anahtar Kelimeler: Öğretmen iyi oluşu, yarı zamanlı İngilizce okutmanları, yükseköğretimde geçici öğretmenlik, özel üniversitede geçici öğretmenlik, güvencesiz çalışma koşulları

A drop of ink may make a million think. (L. Byron)
Hence, I dedicate this thesis to intellectuals who inspire individuals and to non-quitters who do not stop trying and failing better as S. Beckett utters.

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LIST OF ABBREVIATIONS

ALES	Academic Personnel and Postgraduate Education Entrance Exam
CoHE	The Council of Higher Education
CV	Curriculum Vitae
DFL	Department of Foreign Languages
TWB	Teacher Well-being
WB	Well-being
YÖK	The Council of Higher Education

CHAPTER 1

INTRODUCTION

This single instrumental case study aims to investigate the well-being experiences of part-time English instructors working in the Department of Foreign Languages of a private university in Türkiye. Thus, the first chapter of this thesis consists of four parts. In the first part, background information about teacher well-being in various education settings including the tertiary level is given, along with the impact of neoliberalism on teacher well-being. In the second part, the need for the study is explained. In the third part, the aims of the study are presented, along with the research questions. In the last part, definitions of the key terms are tendered.

1.1. Background to the Study

Teachers usually feel fulfilled and blissful (Schutz, 2014) by considering themselves to be making a difference in learners' lives and contributing to the advancement of society (Bakar et al., 2014). Thus, needless to say, their affirmative experiences promote job satisfaction and professional well-being. However, in a different vein, the teaching profession has been delineated by excessive daily work stress, burnout, and attrition (Mercer, 2020). Increasing demands of the multiple educational stakeholders lead teachers to have burnout and leave the profession, which decreases the quality of education and may harm the well-being of the countries in the long term as teacher well-being does not only affect teachers individually but also affect society as a whole (Lipińska-Grobelny & Narska, 2021).

Unfortunately, even though the causes of stress are various in different countries, still, teacher burnout and attrition rates are high globally (Borman & Dowling, 2008; Gregersen et al., 2020; Herman et al., 2018; Kariková, 2010; Kinay et al., 2021; McCallum & Price, 2010; Montgomery & Rupp, 2005). Kariková (2010) lists the

following concerns as the crisis of the teaching profession: low salary and social status, inadequate and unstable working conditions, inconsistency in terms of educational values, and doubts about the traditional value of education.

The problems that teachers encounter such as having excessive workload (Shernoff et al., 2011) and unclear responsibilities, the expectation of high performance, problems related to the culture of the working institution, unrealistic demands of the learners, unmotivated students (Skaalvik and Skaalvik, 2017), and test-centered education (Lever et al., 2017) cause a threat to their well-being. Therefore, it is high time to expand our understanding of teacher well-being and tackle finding ways to enhance teacher well-being for the benefit of any stakeholder in the education system; otherwise, even teachers who resist retention and continue teaching with burnout have a tendency to teach with a decrease in perfection and commitment (Brouwers & Tomic, 2000), which would impact the quality of the education negatively.

Well-being is a complex phenomenon that cannot be reduced to a single definition; however, it may incorporate various components such as the feeling of success and satisfaction with the profession, a sense of belonging, good mental health, or managing the stressors and challenges at the workplace and in personal life. The well-being concept is relatable to each profession as it directly affects job efficiency. However, since the teaching profession is the focus of this thesis study, the definition of teacher well-being and its components need to be explored. Fox (2021) defines teacher well-being through four components: teacher efficacy (i.e., teachers' assumptions about their teaching skills), teacher disposition (i.e., teachers' qualifications and personality traits), school connectedness (i.e., teachers' interactions with others in the institution), and job specific stress (i.e., cases related to the nature of the profession). As the research reveals, hedonic and eudaimonic approaches are utilized to describe teacher well-being as well. In terms of teacher well-being, the hedonic approach focuses on the emotional experiences of the educators (Day & Gu, 2010; Frenzel, 2014; Schutz & Zembylas, 2009). Emotional labor, which is attributed to regulating the emotions caused by the demands of the working institution, is another dimension of the focus of the hedonic approach in terms of teacher well-being (Frenzel, 2014; Isenbarger & Zembylas, 2006). The

eudaimonic perspective in teacher well-being focuses on social dimensions of work. In addition to individual firmness, it involves social factors at the workplace such as interactions with colleagues, being part of a corporate culture (Cameron & Spreitzer, 2012, as cited in Mercer, 2020).

Providing a supportive and inspiring working environment for teachers is essential to motivate them to grow personally and professionally. To design effective education programs, teacher well-being is crucial (Quinlan, 2017). As teachers are key figures in the education system who have an impact on learners, colleagues, and management of the institutions, paying attention to the well-being of them is an extremely important but often neglected issue.

As being a language teacher has its distinctive characteristics such as teachers' feeling isolated in the field or their need for communication due to the nature of the subject matter (Borg, 2006), language teachers' well-being should also be emphasized specifically. Language teachers have sources and stressors specific to the language teaching profession such as feeling anxious about language learning (Horwitz, 1996), handling the intercultural necessities of the profession (King & Ng, 2018; Mercer et al., 2016), lack of job security (Vatansever & Gezici-Yalçın, 2015) and work overload (Wieczorek, 2016), or unrealistic expectations from administrators, students, and parents. As for the sources for the well-being of language teachers, teacher self-efficacy (Day, 2009) and teacher autonomy (Pearson & Moomaw, 2005) can be regarded as individual sources of well-being. Moreover, another dimension of well-being is about social sources, which take it from being subjective and individual to being objective and social. With its social aspect, "systems, cultures, contexts, and policies can impact individual well-being" (Mercer, 2020, p.3), and so it is promoted on both an individual and systematic level. Moreover, as Borg (2006) suggests, language teachers are asked to generate communicative tasks to promote interaction among the learners, which requires extra effort, creativity, and energy. Thus, teaching a language may have different dimensions to affect the emotions and well-being of teachers working in that field.

Gaining better understanding about what it influences and what it is influenced by is important to enhance teacher well-being. Among the predictors of well-being

individual characteristics (e.g., Huang & Yin, 2018), work-related variables such as years of experience in teaching (Soykan et al., 2019), or contextual factors like working environment (e.g., Wigford & Higgins, 2019) can be considered. On the other hand, the absence or presence of teacher well-being may have implications for teaching quality (Hascher & Waber, 2021), student achievement (Briner & Dewberry, 2007), or teacher-student interaction (Kansu, 2018; Uzun, 2020).

Paying attention to language teacher well-being is extremely important because if teachers are not in good physical and mental health conditions, it will be much more difficult for them to teach languages to learners. As Fredrickson (2012) suggests, having a positive attitude will broaden the minds of teachers in terms of thinking creatively by seeing alternatives to be more effective and innovative. Moreover, if teachers have broader mindsets thanks to being in healthy condition, they might have more patience towards language learners and be more understanding and encouraging rather than putting the learners in uncomfortable states once they make mistakes in their learning process.

Since language teachers are employed in the private sector profoundly, and the research setting of this thesis study is a private university, their conditions should be explored to have a broader understanding of the well-being of teachers working in the private sector. Language teachers who work in the private sector usually work under intense working conditions without a proper contract. They are usually hired temporarily to meet the demands of the institution and be fired when they are no longer needed. Therefore, working longer hours with high professional expectations and without job security and professional development affect the well-being of language teachers. In comparison to the teachers working in the state schools, they are working with a lower salary, without health care benefits and paid sick leave (Mercer, 2020; Wickham, 2015).

Current neoliberal ideologies, which also shape the private sector, also have a role in the well-being of teachers negatively as the appreciation of individual competition, accountability, and high performance are common features of neoliberalism (Angus, 2012; Apple, 2006; Ball, 2003; Hursh & Henderson, 2001). Without a doubt, education is one of the fields that has been affected by neoliberal policies. Harvey

(2005) argues that neoliberalism is a political-economic theory that suggests liberating individual entrepreneurial freedoms and skills through an institutional framework that includes private property rights, free markets, and free trade that would advance human well-being. Similarly, Standing (2015) asserts that the fundamental tenet of the neoliberal model put forth by economists in the 1970s was that competition in the market was a necessary condition for growth and development.

In neoliberalism, the state has a role in securing private property and its interventions in the market are limited. As a result, privatization has increased in sectors such as health care, social services, and education. Perhaps that is one of the reasons why education which aims to enlighten individuals turned out to be a sector that shapes individuals according to the interests of the capitalists. As Inal (2012) states to train the necessary workforce for the demands of the highly globalized markets, neoliberal ideology seeks to privatize and globalize education.

Neoliberal policies paved the way to precarious working conditions and had a role in constructing a new social class called the precariat. According to Standing (2015), the precariat does not work under fixed and stable contracts even though they are well-educated. Thus, as Standing (2015) puts it, they are neither working class nor middle class; they just have a precarious existence. Even though the precariat being free from old traditional stable jobs might be considered something positive to reveal humans' potential to be more creative, still, working under precarious conditions is extremely stressful, which deskills individuals as they are constantly engaged in thinking about their next day to survive and meet their daily needs.

Unfortunately, precarious conditions can be observed in the university setting as well. From the neoliberal perspective, education is considered a commodity to be purchased by individuals for their own good (Bruno et al., 2010; Davies et al., 2006; Saunders, 2008), and universities increasingly behave as corporations (Slaughter & Rhoades, 2000). As the number of students has increased in the universities, the need for academics has increased as well. However, meanwhile due to the given priority to the economic profits of the universities, particularly private universities, permanent academic positions have dropped because of the trend of employing them

for low-paid, temporary positions in higher education (Vatansever & Gezici-Yalçın, 2015). While they are typically referred to as ‘adjuncts’ or ‘contingents’ in the US, ‘fractionals’ in the UK, or ‘sessionals’ (a term preferred in Australia and Canada) (Courtois & O’Keefe, 2015), they are called part-time instructors (in TR: Yarı zamanlı Öğretim Görevlisi) in Türkiye. What they do fits into the category of precarious labor, which includes low pay, uncertainty, irregularity, lack of security, limited social and workplace protection, and benefits to sustain a proper life and improve the self professionally (ILO, 2012).

Due to the corporatization of universities and expanding struggle for resources, academia is being driven by economic pressures more and more (Bauder, 2006). Ball & Youdell (2008) argue that as a result of competitiveness, there is an increase in short-term projects, freelancers, consultants, agency workers, and fixed-term contracts, which makes the workers only work “with” and “for” the organization rather than “in” it. Thus, the competitive nature of the profession increases emotional pressure, intensity of work, and stress levels of the teachers (Ball & Youdell, 2008), decreases their sense of belonging to the institution that they work “for”, and their well-being in general. In that regard, gaining a thorough understanding of the well-being of part-time English instructors who are employed at the tertiary level provides a crucial opportunity for conceptualizing the effects of working temporarily on their well-being and professional development.

1.2. Statement of the Problem

In Türkiye, after graduating, English language teachers have the following options to be employed at: (a) private schools, (b) language institutions, (c) the Ministry of National Education (MoNE) schools by passing the national high-stakes teacher qualification exam, (d) tertiary level as language instructors. Even in the abundance of “white-collar unemployment in Türkiye” (Bora et al., 2016), they still seem to have plenty of options to set their careers. Yet, each of these options comes with challenges as each year hundreds of language teachers graduate but demand for teachers tends to decrease, which leads graduates to seek relatively secure employment options.

In Turkish education, both at K-12 (primary and secondary level) and tertiary level, institutions are divided into two: public schools/universities and private schools/universities. While public schools are funded and governed by MoNE, state universities are funded and governed by CoHE (Council of Higher Education). However, private schools and universities are funded and run by private individuals or organizations. Even though they are funded and governed by private individuals and organizations, still, while private schools are responsible for MoNE's regulations, CoHE's regulations are applied to private universities. There has been a noticeable recent growth in the number of private universities in Türkiye. In 2005, 23 of the 76 universities were private universities (Erdoğan, 2005). However, today, according to CoHE's statistics, Türkiye has 204 universities, of which 129 are public and 75 are private (CoHE, 2022). Thus, the numbers reveal the intensification of the privatization of higher education in Türkiye.

In Türkiye, the law enacted in 2018 affected the lives of English language graduates who aim to become language instructors in the department of foreign languages (preparatory schools) at a university. Due to that law, graduate language teachers cannot be hired in permanent positions at preparatory schools or universities as language instructors if they do not hold a master's degree. This legislation has led to precarity in the university setting because it allowed preparatory schools of universities to employ part-time English instructors who do not possess a master's degree. Therefore, to meet the needs of the department, part-time instructors are used as backing up the full-time instructors. As they are considered 'backup' teachers, part-time instructors are employed under precarious working conditions in comparison to full-time language instructors. Even though the precarious conditions may change from institution to institution, the following issues, in terms of precarity, are similar to most of the part-time language instructors: uncertainty in the number of hours to work each semester, less payment compared to full-timers, temporariness, no sick leave, no holiday pay, no social benefits, no professional development opportunities, etc. In short, they have insecurity and the temporary fashion of everything.

The concept of precarity and its effects have been examined in various fields, including education, internationally and nationally. Similarly, the concept of teacher

well-being has been under scrutiny in various disciplines (e.g., Babic et al., 2022; Fox et al., 2020; Royer & Moreau, 2016), in a country-specific fashion (e.g., Cui et al., 2022) or independent from national context, and adopting different research methodologies. Hascher and Waber's (2021) systematic review that incorporates nearly 20 years of research on teacher well-being reveals that the majority of studies used quantitative measures to address the concept. However, in-depth investigations of this complex construct might provide more insights on the issue, which can be made possible by qualitative approaches. In the Turkish context, there are only a few studies that investigated teacher well-being. Pekbay (2021) explored the impact of self-efficacy beliefs on language teachers' well-being. The relationship between teachers' subjective well-being and their occupational resilience was analyzed by Çetin (2019). Öner (2022) examined the professional development opportunities' contribution to the well-being of private university lecturers. In a similar context, Aral & Mede (2018) explored the effects of emotions on the well-being of English Language Preparatory Program instructors employed at a Turkish private university. However, studies that investigate the conditions of foreign language instructors, who are coerced to work under precarious conditions due to the legislative regulation developed and announced unexpectedly by the Council of Higher Education in 2018 (CoHE, 2018) is limited. Hitherto, Çomak (2021) investigated the recognition of part-time language instructors in organizational administration. Elmas (2020) examined the experiences of part-time novice English instructors in relation to identity mediation. Nevertheless, the well-being of part-time English instructors who are employed at Turkish private universities have not been explored yet. Thus, investigating the well-being of English language instructors who need to work as part-time instructors at the universities due to the aforementioned decision of CoHE is crucial to comprehend the impacts of the regulation on the instructors.

1.3. Purpose of the Study and Research Questions

The study takes the condition of being a part-time English language instructor at a private university as the case and aims to investigate the participants' well-being experiences. Even though well-being is studied in the field of Social Psychology widely, studies focusing on teacher well-being particularly have gained much attention recently. However, the case of working as a part-time English instructor at

the tertiary level in a private university in Türkiye and its impact on the well-being of the temporary instructors emerges as an under-researched area.

Teacher well-being has a context-dependent nature; therefore, it necessitates the investigation of the conceptualization of well-being regarding the specific environment in which it occurs. Thus, this case study aims to explore how part-time English language instructors working at a private university in Türkiye conceptualize well-being, in what ways their well-being is affected, and what strategies they generate to enhance their well-being. In that regard, gaining a thorough understanding of how part-time English language instructors experience well-being procures a pivotal opportunity to conceptualize how their well-being is shaped and reshaped and what are the factors contributing to their well-being. By emphasizing the blurry boundaries of personal and professional lives of teachers, Palmer (2007) remarks “we teach who we are” (p.1). Thus, to comprehend the well-being of teachers meaningfully, they will be regarded as holistic beings.

When the existing literature is examined, it is possible to observe that there are not any studies that directly address the well-being of part-time English language instructors working on temporary contracts at the tertiary level at private universities in Türkiye. Thus, the findings of the study may make a substantial contribution to the literature. Additionally, having a detailed grasp of how these instructors manage the difficulties of being a part-time instructor might be helpful for stakeholders in education to improve the circumstances of part-time instructors.

Thus, in this respect, based on above-mentioned aims, the following research questions are addressed in the current study:

RQ1: How do part-time English language instructors who teach at a private Turkish university experience their well-being?

RQ2: What do part-time English language instructors perceive as the factors that affect their wellbeing?

RQ3: What strategies are developed by part-time English language instructors to enhance their well-being?

1.4. Definition of Key Terms

Well-being: is “a process of acquiring a set of skills to recognize and manage emotions, set and achieve positive goals, appreciate others’ perspectives, establish and maintain positive relationships, make responsible decisions, and handle interpersonal situations constructively” (Barry et al., 2017, p. 21).

Teacher well-being: is “a positive emotional state, which is the result of harmony between the sum of specific environmental factors on the one hand, and the personal needs and expectations of teachers on the other hand” (Aelterman et al., 2007, p. 286).

Language teacher well-being: Being mentally and physically in good health to manage language teaching-related difficulties such as intense intercultural and linguistic demands easier in interactions with the learners (Mercer & Gregersen, 2020).

Private university: Private universities are academic institutions that are established by Turkish foundations and owned either by individuals or companies. They do not receive any funding from the government; however, they are subject to follow rules and regulations set by the government (İgi Global Dictionary). In Türkiye, private universities need to serve based on the regularities of the Council of Higher Education (CoHE) is responsible from.

Language instructor: is teaching staff. They are primarily employed at the tertiary level in the preparatory schools of universities.

Full-time language instructor: is the teaching staff who is in charge of providing the required foreign language courses (in the scope of this study, English courses) in the university's preparatory and foreign language schools under a form of secure employment and long-term contracts that guarantee a regular and fixed income as well as full insurance.

Part-time language instructor: is the teaching staff who work in the universities’ preparatory and foreign language schools under a system of flexible employment and short-term piecemeal contracts that produce irregular and unstable income and partial

insurance. They are in charge of providing the required foreign language courses (in the scope of this study, English courses).



CHAPTER 2

LITERATURE REVIEW

This chapter offers a review of the literature divided into six major sections while embracing pertinent theories and studies by taking the focus of this study into consideration. In the first and second part, well-being and teacher well-being are defined and explored. In the third part, factors that either enhance or diminish teacher well-being are presented. Then, the fourth part focuses on the investigation of strategies that are generated to enhance teacher well-being. Since, the participants of this study are mostly novice teachers, the fifth part presents the struggles that novice teachers face that impacts their well-being. Lastly, the final part displays the impact of neoliberalism in higher education, which is another key influencer of teacher well-being.

2.1. Well-being

There are ongoing discussions regarding the definitions of well-being, given the diversity of explanations in the literature as many studies that utilize the term do not provide a clear explanation of the concept. Thus, purveying an encompassing definition of well-being is a challenging endeavor. However, it is possible to find definitions from various perspectives to enhance our understanding of well-being. One early definition is suggested by the World Health Organization (WHO). According to the WHO, a person is in a state of well-being when they are aware of their own potential, able to handle life's typical stressors, able to work productively and fruitfully, and able to give back to their community (2018).

In the literature, it is possible to find definitions that provide various perspectives on well-being. Some examples are provided below:

- Happiness, fulfillment, competence, and a sense of purpose are concepts that are utilized to describe well-being (Acton & Glasgow, 2015).
- Barry et al. (2017) defines well-being as “a process of acquiring a set of skills to recognize and manage emotions, set and achieve positive goals, appreciate others’ perspectives, establish and maintain positive relationships, make responsible decisions, and handle interpersonal situations constructively” (p. 21).
- Ryff (1995) states that well-being is a way of enjoyment, and it is defined as “striving for perfection that represents the realization of one’s true potential” (p. 100).

There are scholars who divide well-being into certain categories. For instance, Keyes (2002) distinguishes people's well-being into two categories: subjective well-being and psychological well-being assessed using hedonic and eudemonic methodologies, respectively. Subjective well-being is concerned with fostering delight and averting pain (Diener et al., 2010). Psychological well-being is the capacity to lead a purposeful and happy life (Carr, 2013).

De Pablos-Pons et al. (2013) divide well-being into two as objective well-being and subjective well-being. From their perspective, the term "objective well-being" refers to circumstances that are not directly related to a person, such as access to resources, health, political situation, or level of education. Subjective well-being refers to internal human conditions such as goals, happiness, feelings, life satisfaction, social connections, competence, or dedication. However, as Holmes (2005) argues, harmony between the body and mind is necessary for well-being.

One of the most widely used frameworks for properly understanding well-being is generated by Seligman and known as PERMA, which stands for Positive Emotions, Engagement, Relationships, Meaning, and Accomplishment (2011). “Positive emotion” is associated with feeling good. The term “Engagement” refers to being completely immersed in a task that you enjoy. “Relationships” highlights the importance of having positive social connections to others. Making sense of our lives and actions refers to “Meaning”. Lastly, “Accomplishment” is concerned with feeling successful and acknowledging one’s accomplishments (Mercer & Gregersen,

2020). Thus, well-being is more than simply feeling happy. It is more about finding connections and meaning in life, which is known as the eudemonic view to well-being (Mercer & Gregersen, 2020). Holmes (2005) also offers another convenient framework by claiming that people have four kinds of well-being: physical, emotional, mental and intellectual, and spiritual well-being.

2.2. Teacher Well-being (TWB)

Since individuals' overall well-being is directly influenced by their occupational well-being (Prilleltensky, 2013) and this thesis study focuses on teacher well-being, it is essential to define teacher well-being and indicate the factors that enhance and threaten it.

The literature reveals certain definitions for TWB, and some of them are presented below:

- Aelterman et al. (2007) state that one of the most prominent definitions of teacher well-being is “. . . a positive emotional state, which is the result of harmony between the sum of specific environmental factors on the one hand, and the personal needs and expectations of teachers on the other hand” (p. 286).
- According to Soini et al. (2010), teacher well-being refers to an individual's sense of personal professional fulfillment, pleasure, purpose, and happiness that is produced in a collaborative manner with colleagues and students.
- Acton & Glasgow's (2015) review study on teacher well-being presents the definition of TWB as “an individual sense of personal professional fulfillment, satisfaction, purposefulness and happiness, constructed in a collaborative process with colleagues and students” (p. 102).
- Hobson & Maxwell (2017) define teacher well-being as a positive emotional state in which positive affect and satisfaction associated with the experience of teaching and being a teacher outweigh negative affect and dissatisfaction.

Given that teacher turnover is a persistent problem in educational contexts, the well-being of teachers has come to be seen as particularly important in recent years. Research studies imply that teacher well-being influences teacher effectiveness (Day,

2008), well-being of their learners (Kidger et al., 2009; McCallum & Price, 2010), and teacher retention (Day & Kington, 2008).

According to Acton & Glasgow's (2015) review study, teachers' well-being is informed by individual, relational, and contextual factors. Individual factors are related to cognitive and affective domains (Pillay et al., 2005), which incorporate the necessity of autonomy and belief in their abilities (Pillay et al., 2005; Soini et al., 2010), having a positive attitude, knowledge of pedagogy, and emotional intelligence to cope with difficulties (Kilgallon et al., 2008; Van Petegem et al., 2006). Relational factors that affect teacher well-being are associated with the level of professionalism and quality in the relationships between faculty, students, and staff (Brown & Roloff, 2011; Hastings & Bham, 2003; McCallum & Price, 2010; Ross et al., 2012). External factors such as policy initiative, work intensification, and the culture of the institution also influence each individual's well-being (Doecke et al., 2010).

Teachers are the most vital figures in the process of effective education (Acton & Glasgow, 2015; Han & Wang, 2021; Keller et al., 2016). Thus, there is no doubt that teaching is a complex profession that is prone to be affected by various factors such as subject matter, duties assigned by the administration, demands of the learners, expectations of the parents, working conditions, the character of the teachers, and the list goes on. Moreover, as Nias (1999) puts it, the idea of teachers sacrificing themselves for the sake of their students and putting their own needs and well-being second to those of their students must be challenged since the teaching profession is not all about the efforts of teachers.

A key component of well-being is having positive experiences (Seligman, 2011). Hence, teachers who do not sense their well-being are less likely to be able to contribute to their full potential. Thus, ignoring the sense of well-being has a tendency to expose teachers, their learners, their communities, and ultimately the world to great loss (Holmes, 2005). There is a lot of evidence to support the idea that teachers' well-being is crucial to their capacity to teach effectively and creatively in the classroom (DeVries & Zan, 1995), to establish positive rapport with students, to improve student achievement and well-being (Klusmann, 2008), and to advance the

effectiveness of the entire school (Bajorek, 2014). Therefore, educational leaders' top priority should be to increase teachers' well-being.

Teacher well-being is influenced by a nuanced interplay between contextual or ambient elements and the characteristics of the individual teachers (Hobson & Maxwell, 2017). Chen et al. (2022) put the factors that affect teacher well-being into four categories: the individual (i.e., character, resilience, adaptability, and self-efficacy) (Prieto et al., 2018), organizational (i.e., the kind of school, its size, its location, and its working environment) (Skaalvik & Skaalvik, 2018), institutional (such as pay, job stability, and career structure) (Imazeki, 2005), social and cultural factors (i.e., expectations, values, and legislation) (Wei & Fang, 2014).

As a multidimensional concept, teacher well-being reflects functioning positively and healthily in the workplace (Collie et al., 2016; Ryan & Deci, 2017). Teacher well-being is influenced by a nuanced interplay between contextual or ambient elements, the characteristics of the individual teachers (Hobson & Maxwell, 2017), and intrinsic motivation towards the profession (Agezo, 2010; Dolton & Marcenaro-Gutierrez, 2011). Moreover, according to Fredrickson (2001), positive emotions expand a person's thought-action repertoire, which in turn aids in the development of that person's physical, intellectual, social, and psychological resources. Positive behaviors that result in lasting life changes and the dynamics of happy emotions will eventually lead to greater well-being (Lyubomirsky & Layous, 2013; Sheldon & Lyubomirsky, 2012). Thus, positive emotions assist the teachers in strengthening their intellectual capacities in their profession (Mercer et al., 2016).

McCallum & Price (2015) refined the complexity of factors influencing teacher well-being in an ecological model with five dimensions: the microsystem (teacher capabilities, self-control, sense of self, social capital, and declared learning); the mesosystem (sense of belonging, interrelationships, labor networks, and connection with family and friends); the exosystem (organizational and contextual influences); and the macrosystem (beliefs about the future) (sequencing of important life events and other events). Since teachers take an active and central role, all of them play an important role in teacher well-being.

Taking into account the aforementioned premises, it can be deduced that teacher well-being is a personal construct and due to its changing nature, it can, therefore, be influenced by any area of the individual and social identity of a person from their gender, specialization or workplace. Moreover, teacher well-being might be influenced by the year spent in the profession as novice and experienced teachers might have different contributors to their well-being. For instance, Hobson & Maxwell (2017) analyzed the well-being of early career secondary school teachers in England. Their study revealed that early career teachers need to feel linked to others, especially their students and other teachers to feel successful and effective in their roles. For early career teachers to successfully attain a healthy work-life balance, school leaders must make sure that the teachers' workloads are manageable and that they have the chance to develop their time and task management skills. Lastly, the study indicates that at least for some early career teachers, it's critical that they feel treated fairly and that they have a say in their schooling.

The depth and breadth of well-being might vary depending on from which perspective you approach the concept. Well-being can be categorized into the following sub-categories to help define its scope both in the classroom and in the wider context of life: physical well-being, psychological (emotional) well-being, mental and intellectual well-being. According to Mercer & Gregersen (2020) “physical and mental well-being are two sides of the same coin (p. 103). The state of our physical being as a whole is referred to as physical well-being (Holmes, 2005). Physical well-being is the capacity to engage in activities and fulfill social obligations without being constrained by physical restrictions and bodily pain. It also covers a person's health, body mass index, sleep quality, and any potential musculoskeletal problems (Capio et al., 2014). In terms of physical well-being, voice is one of the most precious resources for a teacher in the classroom. If they teach for long hours in a day and week, it is possible to face throat disorders such as pharyngitis, laryngitis, and vocal-cord nodules. Long hours standing while teaching might affect the physical well-being of the teacher as well.

Positive emotions and feelings of happiness constitute psychological well-being (Delle Fave, 2014). It has many aspects, such as stress perceptions and resilience, or the capacity to sustain or regain mental health in the face of difficulty (Wald et al.,

2006). The key to emotional well-being is having the capacity to recognize, analyze, and express emotions in the right ways (Holmes, 2005). According to Goleman (1998), some of the key elements of emotional intelligence are the ability to identify and manage one's own emotions, be driven, effective, and efficient, recognize others' feelings empathically, and maintain connections.

2.2.1. Language Teacher Well-being

Teachers may share common factors that influence their well-being regardless of the subject they teach; however, teachers that teach different subjects such as math, science, and language might have specific field-related elements that contribute to their well-being. Since this thesis study focuses on the well-being of English instructors, I would like to refer to English language teachers' well-being specifically.

Language teacher well-being is significant because if a language teacher is mentally and physically in good health, s/he will manage language teaching related difficulties easier (Mercer & Gregersen, 2020). Studies revealed that English as foreign language (EFL) teachers are more inclined to job-related pressure, mental distress, and burnout compared to other occupations (Bowling et al., 2010; Castro et al., 2010; Derakhshan et al., 2020; Mellati & Khademi, 2015; Sun & Xia, 2018; Wang & Guan, 2020). According to the studies, EFL teachers' mental health and well-being are mostly affected by teachers' job satisfaction (Wang et al., 2015) and resilience (Gu & Day, 2007). Moreover, usually language teachers are expected to deal with a never-ending stream of reforms, changes, and innovations, which can be stressful (Mercer & Gregersen, 2020).

Han (2022) examined the relationship between Chinese EFL teachers' job satisfaction, resilience, and their well-being. 343 Chinese EFL teachers with a range of educational backgrounds, degrees, and specialties participated in the study by responding to an online questionnaire. Correlation analysis presented that there is a significant relationship between teachers' well-being and their both job satisfaction and resilience.

Earlier studies mostly concentrated on the negative feelings experienced by language teachers in various cultural situations due to the difficult nature of instruction (King & Ng, 2018). However, some research has discovered a strong link between professional engagement and other optimistic psychological traits, such as enjoyment and hope (Ghanizadeh & Moafian, 2010), self-efficacy (Song et al., 2018), and resiliency (Perera et al., 2018).

Li & Miao (2022) compared the notions of positive psychology—loving pedagogy, work engagement, and psychological well-being in academic settings with 414 Chinese EFL teachers. Additionally, they attempted to analyze the role that psychological health and compassionate instruction have in job engagement. The research revealed important connections between work engagement, loving pedagogy, and well-being. Additionally, the findings showed that teachers' psychological health significantly impacted their level of job engagement.

Sulis et al. (2022) compared the conditions of early-career foreign language instructors in Austria and the United Kingdom to determine what influences their well-being and what may have an impact on whether they decide to leave or stay in the field. The research completed with 14 (2 male and 12 female) early-career foreign language teachers at secondary schools indicates that in respect to well-being, an interaction between intrapersonal, social, and environmental elements influence participants' decisions to stay in or leave their career in both environments. Six key themes about the well-being-related variables that might influence the retention or attrition of early-career foreign language instructors in the UK and Austria emerged from the interview data: perfectionism, self-efficacy, work–life spillover, self-regulation, relationships within the school, and foreign language teacher status.

Chen et al. (2022) investigated the impact of the working environment on the well-being of teachers working in private colleges in China. They asked 1161 full-time language instructors from 58 private colleges in 22 provinces of China to complete an online survey to provide the data, which was then quantitatively analyzed using SPSS 23.0. The researchers utilized the OECD framework, which defines teacher well-being in four dimensions: cognitive, subjective, physical/mental, and social

(Viac & Fraser, 2020). The study revealed that the general well-being of these teachers was at an intermediate level. While having the highest cognitive well-being, they had the lowest physical/mental well-being as some of the participants were having problems such as fatigue, headache, dizziness, and insomnia. Their social and subjective well-being were found to be in the middle of the four. The main factors having a negative impact on the teachers' well-being were performance evaluation, student academic foundation, and the pressure of research work. On the other hand, social support from leaders and peers, job autonomy, opportunities for training and development, and an appraisal feedback guide are crucial resources enhancing their well-being.

2.3. Factors that Either Enhance or Diminish Teacher Well-being

Since the presence and the absence or the scarcity and vastness of certain factors affect well-being either positively or negatively, these factors will be listed in the upcoming sections accordingly. Moreover, stress and burnout will be included specifically as major components to decrease teacher well-being.

To promote better sustainability within the teaching profession, it is critical to gather knowledge on the elements that support and increase teachers' well-being. Previous studies indicate that teachers whose job satisfaction is high and resilient are more successful (Puni et al., 2018) and they set higher personal goals; therefore, have better mental health (Burić & Macuka, 2018; Mellati & Khademi, 2018).

Research suggests that instructors with high well-being rates contribute more significantly to the effectiveness of school systems in addition to enhancing students' performance outcomes (McCallum, 2020). Therefore, improving teachers' well-being is advantageous for both their own personal health and the caliber of their instruction (Rahm & Heise, 2019), which will contribute both to students' and schools' success.

When relevant literature was reviewed, the major factors that enhance teacher well-being were identified as the following: individuals characteristics (such as self-efficacy, grit, resilience, motivation, and positive emotions), working conditions/culture (such as positive and collaborative work environment, recognition

and appreciation), pleasant relations with students and colleagues. Thus, they will be explored in more detail.

2.3.1. Individual Characteristics of Teachers

2.3.1.1. Self-efficacy

Bandura (1997) describes self-efficacy as “beliefs in one’s capabilities to organize and execute the courses of action required to produce given attainments” (p. 3). According to Mercer & Gregersen (2020), “self-efficacy is a psychological construct that refers to individuals’ beliefs about whether they think they could do something or manage some task or action (p. 38). Self-efficacy conceptions are influenced by assessments of previous performance accomplishments (mastery), experiences gained from monitoring a social model or even oneself, performing a task (vicarious experience), feedback on one’s performance (social persuasions), and bodily and emotional cues related to successfully completing a task (Morris et al., 2017). Thus, accomplishment at the profession was found to be strongly correlated with high levels of self-efficacy and low levels of burnout (Butler & Kern, 2016). Additionally, studies reveal that individuals can improve their sense of self-efficacy and well-being by integrating and building on their strengths in their jobs and daily lives (Park & Peterson, 2009).

Teacher interpersonal self-efficacy, which can be defined as the teacher’s perceptions about her or his capacity to establish and maintain successful connections with colleagues, learners, and school management, leads to decreased emotional exhaustion and depersonalization, and as a result it enhances personal accomplishment among teachers (Aeltermann et al., 2007; Friedman, 2003; García-Ros et al., 2015). Thus, teacher self-efficacy has been shown to lead to better psychological health, including higher levels of job dedication and satisfaction and lower levels of stress and burnout (Aloe et al., 2014; Collie et al., 2012; Klassen & Chiu, 2011).

Gibson & Dembo (1984) claim that teachers with high levels of self-efficacy persevere longer, place a stronger emphasis on academic content in the classroom, and use various sorts of feedback. Similarly, a large body of research indicates that

teacher self-efficacy demonstrates beneficial relationships with student academic growth, teacher behavior and practice patterns relevant to classroom quality, and elements underpinning teachers' psychological well-being, such as self-actualization, dedication, and job satisfaction (Zee & Koomen, 2016). Hence, teachers with self-efficacy have been shown to be less stressed (Soodak et al., 1993).

Previous studies have demonstrated that early career teachers (new teachers) in various contexts frequently feel underprepared while making the shift from pre-service to in-service, which makes it difficult for them to adjust to their new roles and identities and has a detrimental impact on their sense of efficacy (Gilad & Alkalay, 2014). However, when they are supported through various ways such as professional development enforcement by the institution where they work, their well-being improves.

2.3.1.2. Teacher Grit

Duckworth et al. (2007) define grit as the “perseverance and passion for long term goals” under two dimensions: consistency of interest and perseverance of effort (p. 1087). Thus, gritty people typically have high levels of determination in their pursuit of goals despite ongoing failures or challenges (Duckworth et al., 2007; Vainio & Daukantaite, 2016). Grit is a major predictor of psychological well-being (Vainio & Daukantaite, 2016), subjective well-being or life satisfaction (Disabato et al., 2018; Vainio & Daukantaite, 2016), as well as self-esteem and happiness (Weisskirch, 2019). According to Robertson-Kraft & Duckworth (2014), teacher grit includes teachers' perseverance in overcoming obstacles at work and in the classroom. Grit may, therefore, have positive effects on teachers' pedagogical outcomes both in and out of the classroom (Duckworth, 2016).

Recent studies revealed that grit and well-being are crucial components that support L2 instructors' performance in terms of student outcomes and job happiness (Duckworth, 2016; Kern et al., 2014; Robertson-Kraft & Duckworth, 2014). According to research on second language (L2) teacher psychology, teacher psychology does not only affect the teachers' effectiveness in the classroom, but it also influences the desire of students to learn an L2 (Nazari & Oghyanus, 2021).

Shanmugan & Hidayet (2022) examined the impact of PERMA on the well-being and grit of Malaysian ESL teachers and the mediating role of positive emotion in the relationship between grit and well-being. This cross-sectional study included 91 Kuala Lumpur primary ESL instructors. The regression analysis verified that PERMA had a substantial impact on both grit and well-being. According to the mean scores, the majority of the ESL instructors in this study had high PERMA scores in terms of positive emotions, relationships, engagement, meaning, and accomplishment. Nevertheless, their grit level was just above average. Analysis of the regression coefficients (β) revealed that accomplishment and engagement had a big impact on grit. Additionally, engagement was a very strong indicator of happiness. The mediation model suggested that the connection between grit and well-being was partially mediated by positive emotion.

2.3.1.3. Positive Emotions and Intrinsic Motivation

Motivation is derived from the Latin word *movere*, which means to move (Mercer & Gregersen, 2020). Deci & Ryan (2000) describe motivation as to desire and be moved to do or obtain something. Hence, when teachers are motivated in their professions, they are more likely to feel satisfied in their jobs and have higher well-being. However, teachers who are experiencing emotional stress are less effective and more likely to quit their jobs (Jepson & Forrest, 2006; Whitebook et al., 2001). However, teachers are more likely to be more productive and give high-quality care (Bloom, 1988) when they are happier in their professions (Ostroff, 1992).

Cardoso-Pulido et al. (2022) sought to identify which aspects of teacher well-being are capable of forecasting the professional success of 88 pre-service primary education teachers who specialize in a foreign language at the University of Granada. Intrinsic motivation, expectations about good professional performance, professional distress, professional exhaustion, irrational beliefs, emotional intelligence, and burnout were examined within the variables that make up teacher well-being. The following factors have been researched in relation to academic success: relationships with classmates, relationships with students, participation in class, leadership, attention and concentration skills, organizational skills, emotions, assertiveness, ability to think critically about oneself, ability to resolve conflicts, willpower,

perseverance, and creativity. According to statistical analysis, intrinsic motivation and emotional intelligence are the two aspects of teacher well-being that can accurately predict trainee foreign language instructors' success in their future academic careers.

Mérida-López et al. (2022) examined the interactions between the factors that influence teachers' work engagement, including its antecedents (job demands and resources) and consequences (work attitudes), as well as to examine any potential moderating effects of emotional intelligence. Data was collected from 734 teaching professionals (63.8% women; Mage = 44.38; SD = 9.11) from different teaching levels. The findings revealed direct and reciprocal relationships between emotional intelligence and the causes and effects of engagement. These findings suggest the creation of integrative theoretical frameworks that take into account the function of teachers' emotional resources as well as other individual and environmental variables.

2.3.2. Working Conditions/Institutional Culture

A positive workplace is one in which both individuals and organizations flourish (Davis, 2013). According to research, the working conditions of teachers affect their ability to teach well as well as their job satisfaction. Teachers who work in environments with socioeconomic challenges endure tough conditions that are detrimental to their well-being (Nel et al., 2016). Teachers report that their instructional options are limited and that they feel discouraged and insulted as professionals when the physical elements of their school—the facility, equipment, and supplies—are decrepit or deficient. Teachers also report feeling beleaguered and overwhelmed when assigned to courses or grades for which they are unprepared, when they have too many courses, or when they have to deal with unusually large numbers of students. Under such circumstances, their students are affected as well, suffering the consequences of uninformed instruction, poor lesson planning, and overcrowded classes (Johnson et al., 2005).

The importance of workforce's wellness as an essential factor in terms of being regarded as a successful organization is becoming more widely recognized. In flourishing schools, teaching quality, student outcomes, school effectiveness, and

educational governance have all benefited greatly by teacher well-being (Cherkowski & Waker, 2018; Hascher et al., 2021). Hence, when seen from a systematic perspective, instructors have an impact on their students, who subsequently have an impact on the school's success and larger communities. Studies comparing academically successful and less academically successful schools also have shown that perceived school environment and, to a lesser extent, teacher stress levels are directly related to the academic success of students (Milner & Khoza, 2008).

Having supportive administration, which pays attention to the needs of the teachers is as important as having a proper and humanistic workload to enhance teacher well-being. According to Sass et al. (2011), instructors who received more administrative support were more inclined to think they could influence their students' academic performance as well. The efficiency of school management in reducing bureaucracy and allowing teachers to concentrate on teaching and developing meaningful relationships with other colleagues and students, rather than having to carry unnecessary additional workload found to be increasing teachers' job satisfaction and well-being (Frunzaru & Dumitriu, 2015).

Shie & Chang (2022) explored the influence of teacher-school relationships on teacher well-being. They investigated the effects of school principals' authentic leadership on teachers' organizational citizenship behavior and the relationships between teachers and schools (based on organizational trust, organizational identity, and organizational commitment). Additionally, they examined organizational citizenship and the teacher-school relationship's mediating effects. Data were collected from senior high/vocational schools in central Taiwan through a self-reported questionnaire survey. Based on the 783 responses, results indicate that teachers' organizational trust, organizational identity, organizational commitment, and organizational citizenship conduct were directly impacted by the principals' authentic leadership. Moreover, organizational identification and organizational commitment directly affected organizational citizenship behavior. Furthermore, it was found that organizational trust, organizational commitment, and organizational citizenship behavior directly affect teachers' well-being. Finally, organizational trust, organizational commitment, and organizational identification had a mediating effect

on the relationship between authentic leadership, organizational citizenship behavior, and teacher well-being.

Organizational theory research has displayed the significance of the employee-organization relationship quality (Coyle-Shapiro & Shore, 2007; Fu et al., 2014; Su & Swanson, 2019). According to Ashforth et al. (2008), organizational identification promotes a feeling of belonging to the organization and aids in helping people realize their own value, which contributes to the well-being of teachers. Teachers' ability to carry out their work effectively depends on feeling supported and having their needs addressed (Taylor et al., 2008). Thus, having a say in decisions makes instructors feel supported in their work (Collie et al., 2016) as it is associated with teachers' well-being at work (Vangrieken et al., 2015).

Few studies have previously examined the connection between psychological well-being and factors related to the workplace, such as work engagement. Zeng et al. (2019) showed that in the Chinese setting, teachers' development, mindset, well-being, and resilience are significant predictors of job engagement. Sudibjo & Sutarji's (2020) research supports this as well. They found that teachers' psychological health, job satisfaction, and emotional intelligence strongly influence how engaged they are at work. Similarly, Greenier et al. (2021) examined the emotional control and psychological health of Iranian and British English instructors, as well as their connections to job engagement. They discovered that work engagement was significantly influenced by the ability to control emotions and psychological well-being in British and Iranian English teachers. By suggesting that teacher satisfaction can broaden people's thought-action ranges and expand their skills, boosting their psychological well-being and ideal performance, they explained this association using the broaden-and-build theory.

Collie et al. (2020) conducted a study by focusing on occupational commitment and job satisfaction as two workplace outcomes that project experiences of work-related well-being. While job satisfaction is about employees' sentiments of contentment in regard to their employment (Schleicher et al., 2011), occupational commitment reveals how attached employees are to their line of work (Meyer et al., 1993). In a similar vein, Collie et al. 's (2020) study found out that higher levels of school-

average job satisfaction and occupational commitment were significantly linked to the supportive school profile.

Chen et al. (2022) investigated the impact of the working environment on the well-being of teachers working in private colleges in China. They asked 1161 full-time language instructors from 58 private colleges in 22 provinces of China to complete an online survey to provide the data, which was then quantitatively analyzed using SPSS 23.0. Utilizing the OECD framework, which defines teacher well-being in four dimensions: cognitive, subjective, physical/mental, and social (Viac & Fraser, 2020), the study revealed the general well-being of these teachers at an intermediate level. While having the highest cognitive well-being, they had the lowest physical/mental well-being as some of the participants were having problems such as fatigue, headache, dizziness, and insomnia. Their social and subjective well-being were found to be in the middle of the four. The main factors having a negative impact on the teachers' well-being were performance evaluation, student academic foundation, and the pressure of research work. On the other hand, social support from leaders and peers, job autonomy, opportunities for training and development, and an appraisal feedback guide are found to be crucial resources enhancing their well-being.

To identify various implications for teachers' well-being, Ortan et al. (2021) examined the relationship between teacher job satisfaction and four main categories of determinants: self-efficacy, relational aspects (colleague collaboration, student behavior, school management), work-related aspects (administrative workload, teaching tasks), and working conditions. Based on the survey responded by 658 K–12 teachers in Romania's North-West, job satisfaction is significantly influenced by self-efficacy, promotion, good student conduct, and working environment. These elements have an impact on job satisfaction and well-being in the teaching field as they provide an environment that is conducive to both teachers and students' success.

As the studies reveal, there is a strong correlation between job satisfaction and teacher well-being. In that regard, Han (2022) examined the relationship between Chinese EFL teachers' job satisfaction, resilience, and their well-being. 343 Chinese EFL teachers with a range of educational backgrounds, degrees, and specialties participated in the study by responding to an online questionnaire. Correlation

analysis presented that there is a significant relationship between teachers' well-being and their both job satisfaction and resilience.

Job demands-resources (JD-R) theory, which has recently become one of the most influential conceptual frameworks for interpreting and explaining factors affecting employees' well-being in the workplace, offers an efficient theoretical framework for analyzing the working environment at the school level. According to this theory, job demands are the physical, social, or organizational aspects of the job that require physical and/or psychological labor from teachers (Skaalvik & Skaalvik, 2018), whereas job resources are the opposite—the physical, psychological, social, or organizational aspects of the job that promote personal development, learning, and advancement as well as assist in achieving professional goals and reducing job demands (Bakker, 2007). Additionally, previous studies identified job resources as teacher autonomy, positive and supportive relations with colleagues as well as with the school administration and the parents, perceived fairness, teachers' opportunities for learning and development, value consonance, and collective culture (Collie & Martin, 2017; Fernet et al., 2013; Hakanen et al., 2006; Simbula et al., 2011).

The JD-R model contrasts the effects of job demands and job resources to investigate the impact of organization on teacher well-being. Significant indicators for job demands are workload (Bermejo et al., 2013), research work (particularly for college teachers) (Ohadomere & Ogamba, 2021), time pressure, classroom composition (consists of class size, student differences), and performance evaluation. The indicators of job resources are work autonomy (Bermejo-Toro et al., 2015; Collie et al., 2018), development opportunities (OECD, 2013), appraisal feedback guide (Bakker et al., 2007; Bermejo et al., 2013; Bermejo-Toro, 2015), social support from leaders and colleagues (Bermejo et al., 2013).

In literature, it is possible to find studies focusing on various components of job demands and job resources and their effects on teacher well-being. For instance, Skaalvik & Skaalvik (2018) examined the relationship between teachers' perceptions of the job demands and job resources in the classroom and their well-being, engagement, and motivation to leave the teaching profession. Analyzing the responses of 760 elementary and middle school Norwegian teachers revealed that

while job resources more moderately predicted higher well-being, the job demand variable dramatically predicted poorer teacher well-being. Higher engagement and a decreased motivation to leave the job were both correlated with teacher well-being. Time pressure was found to be the most significant major predictor of teacher well-being.

Collie et al. (2020) investigated teachers' experiences of two job demands (barriers to professional development and disruptive student behavior), two job resources (teacher collaboration and input in decision-making), and one personal resource (self-efficacy for teaching) to distinguish between different teacher demand and resource profiles. By using the data from the 2013 Teaching and Learning International Survey (TALIS) and the Job Demands-resources (JD-R) Theory generated by Bakker & Demerouti (2017), the study included 2,400 instructors from 154 schools in England and 6,411 teachers from 369 schools in Australia. They found out that higher levels of school-average job satisfaction and occupational commitment were significantly linked to the supportive school profile.

Using self-efficacy and teaching emotions including enjoyment of teaching, anger, and anxiety, Manasia et al. (2020) aimed to create a teacher well-being model to explain the impact of job demands and job resources on teachers' subjective satisfaction. They analyzed 1092 pre-university teachers' responses to the questionnaire. The results show substantial relationships between the model's input variables. Results indicated that job resources, namely self-efficacy, have a greater positive impact on teachers' subjective happiness and the pleasure of their jobs than do personal resources. Thus, according to the results, the impact of occupational demands on teaching emotions and subjective well-being is then moderated by perceived self-efficacy.

Schools' designs, physical facilities contribute to the well-being of teachers as well. To improve the efficiency of their lives and teaching, positive educational organizations provide adequate quantities of material resources such as coursebooks, teaching materials, and technology (Mercer & Gregersen, 2020). In that regard Dreer (2022) investigated how work design and school climate affects teachers' well-being. Analysing 564 German teachers' responses revealed that the highest rates of teacher

well-being are produced by high rates of favorable contextual circumstances and high rates of job crafting. In another study, Kamarudin et al. (2022) compared the characteristics of school atmosphere and teachers' well-being. The five aspects of school climate—collaboration, student interactions, school resources, decision-making, and instructional innovation—are also explored in connection to their implementation. To do so, data was collected by employing a series of questionnaires from 291 Malaysian teachers. The findings demonstrated a substantial positive link between teacher well-being and each of the five aforementioned aspects of school climate.

Mercer & Gregersen (2020) propose teacher autonomy as fundamental to teacher well-being. They define teacher autonomy as “the degree of independence teachers feel they have in their work-related practices and decision making” (p. 29). They suggest the following areas to exercise autonomy in their institutions: curricular decision; topic, material, or coursebook selection; whether and how to do project work; the amount and type of homework; teaching techniques and tools; evaluation and student assessment. Thus, having agency in certain areas might lead teachers to be more involved and feel more resourceful.

Another indicator of organizational positivity is the level of support and warmth shown to new employees because they are particularly vulnerable due to feeling frequently anxious and stressed during this critical period of adjustment. For instance, institutions may provide new teachers with specific in-house training on the dynamics of the institution, or they may provide a mentor, and offering a relatively lighter workload might be extremely beneficial in mitigating the initial stress. Establishing designated coffee breaks, group lunches, or after-work drinks can help introduce new members to the established staff while relieving them of the lonely task of making connections on their own (Mercer & Gregersen, 2020).

Location and student quota of the schools affect teacher well-being as well. Burns & Machin (2013) examined the degree to which school environments—rural, urban, and urban—variate in terms of organizational climate and outcomes related to individual and organizational well-being of Norwegian teachers. 250 teachers teaching at lower and upper high school levels participated in the study. Multi-level

analyses in which teachers were categorized according to their school location revealed that personality is most strongly linked to employee well-being and organizational climate is most strongly linked to school morale and distress. Thus, teachers in remote schools reported a more positive work environment and improved organizational well-being due to having fewer students and colleagues.

Positive interactions between teachers and schools reduce workplace conflict, boost productivity, enhance teaching effectiveness, and encourage teacher loyalty. Thus, to the growth and success of educational institutions, understanding teacher-school relationships are essential. Shuck & Reio (2014) discovered that greater work engagement boosted people's psychological well-being and level of accomplishment. They suggested that when people experience a positive work environment, they tap into their own personal resources for outcomes and become more engaged in their work. Moreover, according to Holochwost et al. (2009), teachers' decisions to remain in the profession were significantly influenced by the availability and affordability of health, disability, and retirement benefits. These kinds of results imply that instructors are more likely to devote themselves fully to their work out of a sense of balance in their professional and personal lives when they feel respected as professionals and shielded from life's uncertainties.

2.3.3. Interactions with Students and Colleagues

2.3.3.1. Interactions with Students

According to Roffey (2012), “teacher and learner well-being are two sides of the coin: if teachers are happy and satisfied with their lives and work, they are much more likely to communicate that verbally and non-verbally to those around them” (p. 2). Plenty of studies revealed that the quality of teachers influences student learning (e.g., Goldhaber & Anthony, 2004; Rivkin et al., 2002; Rockoff, 2003; Rowan et al., 2002). At the same time, students have an undeniable effect on the motivation and well-being of the teachers as it has been demonstrated that teachers' enthusiasm is closely related to their emotional and motivating experiences with their students (Frenzel et al., 2009; Hargreaves, 2000; Kunter, 2013). Hill & Rowe (1998) also claim that teachers are influential in terms of students' engagement to the lesson and motivation.

Newberry & Davis (2008) describe teacher–student relationship as “the emotional bond student and teacher share with each other” (p. 1966). Hence, the degree of the bond determines the quality of their connection. In an L2 classroom, building mutual respect and trust is said to depend heavily on the interaction between the teacher and students (Mercer et al., 2016). Greeting students by name, showing empathy, recognizing students' interest and involvement, supporting individual decision-making, and giving chances for collaborative learning are influential for developing positive relations with the learners (Dörnyei & Murphey, 2003; Mercer et al., 2016).

Students enable teachers to reap the psychic rewards they seek through positive feedback and compliance; through misbehavior, disrespect, and disengagement, students leave teachers wondering whether their effort is worth the paltry extrinsic rewards they receive (Johnson et al., 2005). Research has repeatedly shown that disruptive student behavior presents difficulties for teachers (e.g., Howard & Johnson, 2004; Skaalvik & Skaalvik, 2018). Disruptive student behavior (e.g., calling out or refusing to listen to the teacher) obstructs the delivery of effective education. Therefore, reduced well-being is reported by teachers who either lack access to professional development or deal with a lot of disruptive conduct in the classroom (e.g., Collie et al., 2012; Skaalvik & Skaalvik, 2018).

Kiltz et al. (2020) examined the conceptualizations of student and teacher well-being at the university based on their individual experiences, as well as the interactions between student and teacher well-being. Six university students (50% female) and ten teachers (50% female) from Germany and the Netherlands took part in semi-structured interviews to investigate this. The precise perceptions of students' and instructors' well-being that aligned with positive psychology, resilience, multidimensional, and fundamental psychological need fulfillment methods were revealed through qualitative analysis employing a multistage coding technique. Results revealed that the student-teacher relationship plays a role in the well-being of both populations.

Bilz et al. (2022) analyzed the relationship between teacher well-being and student well-being and investigated how teacher support functions as a mediator. The data coming from 2686 students and 805 teachers from 48 schools in Germany revealed a

connection between instructors' psychological health and students' contentment with school as well as between teachers' emotional weariness and students' subjective health complaints. Thus, the findings are parallel to points of Becker et al. (2014) that teachers' emotions, moods, and motivation are highly contagious to their students.

Similarly, Kansu (2018) investigated the impacts of teacher well-being on teacher student relationships. She explored how the Turkish EFL instructors' well-being was reflected in their verbal immediacy behavior while interacting with their language learners. The data analysis revealed that teachers with higher levels of positive well-being are more inclined to use more personal examples and experiences, and they praise their students more frequently when interacting with their students in the classroom than those with lower levels of well-being.

Carroll et al. (2021) investigated the changes in teachers' perceived stress and burnout in relation to students' academic self-perceptions, well-being, and evaluations of the classroom environment. They aimed to determine if changes in teacher burnout and distress after an 8-week stress-reduction intervention led to subsequent effects that students self-reported. Additionally, they aimed to examine whether improvements in teachers' cognitive flexibility moderated the link between teacher and student self-reported outcomes. Students stated a considerable decrease in overall challenges, as well as enhanced views of teachers' support and task-orientation. Their analysis did not find indication about change in student well-being measures, academic self-perceptions, or another classroom environment indicator. The intervention has had positive effects on teachers, including a decrease in overall distress as well as personal and student-related burnout.

Forster et al. (2022) investigated whether teachers' goals and emotions for students showing undesirable behaviors (e.g., learners who disturb the class, do not pay attention to the lessons) influence teacher well-being more than teachers' goals and emotions for students who show desirable behaviors (e.g., paying attention to the lessons, submit assignments on time). They examined 250 secondary German teachers' emotional, evaluative, occupational, and psychological well-being as well as their goals and emotions for pupils displaying desirable and undesired behaviors.

According to the findings, teachers' well-being was inversely correlated with their aims and feelings toward students who exhibited negative behaviors. Thus, teachers' well-being was completely independent from their aims and emotions for students displaying desirable behaviors, but their goals and emotions for students displaying undesired behaviors had a relatively large impact.

Improvements in social interactions between teachers and students may result from contextual factors including school cultures that prioritize warm, compassionate relationships, more lenient academic requirements, or predictable and laid-back classroom interactions (Pianta, 2006). However, from another vein, Jerome et al. (2009) note that when describing the quality of educational relationships, teacher/student personal traits and relational styles are more pertinent.

The studies reveal that teacher well-being and teacher burnout can be avoided by improving the quality of relationships between students and teachers in terms of perceived reciprocity (Rodríguez-Mantilla & Fernández-Díaz, 2017; Unterbrink et al. 2007). Positive teacher-student interactions, according to Taxer et al. (2019), are a great source of energy for teachers who wish to strengthen their resilience and guard against emotional tiredness.

2.3.3.2. Interactions with Colleagues

As Seligman (2011) claims relationships provide our basic needs for a sense of community, affection, and social support, among other entities. Additionally, Casciaro (2014) notes that because trust refers to relationships between people based on sincere concern for one another's welfare, it is likely to be heavily laden with affective content. Thus, in the presence of a reliable individual, one can feel good, get excited, and be enthusiastic (Jones & George, 1998). In that regard, positive interactions and solidarity with colleagues are believed to be crucial for well-being (Ryan & Deci, 2017). Teachers who communicate well with school members and feel confident in their abilities are more likely to be content with their work and dedicated to their careers (Collie et al., 2012; Kern et al., 2015).

The foundation of teacher collaboration is a trusting relationship between colleagues (Mayer et al., 1995). This relationship encourages teachers to express their emotions

honestly and interpret the actions of others in good faith (Dirks & Ferrin, 2001), which reduces individual workloads and emotional stress. Empirical research as well has shown that colleagues' faith in teachers' work plays a favorable influence. For instance, it has been noted that trust between coworkers improves instructors' efficacy and dedication to their profession (Lee et al., 2011), which increases their jobs' satisfaction and decreases burnout (Van Maele & Van Houtte, 2012). In a similar manner, Espeland (2006) claims that colleagues who collaborate on projects and share materials, tests, and marking schemes are generally happier at work and more satisfied with their workplace.

Collaborating with colleagues to plan, create, teach, and/or evaluate students' learning is another source of increasing teacher well-being. As Reeves et al. (2017) indicates, time saving and exposure to new ideas and resources assist educators in carrying out their profession efficiently. Moreover, colleagues may get together to solve administrative related problems as well to defend their rights. Therefore, the way in which one interacts with coworkers is another vital factor that affects one's well-being at work.

2.3.4. Stress and Burnout

Without doubt, due to its demanding nature (Travers, 2017), teaching is a stressful profession (Desrumaux et al., 2015; Hakanen et al., 2006; Johnson et al., 2005; Kyriacou, 2001; Sharifian & Kennedy, 2019). Recent reviews of TWB studies also have shown that the heavy demands of the teaching profession, rising academic accountability, difficult societal demands on teachers, and complicated management structures all put teacher occupational well-being at risk globally (Cumming, 2017; Hascher et al., 2021; Zee & Koomen, 2016). The numerous responsibilities, low pay, erratic schedules, adjustments to living situations, and changes in the workplace are all components of stress that interfere with well-being (Cardoso-Pulido et al., 2022). Meanwhile, a culture of mistrust in schools may also make instructors more stressed and aggressive (Troman, 2000). Richards et al. (2016) also indicates that teachers experience more mental health issues than workers in other professions due to the high level of stress associated with teaching.

The degree to which teachers succeed at their jobs depends on striking the right balance between the demands imposed on them and the resources they may use to assist their work (Hakanen et al., 2006). According to a growing body of research, job demands such as disruptive student behavior, job resources such as social support, and personal resources (e.g., adaptability), class sizes, workload, relations with colleagues all play a part in predicting teachers' well-being at work (Collie & Martin, 2017; Desrumaux et al., 2015; Dicke et al., 2018; Mykletun, 1984; Skaalvik & Skaalvik, 2018). Moreover, there might be differences between male and female teachers in terms of their ideas that makes them stressful in the teaching profession. For example, according to Griffith et al.'s (1999) study, male teachers indicated that organizational duties and administration are the most difficult, whereas female instructors often cited classroom dynamics and student behavior as their biggest sources of stress.

By referring to Dr. Hans Selye, Holmes (2005) distinguishes stress into two: positive stress and negative stress. She associates positive stress with its being an effective catalyst to encourage us to do better at job enthusiastically. This kind of stress motivates people and allows them to generate original solutions. When there is a glaring discrepancy between what is achievable for you and what you believe you must accomplish, according to Holmes (2005) negative stress occurs. Stress stops being a driving force in your life, and the unnatural pressure you feel might cause unpleasant physical and mental symptoms. In that regard, negative stressors in the workplace could be listed as in the following: workload, long workdays, low income, poor working conditions and communication among colleagues, lack of personal fulfillment, conflict with the administrators, lack of recognition, keeping up with technology advancements (Kinman & Jones, 2008).

Teaching is an emotional endeavor (Chang, 2009; Sutton & Harper, 2009; Yin & Lee, 2012), which influences the teaching and learning process. Relationships between teachers and students can be impacted by stress as well (Yoon, 2002). For instance, in a cross-sectional study of preschool instructors, emotional tiredness and depersonalization, two characteristics of burnout, were linked to less emotionally supportive teacher-student interactions (Jennings, 2015). Therefore, having emotional support is as essential as professional support. Having barriers to seek

professional development for their ongoing learning and development as a teacher might be another threat to teacher well-being. Financial limitations, a lack of suitable opportunities, support, and time are all stress factors and potential roadblocks to professional development (Broadley, 2010; Kwakman, 2003; OECD, 2009). Moreover, the fact that neoliberal ideas that favor and prioritize individual rivalry, accountability, performativity, and management are in control of the field of education threaten the well-being of teachers devouringly (Angus, 2012; Apple, 2006; Ball, 2003; Jeffrey, 2002; Keddle et al., 2011; Mockler, 2011).

Each subject matter teacher may have different stress factors specific to that branch. Language educators do not all find the same things stressful; therefore, they do not all respond to stressors in the same way. While one language teacher's stressors may stem from insecurities about their own proficiency while speaking the target language in class, another's may stem from self-doubt about teaching a class of learners with widely varying proficiency levels. Administrative tasks may be soothing to one teacher while vexing to another (Mercer & Gregersen, 2020). Moreover, the fact that language teachers think they are not a source of expertise and information on the subject is highlighted by Mercer et al. (2016) as a potent disruptive aspect and a stressor for language teachers. In this regard, according to their study, the Internet, social networks, multimedia platforms, academies, etc., play a significant role and directly challenge the reputation of language teachers.

All the above-mentioned stressors unfortunately lead teachers to have burnout and leave the profession as burnout is among the most important consequences of teachers' ongoing stress exposure. Occupational burnout is a serious problem in the field of education, with half of new teachers quitting their jobs within the first five years after entering the classroom (Ingersoll & Smith, 2003).

An intricate web of unfavorable attitudes and emotions might be utilized to explain burnout. According to Holmes (2005), "burnout is characterized by loss of interest and motivation typically in people who normally work with commitment and drive" (p. 26). Holmes (2005) further lists some of the symptoms of burnout as in the following: a sense of diminishing control over aspects of your life, increase in the number of negative thoughts, negative feelings, losing purpose in life, demotivation

towards job, loss of concentration, detachment from life. Bermejo-Toro et al. (2016) refers to emotional exhaustion, which relates to a sense of expended energy, chronic fatigue, or being exhausted as key components of burnout. They further state that the experience of emotional and interpersonal work pressures might lead to teacher burnout over time (Bermejo-Toro et al., 2016).

Maslach et al. (1996) suggest three criteria to measure teacher burnout: emotional exhaustion, depersonalization, and professional achievements of the teachers. Therefore, a person's engagement or burnout, which is related to work performance and health issues, can be predicted by analyzing the balance or imbalance between the demands of their job and the resources available to do it (Schaufeli & Bakker, 2004). Moreover, even though those who participate in school decision-making report higher levels of job satisfaction and sense of efficacy, increased administrative responsibilities and insecure teaching careers have a negative impact on teacher burnout (Klassen & Chiu, 2010).

Teachers who are overworked frequently have lower job satisfaction and quit their teaching career early (Dreer, 2021). Workload overload (Aeltermann et al., 2007) and time constraints, conflicting or ambiguous roles, pressures associated with the teacher's job, insufficient resources, poor working conditions, a lack of professional recognition and autonomy, a misalignment between teacher and school values, low pay, a lack of participation in decision-making, a lack of effective communication, staff conflicts, or student misbehavior are a few examples to lead teachers to have burnout (Bermejo-Toro et al., 2016; Betoret, 2006; Fernet et al., 2012; Moy et al., 2015).

Schnaider-Levi et al. (2020) examined the impact of an inquiry-based stress reduction (IBSR) cognitive-reframing program on teacher burnout. A prospective intervention with a passive control group involved 53 teachers. The 12-week IBSR program that the intervention group underwent required 4.5 hours per week of participation. Teachers in the intervention group demonstrated greater improvements in emotional tiredness and personal accomplishment compared to teachers in the control group. Positive affect and change in emotional weariness, as well as personal

accomplishment and perceived stress, were found to be significantly correlated. Findings indicated that IBSR has the potential to enhance teacher well-being.

According to research, teachers' decisions to keep working in their institutions and teach are influenced by a combination of intrinsic and extrinsic rewards from their jobs. Intrinsic rewards include the joy of being with students, the thrill of contributing to students' learning, the pleasure of teaching a subject one enjoys, or the opportunity to learn new skills and exert greater influence on the job. Salary, benefits, and bonuses, public recognition for one's accomplishments, or being chosen to take on special responsibilities are examples of extrinsic rewards. However, intrinsic and extrinsic rewards may interact at times. Pay, for example, is rarely an important motivator for people to enter the teaching profession, but it can become more important when working conditions, such as a lack of supplies or a chaotic school environment, make it challenging or improbable to succeed with students (Johnson et al., 2005).

It is well-known that the first five years of a teacher's career are when teacher attrition is at its highest (Ingersoll, 2012). Excessive workload, high stress, and mismatched expectations are some of the factors that lead to teacher attrition (Anderson & Olsen, 2006; Johnson et al., 2005). However, teacher attrition impacts not only the teachers themselves but also schools and the national economy are damaged by that in general. According to research from the United Kingdom, the United States, and Australia, foreign language teachers are the ones most likely to leave their jobs, along with math and science teachers, and attrition is most noticeable in their case (Mason, 2015; Sibieta, 2020; Stephens et al., 2015; Worth & De Lazzari, 2017).

2.4. Strategies to Enhance Teacher Well-being

A person's capacity to manage stressful events and restrain their emotions at work is reflected in their emotion regulation (Buruck et al., 2016; Yin et al., 2016). According to Gross (1998, 2015), to accommodate their emotions, individuals make use of two general strategies: cognitive reappraisal and expressive suppression. While cognitive reappraisal is a response-focused regulation strategy that involves suppressing emotional tendencies after the emotion has already been produced,

expressive suppression is an antecedent-focused regulation strategy that involves reappraising emotion-eliciting situations before the arousal of emotions. Thus, teachers who use reappraisal tactics in the classroom may cognitively change how they see emotionally charged circumstances such as upsetting student behaviors and concentrate on the positive aspects of student interactions (Yin et al., 2018).

It was discovered that personal resources had good effects on enhancing people's work engagement and mitigating the negative effects of workplace expectations (Yin et al., 2018). Therefore, in addition to job resources, Xanthopoulou et al. (2009) discovered that personal resources also directly predicted later work involvement. Similarly, Huang et al. (2016) as well indicate that personal resources strongly influenced the association between job features and employee burnout.

Aulén et al. (2021) investigated teachers' coping styles and how they relate to their well-being. Based on the survey results of 107 Finnish teachers, teachers were divided into four coping profiles: low copers (21%), problem-focused copers (15%), high copers (12%), and emotion-focused copers (52%). Compared to educators who used emotion-focused coping, instructors who employed low coping reported less stress, less depressive symptoms, and fewer sleep issues. Therefore, the study demonstrated that teachers employ a variety of coping mechanisms, particularly those that are emotion-focused, to manage the stress and strain brought on by their jobs. The researchers indicated that identifying the best coping mechanisms for oneself in various circumstances and including problem-focused coping mechanisms in one's repertoire should be addressed when it comes to teacher well-being to perhaps reduce teachers' stress and to improve their sleep.

People who are mindful are more likely to feel calm and emotionally balanced, ready to soak in events as they occur, rather than feeling overwhelmed, angry, upset, impatient, or defensive about current experiences (Howard & Johnson, 2004). Thus, it is assumed that mindful teachers will have more energy to focus on students' emotional needs and be aware of them while they are learning (Klusmann et al., 2008). In that regard, studies reveal that training in mindfulness improves teachers' well-being. For instance, Montero-Marin et al. (2021) used an experimental methodology to examine two different mindfulness training formats with a sample of

206 secondary school teachers. The instructor-led format appeared to be more credible and effective, and it was also able to lessen teachers' stress, anxiety, depressive symptomatology, and burnout. The results suggested that teachers' well-being was increased in both formats of delivery and that both generated similar expectancy and engagement with the mindfulness practice. Smith et al. (2016)'s study on mindfulness exercises and body awareness as supporting factors for teacher well-being also reflects potential advantages for teacher well-being.

Braun et al. (2019) looked at the relationship between middle school teachers' mindfulness abilities and their concurrent occupational health and well-being (job stress, occupational burnout, and depressive and anxiety symptoms), as well as the effectiveness of their interactions with students in their most demanding class during the school day. The study involving 58 middle school teachers from the USA found a significant relationship between teacher mindfulness and lower levels of job stress, occupational burnout, and depressive and anxiety symptoms, as well as higher levels of observers' ratings of teachers' emotionally supportive interactions with students in their most stressful classroom. In contrast, there was a negative correlation between occupational burnout and observers' assessments of the organization and emotional support in the classroom. The findings imply that individual variations in middle school teachers' levels of mindfulness may have an impact on their interactions with children in the classroom both directly and indirectly through decreases in burnout.

Keeping a reflective journal might be another strategy to enhance well-being. Writing a diary might perhaps serve as a window into the lives of others in a setting where time is limited, stress levels are high, and workloads are heavy. This could help illuminate new horizons for wellness research and problems that need to be resolved. In this regard, Kelly et al. (2022) investigated the relationship between teaching, diary-writing, and self-reflection with fifteen teachers. Drawing on the findings of one pilot engagement project with contemporary teachers, 'Reimagining the Diary' (2018–19), the study explores the long-term history of reflective writing within the teaching profession and to highlight the current challenges faced by teachers and educationalists looking to use self-reflection as a tool for improving well-being. The article being purposefully multidisciplinary and problem-focused uses insights from historical studies, medicine, law, and education to explore the

present teacher retention problems in the UK and the significance of life-writing and reflection to it. The results indicate that using diary-writing to be beneficial for the professionals' well-being.

2.5. Novice Teachers

The likelihood of novice teachers quitting the profession is higher (Hoffman, 2007) compared to experienced teachers, and since this thesis focuses on part-time English instructors who mostly are novice teachers, referring to novice teachers is necessary.

McCallum & Price (2010) present positive attitudes towards the responsibilities of the job, significance of presenting a positive role model to the learners, having certain coping strategies for challenges, and the courage to seek assistance as few characteristics in the novice teachers who expressed to have a positive feeling of well-being. However, on the other hand, Huberman (1993) portrays the first few years of teaching as "exhaustion, over-investment, tensions and the uncertainties of trial and error in the classroom, difficult pupils and ... feelings of isolation from colleagues" (p. 35). Thus, early career teachers may feel left to either sink or swim and learn through trial and error. Therefore, as less experienced teachers without sufficient coping mechanisms and classroom management techniques, they might be more vulnerable to experiencing stress and burnout in the profession. (Jennings & Greenberg, 2009).

In English speaking countries, where foreign languages tend to be regarded with indifference (Lanvers, 2017), insufficient induction and mentoring programs for beginner language teachers (Brown, 2001; Ewart, 2009; Mason & Matas, 2016), crowded classes with varied levels of proficiency and experience in foreign language teaching (Mason & Matas, 2016), and limited budget and resources (Ewart, 2009) challenge beginner foreign language teachers.

Before graduation and start working as a language teacher, pre-service teachers might develop a certain understanding of the teaching profession as well as expectations to teach with full motivation and well-being. Cardoso-Pulido et al. (2022) sought to identify which aspects of teacher well-being are capable of forecasting the professional success of 88 pre-service primary education teachers

who specialize in a foreign language at the University of Granada. They utilized intrinsic motivation, expectations about good professional performance, professional distress, professional exhaustion, irrational beliefs, emotional intelligence, and burnout as the variables that contribute to teacher well-being. According to statistical analysis, intrinsic motivation and emotional intelligence were the two aspects of teacher well-being that can accurately predict trainee foreign language instructors' success in their future academic careers.

Being involved in a proper professional development program by their institutions might help novice teachers to grow professionally and have an upgraded well-being. In that regard, through semi-structured interviews with 10 university instructors enrolled in a similar program at a medium-sized Dutch institution, Gast et al. (2022) investigated how teaching-related professional development programs can improve the well-being of new university teachers. The results indicated that different learning activities had distinct correlations with various well-being features. For instance, formal workshops tended to focus on environmental mastery, finding one's life's purpose, and personal growth, while reflecting seemed particularly connected to teachers' self-acceptance and being a part of a learning community tended to focus on having good relationships with others and personal growth.

2.6. Impact of Neoliberalism in Higher Education

Numerous authors have argued that the neoliberal ideology dominates society presently and that this is the era of neoliberalism (e.g., Apple, 2006; Ball, 2012; Connell, 2013; Hursh, 2005; Spring, 2009). To protect the global economy from the crisis environment that has existed since the 1970s, neoliberal policies have been enforced all over the world under the justification that "there is no alternative." As a result, the demands of global actors like the World Bank (WB), International Monetary Fund (IMF), and General Agreement on Trade in Services (GATS) led to changes in education policy (Sipahioğlu, 2020).

Neoliberalism can be defined as a modern version of liberal thinking that emerged in the 1980s through the policies of Thatcher in the United Kingdom and Reagan in the United States. Neoliberal policies, which have been adopted globally since the 1980s, aim to commoditize necessities for the reproduction of labor, such as housing,

food, health care, and education, and to normalize insecure and flexible employment, which leads the precariat class to grow (Bakır & Eroğlu, 2019).

Political and economic changes drastically transformed the educational system since the education system has been shaped in line with the neoliberal policies. Education has been commodified, and the workforce in the sector has also begun to be employed in a flexible and insecure manner. Academics have started to be employed on temporary contracts at universities as well (Vatansever & Yalçın, 2015). Moreover, the principle of education declares that education should be a free public service to every citizen; however, increasing the number of private institutions appears to be contrary to that principle since privatization of education enhances the gap between poor and rich.

Job insecurity, competition and precarization, student fees and tuitions, a lack of health and pension rights, and threats to academic independence and freedom all contribute to neoliberalism in higher education, making academics vulnerable to totalitarian neoliberal state policies (Chatterjee & Maira, 2014). According to Giroux (2002) as well, higher education adopts neoliberal policies and corporate culture, and this culture has an erosive effect on the academic individual. He claims that uncertainty leads to the sense of helplessness, which dominates daily life and academia.

Biner (2019) woefully identifies main features of the neoliberal university as culturally and economically oppressed educators, unpaid labor, public university transforms to be a place of vocational training and instructors act as customer-service workers, and casualization of the labor force. Due to their heavy workloads in both teaching and research, as well as shifting performance standards, academics are under increasing strain and uncertainty, which have a negative influence on both their performance and general well-being at work (Lackritz, 2004; Shin & Jung, 2014; Watts & Robertson, 2011). Therefore, owing to neoliberal policies, the work environment for academics has become more stressful as a result of both changes in education, such as the digitalization of education (accelerated by the COVID-19 pandemic), rising student enrollment, and a growing emphasis on individualized student support, as well as increased pressure to publish and secure research funding

in a highly competitive environment (Kinman, 2014; Lei et al., 2021; Watts & Robertson, 2011). Moreover, although academics work in demanding conditions, financial cuts to institutions and departments have resulted in higher workloads, a proliferation of short-term contracts, and a decline in the mental health of academics (Berg et al., 2016; Horton & Tucker, 2013; Morris, 2019). Many academics are overworked, overburdened, and unable to meet the requirements for academic advancement.

2.6.1. Precariat and Temporary Teaching Staff in Higher Education

As Allison (2012) puts it, “precarity is insecurity in life: material, existential, social” (p. 349). Standing (2011) argues that a work-based identity is lacking among the precariat, in addition to job insecurity and unstable social income. According to him, the precariat does not perceive themselves as a cohesive labor group, which heightens their sensation of being used as a tool and of alienation in their work. Due to their unstable production relations, poor wages relative to others performing comparable labor, and limited occupational opportunity, the majority of people who find themselves in temporary occupations are on the verge of being classified as members of the precariat.

Some people enter the precariat through mistakes or failures; others are forced into it; some hope it will be a stepping stone to something else, even if it does not offer a direct route; some choose to be in it instrumentally, such as elderly people and students who are just looking to make a little money or gain experience; and still others combine a precariat activity with something else. An important sign of precariousness is having temporary work. Therefore, the precariat has anxiety because they are afraid of losing what they have while also feeling deceived because they do not have more.

The precariat seeks basic freedom and security. Anxiety is a component of freedom, according to Kierkegaard. It is the cost of liberty and may serve as evidence of that fact. However, if the anxiety is not controlled, stabilized, and rooted in security, it runs the risk of escalating into unreasonable concerns and impairing one's ability to think clearly or construct a coherent story for living and functioning (Standing, 2011).

Precariats working in different contexts may suffer from diverse difficulties because of working under precarious conditions. For instance, while the authors working in Spain face job insecurity due to the difficulty of finding a job with good working conditions, those working in the Anglo-Saxon context face job insecurity due to the amount of work time they put into looking for the next job. In Spain, publishing and attending conferences are essential for gaining more security if one decides to seek tenure positions. However, juggling with a baby and at least one other job is extremely difficult to meet the requirements of the tenured positions (Pérez & Montoya, 2018).

Academicians or intellectual laborers, as subjects of the precariatization process, experience forms of flexibility in universities, particularly private universities, which has resulted in a disintegration of job security, social and academic rights (Vatansever & Gezici-Yalçın, 2015). The rising reliance on part-time faculty is one of the main issues that universities are facing in the age of globalization. Recent Ph.D. graduates are forced into casual teaching roles with minimal pay and no benefits since it is becoming harder and harder for them to secure full-time, permanent employment. Even if these instructors possess a high level of qualification, they are situated outside of institutions and have limited access to resources or decision-making mechanisms. Therefore, due to their precarious conditions they are fighting for acknowledgement (Stephenson, 2016).

There is a global trend toward more temporary employment and fewer permanent contracts available (Acker & Haque, 2017). Spina et al. (2020) declares that up to 60% of the workforce in Australia works in precarious situations, and up to 80% of the research only positions at some universities are filled by temporary academic workforce. Similarly, Schwaller (2019) as well declares that precarity is affecting larger and larger segments of society and is becoming the new normal in Spain. Sadly, she adds that many highly educated young adults in Barcelona today do not expect to find permanent employment. Rather, they are preparing for a future of insecure employment. By presenting the cases of two highly educated young women scholars, Schwaller (2019) argues that the crisis and austerity policies led to a normalization of precarious employment in academia where scholars lack job security and face low wages - sometimes even without payment - and poor working

conditions. Thus, less job satisfaction is displayed by younger teachers without tenure (Cheuk et al., 2011; Torres, 2012).

2.6.2. Well-being of Academic Staff

Neoliberal policies deepen the precarious conditions in academia day by day, which affects the well-being of academic staff employed at various departments with various positions. For instance, many Ph.D. students depend on the extra money available through teaching and other employment options because the great majority of them live on low or no pay. Although it can be a fulfilling experience, working as a Ph.D. student is frequently inconsistent, underappreciated, and underpaid. In that regard, Butler-Rees & Robinson (2020), who were postgraduate researchers in the process of writing the article, discuss the experiences of postgraduate researchers and how they often face precarity (uncertainty and insecurity in employment), uncertainty in their research journey, and anxiety in their daily lives. They argue that these factors negatively impact the academic and personal well-being of the doctoral researchers. The article highlights the need for universities and institutions to provide support and resources to help alleviate the challenges faced by postgraduate researchers.

Bakır & Eroğlu (2019) conducted a study to present the problems that Turkish research assistants face due to working under a 50/d contract, which obliges the assistants to be fired from their positions once they complete their Ph.D. thesis. The participants declared the difficulty of focusing on their research studies and thesis by knowing that once they graduate from the Ph.D. program, they will be unemployed, which will force them to change their lifestyles. Thus, they invest in their fields, sacrifice from their lives, and contribute to the institutions they are employed at, however, having no support by other academics who have secured positions affects their psychology extortionately.

Similarly, Kinman & Jonas (2008) investigated work demands, work-life balance and well-being of 844 academic and academic-related staff employed within higher education institutions in the UK. The majority of the academics reported being at least moderately content with their jobs. The general state of work-life balance was poor, and the majority of respondents desired for greater separation between their

professional and personal lives. Academics who reported more work-life conflict and felt that there was a bigger gap between their current and ideal levels of work-life integration tended to be less healthy, less content with their professions, and more likely to have thought about leaving academia seriously. Additionally, 48% of respondents reported that they had given the idea of quitting academia considerable thought. Academics who felt more in control of their work, had more flexibility with their schedules, and received more support from their institutions had better work-life balance.

With a more consumer-oriented approach to education, student numbers have dramatically increased. As a result, the industry has faced a considerable challenge because the number of academic staff have not increased in line with this. An increase in participation has been accompanied by calls for increased responsibility, value for money, efficiency, and quality, as well as a steep decrease in government financing per student. Additionally, due to decrease in government funding per student also deteriorated efficiency and quality of education (Kinman & Jones, 2008).

Neoliberal policies have an impact on the managerial changes in the academy as well, which intended to minimize public resources and replace public services with private or semi-private providers through market competition (Anderson, 2008). Additionally, the managerial reforms that aim for efficiency and budget reduction are reducing the job security of academics. For instance, the institution hires part-time academics rather than full-time ones and offers contract positions rather than tenured ones (Bentley et al., 2013; El-Khawas, 2008; Giroux, 2003). As indicated in the study of Locke et al. (2011), academic professions are becoming more and more precarious, more accountable, entrepreneurial, and poorly compensated while also losing autonomy, influence, and social standing. Therefore, these factors increase job stress due to working under precarious conditions, which leads to decrease in well-being of the academic staff.

Managerial transformation takes place in Turkish higher education institutions as well. For instance, Dokuz Eylül University, one of Türkiye's oldest higher education institutions, dismissed four academics in early 2022 because they did not meet

performance criteria. The ones who are not fired continue working in stressful conditions by accepting the demanding performance criteria to not lose their positions (Uysal & Peşteli, 2022). In this regard, Shin & Jung (2013) investigated the levels of job satisfaction and stress among academics in 19 different countries, in light of the changing academic environment. The study found that the level of job satisfaction among academics varies across countries and is influenced by various factors such as workload, job security, and opportunities for professional development. Meanwhile, job stress is found to be prevalent among academics worldwide, with factors such as research pressure, administrative workload, and inadequate resources as the main contributors. The study highlights the need for universities to address these issues to improve the well-being and job satisfaction of their faculty.

2.6.3. Impact of Neoliberalism in Turkish Higher Education

Today, the Turkish higher education system is divided into two levels: state (public) universities and nonprofit foundation (private) universities (Birler, 2012). However, until neoliberalism affected Turkish education dearly, education was provided only by the public institutions. In Türkiye, neoliberalism emerged after 1980 as a result of political unrest in the economy (Sipahioğlu, 2020). Following the coup d'etat in 1980, the Higher Education Law resulted in a major reorganization of the higher education system. By the legal decisions following the new constitution, the Council of Higher Education (CoHE - the central body established in 1982 to administer all Higher Education Institutions in Turkey) was founded in 1982 (Günel, 2009). Therefore, higher Education Institutions in Turkey are established and administered by the state based on Article 130 of the 1982 Constitution.

The establishment of CoHE implied the centralization and unification of higher education, which resulted in a loss of autonomy for individual universities. As a result of the system's centralization, there was limited opportunity for alternative interpretations of the university, and aspirations for such new approaches remained marginal and radical (Günel, 2009). Additionally, with the new constitution, the Turkish government allowed private Higher Education. Therefore, private universities started to function in Türkiye by following the regulations of CoHE

(Yalçintan & Thornley, 2007). Private universities were founded on the premise that public higher education institutions were inefficient and uncompetitive globally (Birler, 2012). In 1984, Bilkent, the first private university was founded. According to CoHE's statistics, there are 75 private universities in Türkiye as of 2023. Privatization of higher education has brought certain negative consequences. Major consequences of these effects included precarization and deskilling of academic labor (Vatansever & Yalçın, 2015), neoliberalizing academic workers' subjectivities (Budak, 2017), and transformation of academic institutions' role in meeting market demands (Uzunyayla & Ercan, 2011).

Önal (2012) claims that the privatization of higher education is the first prominent trend in the transformation of higher education. According to him, this entails a shift in higher education institutions' behavior as they become similar to, and eventually indistinguishable from, corporations. Through the case of Koç University, Günel (2009) also demonstrates how the private university reproduces the neoliberal ideology both in itself as a gated community and in its surroundings as well. In a similar vein, in the early stages of Türkiye as a republic, teaching was a well-respected profession which guaranteed a high social status in the society (Üstün, 2011). Teachers did not struggle with finding a job after completing their degrees. However, gradually, the conditions that made the teaching profession attractive began to change since in the 2000s, the situation of having a job once you get the diploma began to change. In Türkiye, teachers, especially language teachers, are employed at private sectors once they could not secure a position in a state school/university. Unfortunately, teachers in the private sector face more challenges for their well-being than those in public schools due to having harsher working conditions (Masum et al., 2015), less opportunities to grow professionally, and even low student respect.

Coşkan et al. (2021) conducted interviews with 21 dismissed academics from Turkey, and analyzed their responses through the social and political psychological lenses of collective action in terms of how neoliberalism manifests itself. They discovered that participants narrated neoliberalism-related issues such as unfair academic competition, work overload, precarity, debt to the state, privatized knowledge production, and surveilled and censored academic freedom primarily in

expressing their grievances about the existing economic-political system in universities. They also expressed how they identify, politicize, and become motivated with their group, and describe how they find resources and support.

İyigün (2021) explored the relationship between English instructors' well-being and job satisfaction at private Turkish universities' language preparatory programs. The study also attempted to determine whether or not there was a difference between these two variables in relation to the teachers' characteristics, such as years of experience, proficiency level taught, and educational degree. The quantitative data came from 168 English instructors who completed the Teacher Wellbeing Survey and the Teacher Job Satisfaction Survey, while the qualitative data came from semi-structured interviews with 10 volunteers. According to the findings of the qualitative data, personal, organizational, student-related, and pandemic-related factors were found to be influential on the participants' well-being and job satisfaction. Furthermore, no correlation was found between participant well-being and teacher characteristics.

Taşdemir-Afşin (2011) investigated the relationship between the quality of work life and organizational commitment levels of university employees employed at state and private universities and discovered that academics working at private universities were not supported and protected by their institutions, and linked this perception to insecurity, incorporation, unfair wages, and the distribution of personal rights. According to the findings of Taşdemir-Afşar (2011), lecturer staff at the lower levels of the academy are more vulnerable to insecurity and flexibility, and they face wage and recognition inequalities. These results also display the well-being of academics working at private universities. Similarly, Önen (2015)'s study as well reveals how increasing workload and fear of being unemployed at private universities affect the psychology of academics negatively.

Hiring instructors for part-time and unstable positions is another neoliberal practice utilized in Turkish universities as well. In Türkiye, until 2018, English language program graduates were able to be employed as instructors in full-time positions in the school of foreign languages at universities. However, the instructorship cadre was abolished and merged into the lectureship cadre (öğretim görevlisi kadrosu) in

the Higher Education Law in March 2018 (CoHE, 2018). Thus, according to this regulation, one has to hold a master's degree to be able to secure a full-time position in universities. This unpredictable regulation affected the graduates and private universities directly. Private universities that were affected by this unplanned regulation tended to hire more part-time instructors than previously due to increasing number of students and cost-effective hiring strategies (Vatansever & Yalçın, 2015).

In that regard, this dissertation aims to contribute to the literature gap by investigating the well-being experiences of temporary English language instructors in a private university in Türkiye. The aforementioned regulation of CoHE bends them to work in part-time positions as they do not hold a master's degree yet. Working under precarious conditions influences their teacher identity, professional development, academic endeavors, and well-being in general. Hence, this study aims to shed light on the lived experiences of part-time English instructors and make humble suggestions for the educational stakeholders to better their conditions to increase qualified English education at the tertiary level. To do so, the study benefits from the relevant literature and utilizes the well-being framework of Holmes (2005) and the PERMA Model generated by Seligman (2011). Holmes' (2005) framework encompasses investigating well-being from four dimensions: physical well-being, mental well-being, emotional well-being, and spiritual well-being. PERMA Model (Seligman, 2011) equips the researchers to explore well-being by paying attention to individuals' positive emotions, job engagement, positive relationships, whether contributing meaning to the job, and accomplishments.

CHAPTER 3

METHODOLOGY

Every empirical study seeks to achieve its objectives through a practical combination of research methods to generate a meaningful and broad understanding of the concepts that they aim to explore. Thus, in this study, I aim to explore the well-being of part-time English language instructors who are employed at a private university with respect to their experiences. To address this aim, the Qualitative Research or Qualitative Inquiry paradigm, which rejects quantification or uncritical generalization in favor of complex, contextualized, and in-depth interpretations was utilized (Creswell, 2013).

This chapter describes the research design and methods with reference to qualitative research practice, case study, research setting, and participants. After clarifying and demystifying the methodological choices of the study, the research setting, and participants are introduced. Afterwards, a comprehensive account of data collection procedures is provided. Then, it is followed by the detailed data analysis process. Furthermore, the strategies that were employed to ensure the credibility and trustworthiness of the study are also highlighted. Lastly, the ethical concerns and my role(s) as a researcher, and the limitations of the study are discussed at the end of this chapter.

3.1. Qualitative Inquiry

There is no agreement in the literature on the definition of qualitative research; however, it is possible to find a range of opinions among researchers. In that regard, after examining the related literature immensely, in the article entitled “What is Qualitative in Qualitative Research,” Aspers and Corte (2019) attempt to capture the meaning and features of the concept of qualitative that is involved in qualitative

research by claiming that the existing literature does not provide a comprehensive definition of “qualitative” even though there are various definitions of “qualitative research.” Surveying the literature, they define qualitative research as the following:

We define qualitative research as an iterative process in which improved understanding to the scientific community is achieved by making new significant distinctions resulting from getting closer to the phenomenon studied. Qualitative research, as defined here, is consequently a combination of two criteria: (i) how to do things – namely, generating and analyzing empirical material, in an iterative process in which one gets closer by making distinctions, and (ii) the outcome –improved understanding novel to the scholarly community. (p.17)

In the fifth edition of the SAGE Handbook of Qualitative Research, Denzin & Lincoln (2017) provide the following definition for qualitative research:

Qualitative research is a situated activity that locates the observer in the world. Qualitative research consists of a set of interpretive, material practices that make the world visible. These practices transform the world. They turn the world into a series of representations, including field notes, interviews, conversations, photographs, recordings, and memos to the self. At this level, qualitative research involves an interpretive, naturalistic approach to the world. (p. 43)

Rather than relying on a single data source, qualitative researchers typically collect multiple forms of data through tools such as interviews, observations, and documents and analyze the data through complex inductive reasoning by presenting diverse viewpoints of the participants (Creswell, 2013).

Reflexivity is another distinguishing feature of qualitative research. Researchers describe their background (e.g., work experiences, cultural experiences, history), and how their background and interest of the research study influence their interpretation of the data, and what they hope to gain from the study (Creswell, 2013). In that regard, since their own personal and professional histories contribute to the study, qualitative researchers are viewed as the key figures in the study (Saldaña, 2011). Thus, in the researcher’s role(s) part, the reflexivity of this thesis’s researcher is discussed.

3.2. Case Study

Case study is one of the major qualitative study approaches, which examines a single unit of analysis, such as a single person, group, event, or organization (Saldaña, 2011). The following features of case study methodology should be taken into consideration while conducting a study by utilizing this methodology.

- Firstly, a specific case, a contemporary phenomenon, needs to be identified within specific time and location by collecting data from various sources (Creswell, 2013), and investigated in depth (Yin, 2018)
- In addition to identifying the case by its size, Creswell (2013) presents three types of case study by referring to Stake (1995). (a) *Intrinsic case study* displays a one-of-a-kind case, one that is of unusual interest in and of itself and must be described and detailed. In other words, the researcher has an intrinsic interest in the case. (b) *Instrumental case study* involves choosing a case as a medium to explore a phenomenon. (c) *Collective case study* entails investigating one issue through multiple case studies.
- The researcher may concentrate on a few key issues (or theme analysis), not to generalize beyond the case, but to comprehend the case's complexities. Moreover, the researcher may organize the identified themes into a chronology, analyze the cases for similarities and differences, or present a theoretical model (Creswell, 2013).

Thus, ultimately, relying on key aspects of qualitative inquiry, case study particularly, the current thesis takes the condition of being employed as a part-time English language instructor in the Foreign Languages Department at a private university as the case. This single instrumental case study aims to have a broader understanding of how the part-time English language instructors who work at a private university imagine and experience their well-being by working under precarious conditions. Moreover, the regulation introduced by the Council of Higher Education (CoHE) in 2018 requiring English language teachers to hold a master's degree in a related field to be employed as a permanent language instructor at a higher education (CoHE, 2018) led to the occurrence of the case of working as a part-time language instructor at a university due to not holding a master's degree yet.

Furthermore, this naturally occurring case affects their well-being as well, which this study aims to investigate and present in-depth by benefiting from being an insider researcher who had the opportunity to observe the well-being experiences of the participants thoroughly and constantly.

3.3. Research Setting and Participants

3.3.1. Research Setting

The current study is conducted in the Department of Foreign Languages (DFL) of a private university in Türkiye. The university has six faculties and three institutes in addition to the Department of Foreign Languages (Preparatory School in other words). According to statistics shared at the website of the university, approximately six thousand students are enrolled in the programs offered by the university currently. Each year, nearly one thousand students, mostly with upper- and middle-class backgrounds, register to the university. The university offers grants for scholarships to the students based on their university entrance exam results.

Before beginning studying in their own departments, each student has to pass the proficiency exam administered by the DFL. Students are given a chance to take a proficiency exam just before the fall semester starts; therefore, if they have enough scores from the exam, they have the opportunity to start studying in their departments directly without studying at the preparatory program. However, if they fail the test, after being placed in a class in line with their English proficiency level, they have to study at the preparatory school of the university till they pass the proficiency exam. According to the placement test results, if they are placed in an advanced class (C level), then, in the optimal conditions, they just study one semester at preparatory school because after completing one semester, they take the proficiency test, which is conducted by the DFL every semester, and usually they pass the test and start studying at their departments. However, if students are placed in a class with lower English proficiency such as A level, they are to study three semesters in the preparatory school. The students may study at the preparatory program for a maximum of two academic years. After two academic years, if they still could not pass the proficiency test, they are dismissed from the university.

The number of the students who study at preparatory school; however, approximately 80% of the newly enrolled students study at the preparatory program each year. In line with offering preparatory program to the students, the Department of Foreign Languages of the university offers language courses to undergraduate students as well. Thus, the department has three units: English Preparatory Program, Departmental English Language Program and Second Foreign Language Program. Before graduating, all undergraduate students must complete departmental English courses, which equips students with Academic English skills. The department employs both full-time and part-time language teachers to provide lessons to students. Since this thesis only includes part-time instructors of English, conditions of the Second Foreign Language Program are excluded.

Before presenting the conditions of the department further, it would be wise to refer to the fact that the given university has a relatively different academic calendar as one academic year consists of three compulsory semesters rather than two compulsory semesters as in the case of many universities. Three semester rule applies to the regulations of the Department of Foreign Languages as well. Thus, in the preparatory program, if students start with C level, which is the highest level, they do not have to study three semesters in the program. After passing the proficiency exam, they start their own departments. However, if a student starts his/her language education with a lower language proficiency, she/he will need to study three semesters at the preparatory school. Therefore, in the beginning of the fall semester, the DFL needs a high number of English instructors to meet the needs of the department. This is why they employ part-time English language instructors to support the department by offering lessons. However, after the fall semester, since the demand for the instructors decreases, demand for the part-time instructors declines as well. The possibility of having less class hours or not even having any hours is shared with the part-time instructors in the process of employment. In that way, the administration tries to secure themselves by saying that they have informed the candidates about the working conditions initially. And part-time instructors accept the job knowing that fact; however, not knowing if they will work there or not in the upcoming semester(s) and if they will, not knowing how many hours they will be teaching make them feel insecure.

Classes are allocated to the instructors based on the departmental policy. According to the department's policy, firstly, full-time instructors' classes are arranged. Then, based on the needs of the department, part-time instructors are given classes to teach. During the fall semester of 2022, 57 full-time instructors and 23 part-time instructors were actively employed in the programs to teach English language. The numbers present that part-time instructors are not small in number, which indicates that rather than hiring more full-time instructors the needs of the department have met by employing part-time instructors more. However, since the number of the students at the preparatory program decreases in the spring and summer semesters, the need for part-time instructors diminishes as well. During the spring semester, initially, 58 full-time instructors and 19 part-time instructors taught English to both preparatory and undergraduate students.

Part-time instructors' contracts are renewed each semester because some of them are not given any courses at all, which forces them to leave the institution even though they are successful in their profession. In the case of the Departmental English Unit of the institution, since the departmental English lessons are offered each term for all undergraduate students, the need for part-time instructors does not fall dramatically compared to the preparatory program. However, still, full-time instructors are given priority. If one section of the full-time instructor gets closed due the limited number of the student in the class, then, one section of the part-time instructor is taken from her/him and given to the full-time instructor. Therefore, there is always uncertainty for the part-time instructors in terms of how many classes to have, which directly affects their salaries.

At this point, I would like to present the distinctions between full-time and part-time English instructors in terms of their hiring procedures, responsibilities, salaries, employment rights, and benefits. To start with hiring procedure, to apply to the job announcements, all English language instructors need to present a bachelor's degree in English language related programs, the transcript of the bachelor's degree, a valid high English score, ALES (in English: Academic Personnel and Postgraduate Education Entrance Exam) score above 70, and CV. In terms of applying to the full or part-time position, the only distinction is a master's degree. Due to the Council of Higher Education (CoHE)'s regulation in 2018, English language teachers need to

hold a master's degree to be able to work at the tertiary level. Therefore, only master's degree holders are able to apply for the full-time positions at the universities; others can only be hired for temporary positions with fewer rights that I am going to elaborate on in the following pages.

After the application period, selected instructors are invited to the interview section with the head of department, one vice chair responsible from either administrative or academic affairs, and one professional development unit coordinator. Part-time instructors are hired based on their interview performance. However, after the first interview, the candidates for the full-time positions need to have another interview with the board of the trustees as a last step in the hiring procedure. Since full-time instructors' contract is more detailed in line with legal work regulations, they cannot leave the job in a short notice. They need to inform the institution by writing a petition beforehand. If they quit the job, they are obliged to pay an amount which equals to three gross salaries as compensation. However, since part-time instructors are hired temporarily, their contracts do not require them to take legal actions if they quit. It is enough for part-time instructors to inform the vice chair of the department orally without writing any legal petitions or paying any compensation.

In terms of the responsibilities, full-time instructors are given 20 hours teaching workload if they are not any unit members such as curriculum, testing, professional development etc. Unit members have either 5- or 10-hours teaching load in addition to unit related duties. They have 8.30-16.15 work-shift; however, they are allowed to have one free afternoon per week if they do not have any classes. They have to attend weekly planned and unplanned meetings, offer one office hour for the students, do the markings of the exams regularly, prepare teaching materials when asked, invigilate exams, participate in professional development projects or any projects conducted by the department, and present the department for the prospective students and to their parents before they register to the university. In terms of the responsibilities of the part-time instructors, they do not have a fixed work-shift, instead they need to be present for their classes and exam related duties. In the fall semester, they have around 20 hours of workload per week; however, it totally depends on the number of the students in the program. There are instructors who are given 13-15 hours of classes as well. During spring and summer semesters, they are

given either around 12 hours of workload or none at all. In addition to teaching duties, they have equal markings with full-time teachers. Thus, even part-time instructors teach 5 hours of lessons each week, still, this instructor has to do the marking in the same amount with the instructors who have 20 hours of teaching workload. Part-time instructors have to attend weekly meetings regularly as well. They have to offer office hours, invigilate the exams, enter the grade of the students and provide feedback to assignments of the students too.

In terms of salaries, full-time instructors have a fixed salary which is paid regularly on a fixed day per month. However, part-time instructors earn on hourly rate. They earn depending on how many hours they teach each month. If there is an exam and they do not teach nor invigilate, then they cannot get money from that hour. It is the same case for the holidays as well. If there is a national holiday on the days that they are teaching, they cannot get money from those hours. Again, different from full-time instructors, they do not earn money from markings. Even though quiz markings and weekly meetings of Academic English Unit take one full day of an instructor, still, part-time instructors are not paid for this, which affects the well-being of the part-time instructors dearly.

When it comes to the differences in terms of benefits and rights, full-time instructors have far more rights than part-timer instructors. While part-time instructors are exempted from participating professional development programs prepared by the professional development unit of the institution, it is obligatory for full-time instructors to participate in professional development programs and projects. Therefore, there is a distinction between the instructors in terms of having training in terms of professional development. They have opportunities to be a unit member, attend academic conferences/projects, and participate in Erasmus+ projects to enhance their professional skills. Furthermore, they have a right to use the university hospital and gym for a reduced fee, have full payment and insurance. They have full payment even though they do not offer classes during holidays or because of exams. If they teach more than their usual workload, they have supplementary payment of the extra taught classes.

After presenting the conditions of the setting for part-time and full-time instructors, I would like to explain the rationale behind choosing the given language department as the setting of this thesis study. Working in the institution as a part-time instructor inspired me to investigate the well-being of part-time instructors as I had a chance to observe the experiences of part-time instructors by working under the same conditions. Offering English lessons both in the preparatory program and the departmental English program allowed me to distinguish the differences and observe the effects of becoming a part-time instructor on teacher well-being. Thus, my own experience as a subject working under precarious conditions, and my observations encouraged me to take action and work on the well-being of language teachers working at private universities in temporary conditions. The fact that I am employed in the same institution aided me as a researcher to access the participants and the research setting. Moreover, in the given department, recruiting the part-time instructors is not a recent decision. The institution hires part-time instructors to meet the demands of the department for years. Therefore, hiring part-time instructors is part of the institutional culture. Thus, full-time instructors may have already established a mindset about part-time instructors, which may affect the well-being of part-time instructors. Hence, this institution's culture regarding recruiting the part-time instructors makes it a significant research setting. As a last point, since the university has three compulsory semesters different from other institutions, it makes the research setting significant as well because it allows part-time instructors to work in more precarious and unstable conditions by leading them to be jobless earlier as their teaching workload lessens each semester, which influences their well-being directly.

3.3.2. Participants

As the sampling strategy, criterion sampling and convenience sampling were used to select participants (Creswell, 2013). The criteria for selecting the participants were as in the following list: a) teaching or having taught as a part-time English language instructor at the selected private university, b) having more than one semester of teaching experience as a part-time English language instructor at the selected institution. According to the departmental documents, there were 19 part-time instructors actively working at the institution at the start of the semester when the

interviews were conducted. Thus, all the part-time instructors met the criteria as all of them had at least one semester of teaching experience at the selected institution, which met the criteria of the criterion sampling. Creswell (2013) suggests that “All of the individuals need to have stories to tell about their lived experiences” (p. 155). Hence, each and every participant of the study had stories to tell about their unique lived experiences regarding their well-being by working in a temporary position.

Since all of the instructors were acquainted with the researcher as a colleague, I personally briefed them all on the study and asked if they would like to participate in the research study. The study's debriefing form (Appendix A), which contained detailed information about the study, its procedures, and what the participants were expected to do was also shared with the participants. 15 part-time English instructors agreed to participate in the study eagerly and willingly, which met the criteria of convenience sampling since they stated it to be convenient to participate in the study (Battaglia, 2008). The participants were asked to have pseudonyms for themselves for the purpose of protecting their privacy (Creswell, 2013). However, the ones who could not decide on a pseudonym asked the researcher to determine one for them. Thus, according to the ethical codes emphasized while conducting qualitative research, the researcher assigned pseudonyms to protect the privacy of the participants (Yin, 2015).

Table 1. *Participants and their profiles*

Participants (pseudonym)	Gender	Previous Teaching Experience	Experience as a Part-time Instructor at the Target Institution
Ahmet	Male	None	3 years
Ali	Male	None	8 months
Amy	Female	2 years	2 years
Angelo	Male	None	2 years
Ayşe	Female	1 year	4 years
Emek	Undefined	2 years	4 years
Emre	Male	None	8 months
Güneş	Female	Few months	2 years
Lidya	Female	7 years	3 years
Luna	Female	4 years	2 years
Sevgi	Female	8 years	2 years
Sunny	Female	1 year	4 years
Tuğba	Female	None	3 years
Vera	Female	2 years	4 years

As might be seen from the table above, 14 part-time English language instructors (9 female, 4 male, 1 undefined) participated in the study. Their teaching experiences as part-time instructors at the private university vary from 8 months to 4 years.

Before introducing them in more detail, it would be wise to refer to their conditions related to their positions. The participants are part-time language instructors, or "ders saati ücretli öğretim görevlileri" (Higher Education Law no. 2547, 1981) in Turkish. They are all employed at the same private university in Türkiye. According to the most recent regulation regarding the assignment of instructors and academicians, English language instructors are required to complete their master's studies before

applying for full-time positions in all types of universities. Therefore, they cannot secure a permanent language instructor position at any type of university in Türkiye unless they hold a master's degree. Due to this requirement, usually part-time English language instructors tend to be newly graduated novice teachers who are concerned about their future and hope to complete their master's studies as soon as possible to secure a permanent language instructor position. Until securing a permanent position, they are inclined to work as part-time instructors at private universities due to the fact that the hourly rate salary at state universities is far less compared to private universities. Another reason for working in a part-time position at the tertiary level is to gain teaching experience in higher education and also to have relatively better working conditions than at private colleges. Moreover, since the administrators at the universities arrange the teaching schedule of the instructors in line with instructors' master's programs, part-time language instructors prefer working at the tertiary level to be able to pursue their master's studies successfully at the same time.

A more detailed introduction of each participant is presented below.

Ahmet

Ahmet is an English language instructor in his late 20s. Initially, he did not have the aim of being a teacher and studied English Language and Literature at a public university. After graduating from his bachelor's program in 2017, he participated in a program provided by a state university to acquire a teaching certificate for a year. He also did an internship within the scope of that teaching program. After completing this program, he applied to master's programs and he is currently pursuing his master's degree in American Culture and Literature program since 2019. Meanwhile, he is also working as an English language instructor under a part-time contract at a private university since September 2020.

Studying at the university, he felt closer to the idea of being an English language instructor at the tertiary level. Even though pursuing a career as a language instructor was not his priority, he realized that he feels better and more comfortable in the university setting. Thus, after being informed by his friend about the part-time English language instructor position at the given university, he applied for the job

and got accepted. Therefore, he works as a part-time instructor for three years. Due to his interest in literature, he considers his options to be involved in a literature department at a university. Hence, after graduating from the master's program, he aims to pursue a Ph.D. degree. Besides that, he also considers working at a public university either as a full-time language instructor or as a faculty member in a literature department, as he believes public universities provide better working conditions and facilities for the academic staff.

Ali

Ali, aged between 22 and 25, is a beginner teacher of English with no prior teaching experience. He dreamt of being a teacher; however, he was not sure in which branch to specialize until high school. Thanks to the encouragement of his English teacher in high school, and his not feeling competent in math and science-related courses, he studied on the language track in high school. Then, he studied in the English Language Teaching program at a public university and graduated in 2022. During the last year of his bachelor's program, he completed his practicum in a public high school for two semesters, which was helpful for him in deciding not to work at the high school level. Afterwards, he was closer to aiming at working at the tertiary level since he was not supposed to deal with parents of the university students.

Soon after graduating from his bachelor's program, he applied to jobs and master's programs. Thankfully he got accepted by both of them in the summer of 2022. Thus, at the moment, he is involved in a master's program in English Language Teaching program at a public university. In the meantime, he has been employed at the preparatory school of the private university as a part-time instructor of English since September 2022. He declared that upon graduating from the bachelor program, he had two options as a path to follow his academic career: research assistantship and being an English instructor. After considering both options thoroughly, he decided to take the path of being an instructor of English as he wished to gain teaching experience at the tertiary level while pursuing his master's degree as a research assistantship does not allow teaching experience.

While applying for part-time English instructor positions, his priority was the university that he is employed at currently. From his observations, the institution had

a good reputation and a well-organized system to teach English. Thus, while pursuing his master's degree, which is compulsory to be employed in a full-time instructor position, he was content to be having a chance of working there soon after he graduated with his bachelor's degree. His goal for the future is to either work as an English language instructor in a permanent position or to be an academic faculty member in the field of language teaching. He furthermore states the following about his future plan: "My plan for the future is to be a teacher who can keep up with the demands of my field, integrate today's technology into education, follow the developing technology, and follow the changes and innovations in the field."

Amy

Amy is a 27-year-old novice English language instructor. From primary school onwards, she always had the idea of being a teacher as she associated the teacher figure with a positive image. In middle school, she learned about the advantageous position of the graduates of the Anatolian Teacher Training High Schools in terms of preferring to study at the Faculty of Education at the university and studied there. Then, thanks to having extra scores due to being a graduate of Anatolian Teacher Training High School, she had a chance to study in the English Language Teaching program at a prestigious university. Since she had qualified English training since middle school, she was competent in English and decided to be an English language teacher.

While studying in her bachelor's program, she worked at various private language schools by teaching English to students of various ages and language proficiency levels. After holding a bachelor's degree in 2018, she worked in a private college as an English teacher for almost a year. Working at a private college was too demanding for her as she had to call the parents of the students and prepare lesson plans and activities at home after working long hours at school. Then, after quitting this job, she started to study in a master's program in English Language Teaching at a public university. At the moment, she is still seeking her master's degree and has been working as a part-time English language instructor since 2021. She hopes to complete her master's degree in a year and aims to work as either a full-time English

language instructor or a research assistant. Pursuing a Ph.D. degree also is among her future career plans.

Angelo

Angelo is a novice English language instructor in his mid-20s. Being an English language instructor was nowhere near him until he started studying in a social science department at a private university. His instructor at the English Preparatory Program encouraged him to be an English language instructor by acknowledging his talent for English. Being highly influenced by his instructor, he decided to change his career path and studied English Language and Literature at a public university. After graduating with his bachelor's degree in 2020, he started studying English Literature at a public university in the same year. While pursuing his master's degree, he is working as an English language instructor in a part-time position at a private university for almost 2 years.

While being involved in the bachelor's program, he worked in part-time positions where utilized his English skills; however, none of them were language teaching positions. Nevertheless, taking responsibility for the university theater club, giving lectures on the history of theater, and acting for new members of the club contributed to his teaching skills to some extent. Therefore, his current position is his first official experience in teaching English in a classroom. He is employed as a part-time instructor as he did not complete his master's degree yet.

Actually, he was not aware of the possibility of working as a part-time language instructor at the preparatory school of the universities without holding a master's degree. Thus, only after being informed by his friend involved in a Ph.D. program at his university that he is currently pursuing his master's degree, he applied for the position that he is working at the moment. Since he set his career at the tertiary level, he was eager to apply to part-time English language instructor positions to gain experience in an academic setting. Among the universities that he applied to work as an English language instructor, the current institution where he is employed was the best choice according to his evaluation. He likes teaching English; however, due to his passion for theater, he aims to be a faculty member in a literature department. Therefore, after completing his master's degree, he plans to apply to Ph.D. programs.

Even though he is aware of the precarious conditions in academia in Türkiye, he still follows the positions of research assistantship positions and keeps applying to them.

Ayşe

Ayşe, whose age is over 41, is an English language instructor. Even though she always enjoyed learning English, she had a different academic path initially. Before changing her career to become an English language teacher, she studied Political Science and Public Administration at a public university that she dreamed of. After working in a bank for more than 7 years, she decided to change her career due to stressful working conditions. Moreover, she declared that she always wished to study in an English language teaching program, and her experience in the banking sector helped her to realize the importance of working in a field that one has talent and passion for. Her previous experience of studying and working truly contributes to her current position as well.

She earned her bachelor's degree in English Language Teaching program from a public university in 2018. She worked at a private college as an English language teacher for middle school students for a year. Working in a private school was too demanding for her since she had to deal not only with teaching the language but also with all teaching-related documentation and expectations of administrators and parents of the students. Therefore, she considered the alternative positions by checking the job positions. After noticing the part-time English language instructor position at the private university where she is currently working, she applied to that position as her qualifications matched the requirements of the position. Hence, she has been working at the same university since 2019 as a part-time instructor of English. Meanwhile, she is also pursuing a master's degree in Translation and Interpreting program. She aims to work as an English language instructor in a permanent position. As she is content working in her current institution, she desires to continue working in the same institution under a full-time contract once holding her master's degree.

Emek

Emek declared to be referred with the pronoun they and their. Therefore, they and their pronouns will be utilized while introducing, quoting, and referring to Emek. Emek is an English language instructor in their 20s. Emek had no desire or plan to become an English teacher; however, in the flow of life, they became an English teacher by majoring in a program related to the English language. In terms of teaching experience, Emek has more than 4 years of teaching experience both in Türkiye and abroad. Currently, they work as English language instructor at a private university and aim to be working at a permanent position.

Emre

Emre is a beginner English language instructor in his early 20s. Initially, he did not aim of becoming an English teacher. He was more interested in the field of International Relations and politics. However, his experience abroad made me realize his interest in language; therefore, he studied in the English Language Teaching program at a public university. After graduating with his bachelor's degree in 2022, he was accepted into the master's program in the same field from the same university. Meanwhile, he was hired to work as an English language instructor in a part-time position at a private university in September 2022. Hence, at the moment, while pursuing his master's degree, he is working as a language instructor.

While studying in his bachelor's program, he worked as a tutor for two years for a student with an eye impairment. Moreover, his internship experience in the scope of his practicum, and particularly his mentor teacher there has motivated him to be more interested in teaching. After his graduation, the college where he had an internship offered him a job offer with a good salary; however, he preferred to work at his current institution as he desires to pursue a career in academia. Thus, during the interview process, he was influenced by the professionalism of his current institution and felt that the institution might help him grow professionally. In the future, he aims to pursue a Ph.D. degree in linguistics and be a faculty member in a related department.

Güneş

Güneş is a novice English language instructor in her early 20s. She was highly influenced by her English teacher in the 4th grade to be a language teacher. Her love for her teacher encouraged her to pursue a career in English language teaching. Therefore, she majored in English Language Teaching at a public university and graduated in 2020. Due to the COVID-19 pandemic, after her graduation with her bachelor's degree, she had to take a one-year break from studies and employment. Afterwards, she got into a master's program in the same field at a public university in 2021. In the same year, she was also accepted to the part-time English language instructor position at a private university. Thus, currently, while pursuing her master's degree, she is employed as an English language instructor for almost 2 academic years.

Her experience in an internship in the scope of a practicum course and a private college as a part-time substitute English teacher led her to set her career, not in private colleges. She had a hard time dealing with the unrealistic expectations of the school that she previously worked at. Moreover, observing and listening to the pathetic experiences of teachers working under miserable conditions guided her to pursue a career at the tertiary level. Thus, she applied for part-time English language instructor positions at the universities and got accepted to her current institution. Since pursuing a master's degree and working at the same time tires her, she does not aim to apply to Ph.D. programs. She hopes to be working as an English language instructor in a full-time position at a public university in the near future. If she cannot find a position at a public university, she would be content to continue working in her current institution in a permanent position.

Lidya

At the time of research, Lidya was a 30-year-old married English language instructor. It was her dream to be a teacher since her childhood. Her aunt was an English teacher and she loved exploring her books. She was attracted by these colorful books which influenced her to become an English language teacher. Therefore, with this desire, she earned her bachelor's degree in English Language Teaching program from a public university in 2016. Soon after her graduation she

worked at private colleges as an English language teacher and taught young learners of English until September 2020. After graduating with a bachelor's degree, she never thought of working at universities. However, due to the difficulty of working with young learners, the unrealistic demands of parents and administrators, and the miserable conditions of private colleges, she decided to look for opportunities to be employed at the tertiary level.

As she aimed at being an English language instructor at the tertiary level, she had to hold a master's degree due to the legal requirements of CoHE. Hence, she applied to master's programs and was accepted to the English Language Teaching master's program at a private university in Ankara and graduated in 2022. Once she discovered that it is possible to work at preparatory schools of universities as a part-time English instructor without holding a master's degree, she applied to universities to work part-time. Thus, while pursuing her master's degree, she worked as a part-time language instructor at the preparatory schools of two different private universities at different time periods. After working as a part-time instructor at a private university for a year, she applied, without any specific reason, to work at the university where this research study took place. She just wished to work and gain experience teaching at the tertiary level until graduating with her master's degree. Thus, she is employed at her current institution since September 2021. Meanwhile, she finished her master's degree a couple of months ago and aims to be hired as a full-time English language instructor at the preparatory school of a university. Therefore, she has been teaching English for 3 years in a part-time English language instructor position. Her answer to the interview question inquiring about her future career goals reflects her experience of working as a part-time teacher under precarious conditions dearly: "You are lowering your standards too much, inevitably. Thus, improving myself, pursuing a Ph.D., receiving training, and so on are not my standards anymore. Or let's say they are not my expectations or desire, at least for now. So, I have no such plans. All I want right now is an institution where I can work in peace and be a permanent member of that institution. Unfortunately, this part-time job lowers our standards."

Luna

Luna is an English language instructor in her late 20s. Her interest in English goes way back to the 4th grade, as she was amazed by being introduced to English for the first time. She always enjoyed English classes and worked hard to learn the language with pleasure, which motivated her to aim at becoming an English teacher as a profession. Therefore, firstly she studied at an Anatolian Teacher Training High School, then, majored in English Language Teaching at a public university. She graduated with her bachelor's degree in 2019 and completed her master's degree in 2022. While studying in her bachelor's program, she discovered her passion for literature. Therefore, she focused on English Literature in her master's degree.

Luna started her teaching career by working in a private language teaching institute while she was a senior student at the university. After holding her bachelor's degree, she applied to English teaching positions in various institutions including preparatory schools of universities. Nevertheless, she decided to work in another private language teaching institute in a temporary position as the conditions of the institute met her expectations. She felt no pressure on herself and developed positive relations with the administrator and colleagues, which encouraged her to work peacefully by earning a similar salary as the part-time positions of private universities offered to English language instructors. However, even though she was content at her working place and the administrator was helpful in all matters, due to the COVID-19 pandemic-related crisis, she was advised by the administrator to look for alternative jobs. Therefore, she applied for a part-time English language instructor position at a private university and worked there for a year. After being informed in a meeting conducted during a lunch break that they no longer will be working with part-time instructors during the summer semester, she had to look for another job. Thus, she applied to a similar part-time English language instructor position at another private university and has worked there since 2021. She was pursuing her master's degree at the same time; therefore, she had to consider the workload and the conditions of the institutions to apply to the open positions as her previous experience and observations showed her that in fact, part-time instructors work like full-time instructors.

She always wished to teach university students; this is why she planned her career accordingly. She could have worked in full-time positions in different schools than universities; however, her desire to be employed at a tertiary level motivated her to overcome the problems related to working under precarious conditions. She aims to continue developing herself professionally by considering applying to the DELTA program and be more competent in curriculum design and testing. Moreover, as she is interested in literature, she considers the possibility of pursuing a Ph.D. degree in English Literature in the upcoming years. Lastly, during the data collection process, she was still working as a part-time English instructor at a private university; however, I have been informed by her that her application for a permanent English language instructor position at a public university was positive. Therefore, she eagerly hopes to start working there sometime soon.

Sevgi

Sevgi is an English language instructor in her late 20s. Initially, she did not have any desire to become a teacher. However, in high school, thanks to the efforts of her hard-working and visionary English teacher, she was inspired to study hard to be able to major in an English related program at a prestigious university. Even though the city and the high school she graduated from were conservative, with the assistance of her English teacher, she was able to get into the English Language Teaching program at a prestigious university and graduated from there in 2019.

In total, she has 8 years of teaching experience. While pursuing her bachelor's degree, she worked as a private tutor. After holding her bachelor's degree, she worked at a private language teaching institute and a prestigious private college. Even though she was content with the salary that she earned while working at the private college, the working conditions, and profile of the administrators, colleagues, students, and their parents did not meet her expectations. Moreover, working with young learners was challenging, which affected her mental well-being. Her experience in the language institute was also compelling as she had to work long hours. Thus, her previous experiences led her to consider the tertiary level to set her career for the future. Hence, she applied to multiple part-time English language instructor positions at universities and was accepted from her current institution.

Therefore, from 2021 onwards, she is working as a part-time English instructor and pursuing her master's degree in English Language Teaching program. Meanwhile, she also gives private lessons to contribute to her income.

Sunny

Sunny is an English instructor in her late 20s with more than 3 years of national and international language teaching experience. Even though she was amazed by being introduced to the English language in 4th grade, still, she did not aim at being the English language as a profession. Therefore, she always dreamt of living in an English-speaking country. Due to her high motivation and dedication to live abroad, she lived abroad in different countries for more than two years within the scope of different study programs.

Although she was skilled in English, she did not consider being a language teacher until after graduating from high school. After changing her career plan, she decided to study in an English Language Teaching program. Thus, she holds a bachelor's degree in English Language Teaching from a public university. In 2019, the same year after her graduation with her bachelor's degree, she started to work as a part-time English instructor at her current institution. Afterwards, she also got accepted to a master's program in English Language Teaching. Thus, meanwhile working as a language instructor, she is pursuing a master's degree. After completing her master's program, she hopes to work in her current institution or somewhere else in a permanent English language instructor position.

Tuğba

Tuğba is a novice English language instructor in her mid-20s. She aimed at being an academic for many years. Her interest in literature guided her to major in an English-related program; therefore, she studied English Language Teaching and graduated from a public university in 2020. The same year she applied and was accepted to the English Literature master's program at the same university, and she is still pursuing her master's degree. Soon after her graduation from her bachelor's program, she started working as an English language instructor at a private university. After working one academic semester in her previous institution, she had to quit that

department due to the problematic working environment. After a couple of months, she started working at another private university, which is her current institution where she works as a part-time language instructor. Besides working in her institution, she provides private language tutoring to supplement her income.

As she aims at being an academic, she did not consider working in private colleges. Additionally, as other participants declared, she as well did not consider a career working at colleges or public schools, due to the relatively poorer working conditions there. This is why she applied to English instructor positions at universities. Due to not holding a master's degree yet, she had to apply for part-time positions at the tertiary level. Moreover, she added that since her master's program was challenging, applying to part-time jobs was the right option as some private colleges do not allow teachers to pursue a master's degree. In that regard, she applied to her current institution due to its reputation as a successful institution. After completing her master's degree, she aims to be working as an English language instructor in a full-time permanent position either at her current institution, if there will be an open position, or at another university. She has the desire to pursue a Ph.D. degree in English Literature; however, due to the challenges she had while working as a part-time instructor and the conditions of Türkiye, she seems to be not sure of her future as it might be understood from her words: "I can no longer predict my future. So, I can't foresee a month ahead. I can't predict my future either. So, I guess I just let it go."

Vera

Vera is an English language instructor in her late 20s with more than 4 years of language teaching experience. She holds a bachelor's degree in English Literature and a master's degree in a related field. After graduating from her bachelor's program, she had a teaching certificate by participating in a one-year-long intensive program at a university. In fact, initially, she did not envision becoming a language teacher; however, during her internship at the preparatory school of her university, she liked teaching and set her target to become a language instructor of English.

After holding her teaching certificate, she applied to multiple job positions. She was aware of the part-time English language instructor position at her current institution;

however, she had to work in another private language teaching institution to earn extra income to sustain her life. For a couple of months, besides offering private tutoring, she even had to work in three different institutions to meet her financial needs. While pursuing a master's degree and working at multiple jobs was quite challenging for her. However, at the moment, she is just employed at the institution where this thesis study took place. She would like to grow professionally; however, for the present, she just wishes to work and take some time to relax after challenging years.

3.4. Data Generating Tools and Procedures

Stake (1995) declares that “there is no particular moment when data gathering begins. It begins before there is commitment to do the study: backgrounding, acquaintance with other cases, first impressions. A considerable proportion of all data is impressionistic, picked up informally as the researcher first becomes acquainted with the case” (p. 49). Thus, the starting point of this study was in line with Stake's (1995) argument. As a researcher, I am employed at the same university as a part-time English instructor, and it affects my well-being both professionally and personally in positive and negative terms. Thus, being among part-time language instructors, observing them and my interest in precarity in academia encouraged me to have closer attention to the case of this study and motivated me to endeavor a scientific study on the well-being of part-time English language instructors.

Hence, as a researcher, from 2021 onwards, I was both acquainted with the research setting and the participants at the same time. My interest in precarity led me to read books and articles focusing on the precarious conditions in academia and teacher/academic well-being. Therefore, my efforts prepared me to design the given research study. Thus, the process that I have been through by getting familiar both with the institution and the colleagues (participants) was highly beneficial in terms of designing the research study and this experience of mine is in line with the following suggestions of Stake (1995). Stake (1995) states that “opportunity should be taken early to get acquainted with the people, the spaces, the schedules, and the problems of the case. With most studies, there is a hurry to get started, yet a quiet entry is highly desirable” (p. 59).

This research aims to investigate the well-being of part-time English language instructors who work at a private university in Türkiye. Furthermore, the study also aims to find out what part-time English language instructors perceive as the factors that influence their well-being and the strategies they developed to cope with the difficulties that they face while working in a temporary position. Hence, in this respect, based on the given aims, the following data collection tools are utilized to collect data in the current study: a) biographical information survey, b) semi-structured in-depth interviews, and c) ethnographic journal.

The table below summarizes the process followed by the researcher to collect the data for the study. As Creswell (2013) suggests that qualitative researchers collect data in the field of study by talking to the participants or observing them in their natural setting through face-to-face interactions, this study as well utilized semi-structured interviews and kept an ethnographic journal to write her observations within the target institution and its possible effects to the participants' well-being.

Table 2. *The timeline of the data collection process*

Data Collection Tool	Time
Ethnographic Journal	From September 2022 to May 2023
Pilot Interview	In March 2023
Biographical Information Survey	During April 2023
Semi-structured In-depth Interviews	During April 2023
Transcriptions of the Interviews	During April 2023

3.4.1. Biographical Information Survey

Yin (2018) suggests at least six sources as evidence providers in the case study: documents, archival records, interviews, direct observations, participant observation, and physical artifacts. Therefore, to supplement my direct and participant observations in the field of study and interviews, the researcher benefited from a biographical information survey (Appendix B) to have accurate data about the background of the participants, their teaching experiences, and their workload in their current jobs. The survey is adapted from Mercer's (2020) study on the well-

being of language teachers in the private sector. The survey includes questions regarding gender, age, marital status, academic background, total year of language teaching experience, year of teaching experience as a part-time teacher, and year of being employed at their current institutions. Moreover, the survey also includes questions to inquire about the workload of the participants in their current positions where the research took place. Lastly, the survey interrogates whether the participants work in extra jobs to supplement their incomes and if they do the workload is enquired about as well.

3.4.2. Semi-structured In-depth Interviews

The interview is a vital source of case study evidence. Interviews can be particularly useful in providing explanations (i.e., the "hows" and "whys") for key events, as well as insights revealing participants' perceptions (Yin, 2018). Stake (1995) as well holds a similar idea regarding the importance of interviews as reflecting the various realities by stating the following: "The case will not be seen the same by everyone ... [Thus], the interview is the main road to multiple realities" (p. 64).

Brinkmann (2018) presents three types of interviews: relatively structured, relatively unstructured and semi structured interviews. a) Relatively structured interviews entail asking only the designated questions without going beyond them and passively recording the answers of the participants. b) Relatively unstructured interviews encompass asking an initiative question for the participant and just guiding by asking further questions to provide details about that issue. c) Semi structured interviews "can make better use of the knowledge-producing potentials of dialogues by allowing much more leeway for following up on whatever angles are deemed important by the interviewee, and the interviewer has a greater chance of becoming visible as a knowledge-producing participant in the process itself, rather than hiding behind a preset interview guide" (p. 1002).

By evaluating the effectiveness of the types of interviews, this study utilized semi-structured in-depth interviews to collect data on the well-being of the part-time English instructors. The interview questions (Appendix C) are formed by exploring the literature on teacher well-being. Particularly books and articles by Sarah Mercer, who is a prosperous scholar on teacher well-being, were helpful in shaping the

interview questions. Before the actual data collection started, I had an almost two-hour discussion on the accuracy and clarity of the interview questions with a scholar who holds a master's degree in English Language Teaching and had a couple of years of teaching experience as an English language instructor at private universities. After her feedback, I updated the interview questions. Additionally, the guidance of my thesis advisor was helpful to update the interview questions to have a broader understanding of the well-being of the participants. Moreover, I had a pilot interview with one of the part-time English language instructors who work where the research study took place. The interview took about 70 minutes, and it is not included in the data analysis. However, this pilot interview guided me for the upcoming interviews.

In line with the aim of the research, one individual semi-structured in-depth interview session has been conducted with 14 participants during the 2022-2023 spring semester. The participants were either visited in person or contacted by phone to set up the interview date and time. The participants were free to choose a convenient place and date to conduct the interviews; therefore, the researcher made sure to respect their choices about the time and place. Thus, the interviews were conducted in the office of the participant or the researcher, in an empty classroom, or on Zoom. The interview session started by explaining the aim of the research and the procedures and followed by signing the consent form and completing the biographical information survey. Then, semi-structured interview questions are directed to the participants.

Saldaña (2011) points out that “The goal [during the interview] is to establish an atmosphere and working relationship of comfort, security, and equity” (p. 39). In a similar line of thought, Yin (2018) also suggests that the researchers should pay attention to fulfilling the needs of the participants by posing open-ended interview questions in a friendly and non-intimidating manner. Thus, as the researcher, I as well-paid extra attention to make the participants speak freely by feeling comfortable. To allow the participants to feel more secure, the participants were informed that they might quit the interview if they felt so. Furthermore, at the end of the interview sessions, they were also briefed that if they wish to take their word back, they are free to do so.

Additionally, after inquiring about their language preferences for the interviews, the interviews are conducted in Turkish, the participants' native language, as the participants indicated that they would feel more comfortable sharing their ideas and lived experiences. The interview sessions last between 48 minutes and 1 hour and 48 minutes. The table below summarizes the duration of each interview. Immediately after audio-recording the interviews, the researcher transcribed all of the interviews verbatim on her own by considering the transcribing to serve as an excellent warm-up for more in-depth analytic work (Saldaña, 2011).

Table 3. *Duration of the interview sessions in minutes (mins)*

Participants	Duration
Ahmet	60 mins
Ali	46 mins
Amy	60 mins
Angelo	82 mins
Ayşe	57 mins
Emek	44 mins
Emre	54 mins
Güneş	68 mins
Lidya	39 mins
Luna	79 mins
Sevgi	108 mins
Sunny	78 mins
Tuğba	55 mins
Vera	75 mins
In total:	14 participants 905 mins

3.4.3. Ethnographic Journal

The qualitative case study approach requires collecting data from various sources and observing the case constantly. Therefore, as a researcher, I kept a journal (Creswell, 2013) to better illuminate the well-being of the participants. Angrosino (2007) states that “Ethnographic observation (as opposed to the sort of observation that might be conducted in a clinical setting) is conducted in the field, in naturalistic settings. The observer is thus, to one degree or another, involved in that which he or she is observing” (p. 54). Hence, as having the role of participant-as-observer, due to working at the same institutions with the participants, I had a chance to be fully engaged in the life of the participants as a colleague and friend (Angrosino, 2007).

The researcher commenced keeping a journal in September 2022 and finalized taking notes at the beginning of May 2023. The notes, which contain the dates, are 16 pages long in total. The notes in the journal include distinctive moments, news, and formal decisions that influence all part-time language instructors (the participants) in the department. It also includes specific experiences of the individuals related to their professional life, which influence his/her/their well-being. Furthermore, informal daily conversations with groups of participants about their lives, master’s studies, work-related concerns, positive sides of working in their institutions, and their future aims are also added to the ethnographic journal since their ideas and experiences reflect their well-being. Moreover, since the participants are aware of my study, they from time to time had a chat with me about their updated well-being; therefore, these instances are also present in the journal since these unique moments provided me as the researcher to give further thoughts on the factors influencing the well-being of part-time instructors.

3.5. Data Analysis

One method for comprehending the social world is to identify its patterns and construct human meanings that appear to grasp life's essences and essentials (Saldaña, 2011). Hence, the goal and outcome of data analysis are to reveal to others what is observed and discovered about the human condition through new insights (Saldaña, 2011). According to Stake (1995), “There is no particular moment when data analysis begins. Analysis is a matter of giving meaning to first impressions as

well as to final compilations” (p. 71). Therefore, it is more than just analyzing the data; it also entails organizing the data, performing a preliminary read-through of the database, coding and organizing themes, portraying the data, and developing an interpretation of it (Creswell, 2013). By analyzing the books on qualitative research, Creswell (2013) remarks that in qualitative research, data analysis entails preparing and organizing the data (i.e., transcripts of the interviews) for analysis, then reducing the data into themes through coding and condensing the codes, and ultimately presenting the data in figures, tables, or a discussion.

In a similar vein, Braun & Clarke (2006) suggest that “through its theoretical freedom, thematic analysis provides a flexible and useful research tool, which can potentially provide a rich and detailed, yet complex, account of data” (p. 78). Therefore, firstly, each of the data analysis steps is presented in the following section by exploiting the qualitative data analysis literature, then, how these analytic steps are utilized in the current study will be discussed.

First step: Organizing the Data

As a first step in analyzing the data, researchers organize their data and convert them to appropriate text units (i.e., a word, a sentence, or an entire story) for analysis (Creswell, 2013). Thus, after collecting the data, transcription of the data takes place in order to analyze the data thoroughly by reading the transcriptions to get familiarized with the data in-depth (Braun & Clarke, 2006). Thus, the analysis of this thesis study has started by transcribing the interview sessions and storing them in folders on a password-protected computer.

Second step: Reading and Memoing

Following data organization, researchers continue their analysis by gaining an understanding of the entire database through intensive reading (Braun & Clarke, 2006; Creswell, 2013). Thus, reading the transcriptions of the data comprehensively allows the researchers to “play” with the data and look for patterns, insights, or common concepts among the utterances of the participants, which guide the researchers in terms of what to analyze and how to analyze the data (Yin, 2018). Reading and rereading allow the researcher to become intimately acquainted with the

content by noticing remarkable details and gaining new insights into their meanings (Saldaña, 2011).

Moreover, Creswell (2013) suggests writing memos as “writing notes or memos in the margins of field notes or transcripts or under photographs help in this initial process of exploring a database. These memos are short phrases, ideas, or key concepts that occur to the reader” (p. 183). Lempert (2011) remarks that memos may constitute hints and suggestions in terms of how to interpret some parts of data. Thus, in this study as well, at each reading of the data, the researcher wrote memos and compared and contrasted memos to have an overview of the data and generate codes from them.

Third step: Describing, Classifying, and Interpreting Data into Codes and Themes

After reading and memoing the dataset, describing the data takes place to form codes and themes out of the data (Creswell, 2013). According to (Saldaña, 2009, p. 3) “a code in qualitative data analysis is most often a word or short phrase that symbolically assigns a summative, salient, essence-capturing, and/or evocative attribute for a portion of language-based or visual data.” Thus, coding entails composing text or visual data into small categories of information to seek evidence for the code in various databases used in a study, and then labeling the code (Creswell, 2013). “Coding gives you an initial sense of the theoretical potential of your observations” (Timmermans & Tavory, 2022, p. 72). After the coding stage, themes are determined. In that regard, Braun & Clarke (2006) define a theme as an entity, which captures a significant aspect of the data related to the research question. Therefore, in this stage, the collected and transcribed data is broken down into smaller elements to investigate the data thoroughly in line with the aim of the research study. After the identifying initial codes, the codes are grouped together into similar clusters. While the same codes belong to the same category, a single code may stand on its own if it is sufficiently unique (Saldaña, 2011).

Related literature review displays that code labels emerge from a variety of sources. As Creswell (2013) presents some of the labels might be in vivo codes, which are names that are the exact words that are uttered by participants. Moreover, the names of the codes might be taken from the relevant literature, or the code labels might be

generated by the researcher. While labeling the in vivo codes, Saldaña (2011) suggests they be written in quotation marks to be identified as they are taken directly from the utterances of the participants. In addition to the previous suggestion, Creswell (2013) recommends the researchers label codes in a way that they might be utilized to indicate information and develop themes. Lastly, clustering the codes is followed by composing themes. “Themes in qualitative research (also called categories) are broad units of information that consist of several codes aggregated to form a common idea” (Creswell, 2013, p. 186).

Drawing on the qualitative research literature, the researcher of this study as well after reading and rereading the transcripts of the interviews, first, generated codes, and labeled them either in vivo codes by writing them in quotation marks or named them by reflecting on the uttered experiences of the participants. Then, by thoroughly going over the formed codes, the themes of the study are constructed by combining the clustered codes in relation to the research questions. By taking the suggestion of Braun & Clarke (2006) into account, the relation among the themes taken into consideration.

Fourth step: Interpreting the Data

Creswell (2013) states that “interpretation in qualitative research involves abstracting out beyond the codes and themes to the larger meaning of the data” (p. 187). At that point, it is suggested that the researcher should relate his/her interpretation of the data to the relevant literature to strengthen the analysis of the data. Thus, the interpreted version of the data of this study will be presented in the discussion section of the thesis.

Fifth step: Representing and Visualizing the Data

In the last stage, the researcher represents the data that is being analyzed. In terms of writing the analysis of the study, Braun and Clarke (2006) propose that it should be presented in a clear, cogent, logical, non-repetitive, and compelling manner by depicting the meaningful relationship between the themes. The researcher might also benefit from tables, figures, graphs, and diagrams to present the data in a visualized format.

The researcher of this study applied the five aforementioned and presented steps while analyzing the data. Firstly, after organizing the audio-recorded interview files, each interview session is transcribed verbatim and saved in folders in a password-protected computer. While transcribing the dataset, the researcher took memos to be helpful in generating codes. In the second step, the researcher read and reread the dataset to be immersed in the collected data to be able to analyze it properly without missing vital details. As a third step, the researcher described and labeled the codes, and generated themes by combining the clustered codes. The list of the example initial codes might be seen in Appendix D. Novel interpretations were generated in the fourth phase by drawing on the theoretical framework, literature, and research questions. In the final step, the researcher attempted to draw conclusions and display the study's broader significance. Moreover, to manage the data effectively, MAXQDA, a computer-assisted software, is utilized to facilitate the data analysis as the program allows the researchers to categorize the analyzed units, assists them to work neatly, and forms visuals to support the presenting of the analyzed data in a well-organized manner. Lastly, while analyzing the data, the researcher utilized the well-being framework of Holmes (2005), PERMA model (Seligman, 2011), and the relevant literature, particularly studies of Sarah Mercer, who is a prominent scholar of teacher well-being.

3.6. Credibility and Trustworthiness of the Study

Saldaña (2011) presents the terms credibility and trustworthiness (Lincoln & Guba, 1985) as factors to be taken into account while collecting and analyzing the data and displaying the findings. Thus, it is essential for effective qualitative research to reveal to the readers which methods are used during the research process to interpret the data and draw conclusions to persuade the readers in terms of trusting in the analysis.

Qualitative research scholars suggest various strategies to enhance the credibility of the research studies. In that regard, Guba & Lincoln (1985, p. 328) presents the following six strategies to “increase the probability of high credibility” of qualitative research:

1. Prolonged engagement

2. Persistent observation
3. Triangulation of sources, methods, and investigations
4. Peer debriefing
5. Negative case analysis
6. Referential adequacy
7. Member checks (in process and terminal)

Eisner (1991) offers three standards to elaborate on the credibility of qualitative research. a) structural corroboration, b) consensual validation, c) referential adequacy. In structural corroboration, the researcher employs a variety of data sources to support or refute the interpretation. “Consensual validation is, at base, agreement among competent others that the description, interpretation, evaluation, and thematics of an educational situation are right” (p. 112). Referential adequacy functions as criticizing the subject matter to be comprehended more deeply.

By using the term “validation” instead of credibility, Creswell (2013) suggests eight validation strategies that are frequently employed by qualitative researchers. a) prolonged engagement and persistent observation in the field to build trust with the participants and be get familiarized them with their environment/culture/community, b) triangulation refers to collecting data via multiple sources and utilizing various theories to understand the investigated phenomenon, c) peer review or debriefing to increase the validity of the research by getting help from other researchers to contribute to the study by providing critical lenses, d) “In negative case analysis the researcher refines working hypotheses as the inquiry advances (Ely et al., 1991; Lincoln & Guba, 1985; Miles & Huberman, 1994; Patton, 1980, 1990) in light of negative or disconfirming evidence” (as cited in Creswell, 2013, p. 251). e) clarifying researcher bias refers to the researcher’s position, previous experiences, and certain possible biases or assumptions that might have a tendency to influence the interpretation of the data analysis. f) member checking entails seeking the opinions of the participants to check the analyzed data and share their critiques. Therefore, the researcher asks for assistance from the participants to prevent

incorrect assumptions or biases. “This approach involves taking data, analyses, interpretations, and conclusions back to the participants so that they can judge the accuracy and credibility of the account” (p. 252). g) thick descriptions encompass providing descriptions about the participants and the setting of the research in detail. h) external audits involve seeking an external auditor, who is an outsider to the study, to investigate the research procedures by evaluating the accuracy. Therefore, the auditor(s) “examines whether or not the findings, interpretations, and conclusions are supported by the data” (p. 252).

Creswell (2013) recommends at least two of the aforementioned strategies to be utilized by qualitative researchers. Thus, this study as well strengthened the credibility of the research by applying the given strategies. First of all, being employed at the same institution with all the participants was helpful to the researcher in terms of engaging with the research setting and participants, building rapport with the participants, and observing them constantly in a relatively closer vicinity by working at the same department. Therefore, the strategy of prolonged engagement and persistent observation in the field was fulfilled by the researcher. Thanks to being engaged in the field, the strategy of providing thick descriptions was possible as well since the researcher could observe the setting and participants continuously, she was able to present the setting, participants, and realities related to them in detail. However, being an insider researcher may influence the research; in the upcoming section (3.7. The role(s) of the researcher), the researcher will clarify researcher biases by her background, stance, experience in the research setting, and relations with the participants. Thus, to limit the possible biases that may occur while analyzing the data, the researcher utilized the strategy of member checking as well to prevent misunderstandings or any type of subjective biases of the researcher. Furthermore, collecting data from multiple sources also contributed to the credibility of the study. Lastly, strategies of peer checking, debriefing, and external audit were utilized. Research questions, research design, and analysis were checked by another researcher who holds a master’s degree in English Language Teaching program and has teaching experience as an English language instructor at the tertiary level of private universities. Moreover, each participant was debriefed by sharing the debriefing form with them. Lastly, an external audit strategy was employed with the help of another researcher and thesis advisor. Therefore, the strategy of negative case

analysis, and the rest of the aforementioned were exploited to consolidate the credibility of this research study and to establish the “trustworthiness” of the study (Lincoln & Guba, 1985).

3.7. The Role(s) of the Researcher

The researcher, as the key instrument (Saldaña, 2011) of the research, needs to share her/his reflexivity frankly to present how s/he positions her/himself by tendering her/his background (i.e., education and work experiences) may influence the interpretation of the data (Creswell, 2013). According to Alcoff & Potter (1993), reflexivity compels the researcher to confront not only the choice of the research problem to investigate but also our fluid self with multiple identities in the research setting. In a similar vein, Reinharz (1997) claims that the researchers not only “bring the self to the field ... [they also] create the self in the field” (p. 3). Hence, by being aware of my fluidity of myself, in this section, I will discuss my role(s) and perspective(s) in this research study in order to provide a scope for the readers to evaluate my influence on the study.

To begin with, I am yet another part-time English language instructor at the institution where this research study took place. Therefore, I share a similar background with the participants of the study. As some of the participants indicated, it was my dream to become an English language teacher due to my intense interest in the language and different cultures. Thus, I hold a bachelor’s degree in English Language Teaching from the same public university that I pursue my MA degree (2021). As I believe teachers should be in the position of improving themselves in a multidisciplinary approach, I also studied Sociology as a minor degree to enlarge my perspective by understanding sociological and cultural changes in society. Therefore, being acknowledged the origins of the inequalities in society in the sociology classes consolidated my understanding of the discussions of education-related inequalities. In that vein, the effects of neoliberalism on education always draw my attention to think and read further.

While pursuing my bachelor’s degree, I decided to be working as a language instructor at the tertiary level. In my 2nd year at the university, in 2018, the new regulation to become a language instructor at the university was announced by

CoHE. According to the new regulation, which is valid at the present moment as well, candidates are required to hold a master's degree in a relevant field of study to secure a permanent position as an English language instructor at the university level. Thus, suddenly I had to revise the steps I had to take after graduating with the bachelor's degree in line with my aims and the recent requirements. Even though I desired to be an English language instructor, I also had the urge to become a scholar/academic faculty member by pursuing an MA and Ph.D. degree as I was highly enthusiastic about seeking a greater depth of knowledge in the areas that I have a darned interest in. Thus, especially after my one semester in Germany within the scope of the Erasmus+ study program, I aimed to apply to the Ph.D. programs abroad, in the USA particularly. However, as many people got affected by the COVID-19 pandemic in various ways, I was also got influenced by it excessively by losing my dearest person. Thus, I had to put aside the goal of maintaining my academic studies abroad, instead, I applied to two MA programs (English Literature and English Language Teaching programs respectively) at my current university and got accepted by both of them in 2021. After struggling to choose one of them as I had an interest in both fields, I registered for the English Language Teaching MA program. However, I need to remark that I still proceed to explore the world of literature and benefit from the textual analysis skills that literature courses equipped me with in my bachelor's program at the same university.

As a senior student in the bachelor's program, I learned about the possibility of working as a part-time English language instructor without holding a master's degree at the tertiary level in the School of Foreign Language at the university. Thus, as all of the participants of this study indicated, this opportunity attracted me as well since I was looking to gain teaching experience at the tertiary level and maintain my academic endeavor by pursuing a master's degree. Therefore, since September 2021, I am working as a part-time English instructor at the private university where the study took place and continuing my master's program at the same time. However, managing both of them has been challenging due to the struggles of working under precarious conditions particularly. Observing the conditions of the part-time language instructors' and our discussions/reflections on the effects of working under temporary conditions on our professional and personal growth encouraged me to focus on the well-being of part-time English instructors for my thesis. Moreover, in

my second semester of the master's program, I, with two Ph.D. students, conducted a research study aiming to investigate the well-being of international English instructors, which motivated me more to shed light on how part-time English language instructors experience their well-being. Furthermore, since the well-being of English language instructors is an understudied topic, I cared for their personal and professional experiences to be known and suggested further actions to be taken to change their conditions for the better. To my observations and readings, precarity in academia is a constantly growing global threat to the professional development and well-being of instructors, which necessitates actions to overcome this challenge.

As a researcher, I had multiple roles. First of all, I was an insider in the institution where this research was carried out. Working there as a part-time language instructor for almost two years allowed me to be familiar with the working conditions and the members of the institution. Secondly, I had the role of being colleagues with them by sharing the same working place and office, which put me in the position of beholding how they manage the workload and get affected by the regulations of the institution, their concerns, and satisfaction in their positions. Next, my other role was being friends with them and being in close contact with most of the participants, which enabled me to observe them outside of work as well. Spending time with them outside of the working place provided me with the opportunity to see the impact of their part-time position on their personal lives. My last role was being a flat mate of one of the participants. Hence, sharing and managing life with another part-time English instructor gave me a chance to observe the influence of working under precarious conditions from various points of view. Therefore, by acknowledging my roles' contribution to the richness of this study, I would like to state that I am aware of my subjective biases in comprehending the experiences of the participants and analyzing the data. To avoid potential subjective biases, I did not reflect on any ideas or comments during the interview sessions and while analyzing the collected data. I was extra careful during the research process to check my actions for my subjective reflections not to interfere with the lived experiences of the participants in regard to their well-being. Furthermore, the aforementioned credibility strategies were utilized to contribute to the validity and trustworthiness of the current study.

3.8. Ethical Considerations

Firstly, formal permission is obtained from the School of Foreign Languages of the university where the research took place. Then, the Human Research Ethics Committee of Middle East Technical University provided ethical approval for this study (Appendix F). Following the receipt of the necessary approvals, the researchers inquired about the willingness of the part-time English language instructors to participate in the study by presenting the debriefing form (Appendix A). The interview sessions are conducted in the places and at times that are most convenient to the participants. The research informed the participants that they may quit participating in the study once they feel uncomfortable and they have the right not to respond to certain questions for whatever reason. Lastly, the participants are also briefed that after the interview, they will also be provided with the right to take back their utterances. Once the participants agreed to participate in the study after being informed about their rights, they signed a consent form that detailed the nature of the study (Appendix G). Moreover, the researcher utilized the strategy of anonymizing the participants; therefore, the participants formed pseudonyms for themselves. Some of the participants asked the researcher to generate pseudonyms for them; hence, some pseudonyms are formed by the researcher. After audio-recording the interview sessions, the researcher stored them in electronic folders on a password protected computer.

3.9. Limitations

In terms of the limitations of the study, data collection sources might be discussed. Even though the study possesses rich and valuable data from the interview sessions with 14 participants and a lengthy ethnographic journal by closely observing the research field and the participants, still one more data collection tool such as a focus group interview could have been utilized to enhance the strength of the data. Moreover, although the researcher kept an ethnographic journal by taking notes about the instances from the field and observations related to the well-being of the participants from September 2022 to May 2023, still, instead of having one single interview with each participant, multiple interviews in different periods could be conducted to identify changes in their well-being in a formal manner. However, as an

insider researcher, it was possible to observe the changes in the well-being of the participants in our informal gatherings during lunch and coffee breaks or chats at our offices and phones, which I took note of and reflected in my ethnographic journal. Furthermore, from the holistic perspective, language instructor well-being is not only influenced by factors related to their working place; however, their personal lives as well contribute to their well-being. Thus, including other people (i.e., best friends, flatmates, parents, etc.) who observe the participants' well-being in the research study through interviews could enlighten the outcomes of the study. Having other critical lenses different from the researcher's and the participants could make a major contribution to comprehending the well-being of the participants. However, unfortunately, due to time limitations, the aforementioned possible data collection tools could not be employed. Nevertheless, already utilized data collection tools were adequate to fulfill the purpose of the study.

CHAPTER 4

FINDINGS

This study focuses on three main research questions to broadly comprehend the well-being of the part-time English language instructors who are employed at a private university in Türkiye. The first question aims to investigate how the participants experience their well-being. With the second question, the study unearths what the participants perceive as the factors that affect their well-being in a positive or negative manner. The last research question assists to discover the strategies generated by the participants to enhance their well-being. Hence, having analyzed the complete data set (i.e., interviews and notes of ethnographic journal) through following Creswell's (2013) and Braun & Clarke's (2006) data analysis methodology, this chapter presents the findings under each research question by developing an extensive discussion on the emerging themes.

4.1. How do part-time English language instructors who teach at a private Turkish university experience their well-being?

Following the framework offered by Holmes (2005) and PERMA Model (Seligman, 2011), the participants' well-being is analyzed in three dimensions: physical, emotional, and mental. In order to have a broader understanding of the participants' well-being experiences, based on the findings, their understanding of teacher well-being is displayed initially. Although there are commonalities among the participants' understanding and experiences of well-being, as well-being is a complex and individual experience, each participant's understanding and experience of well-being is presented separately.

4.1.1. “How can I see the one who does not see me?”: Ahmet’s case

Ahmet associates teacher well-being not with being happy, but rather relates it with a lack of anxiety. In terms of finance-related anxiety, by underlining its impossibility in Türkiye conditions, he refers to not having any financial problems to have a decent well-being. Thus, he defines teacher well-being as teaching without being worried in an institution where s/he may realize his/her own potential.

To be satisfied economically to a certain extent, or rather, not to worry about it [money] much. Maybe it is not very possible in Türkiye, but [financial related problems] should not be in your mind all the time. And it [teacher well-being] is a bit about the lack of anxiety. I mean, not feeling the anxiety. So, it does not mean being happy. Not necessarily. It is about continuing to give education without worries in a place where one can realize his own potential at least. (Ahmet)

[Ekonomik olarak belli oranda tatmin olması yani daha doğrusu bunu çok dert etmiyor olması. Türkiye’de belki çok mümkün değil ama en azından sürekli böyle bir kafada yani arka planda onun olmaması gerekir. Bir de endişe yoksunluğu gibi biraz, yani onu hissetmemek. Yani mutlu olmak değil. Not necessarily. En azından kendi potansiyelini gerçekleştirebildiği bir yerde endişeden yoksun bir şekilde eğitim vermeye devam etmesi yani.] (Ahmet)

Regarding the emotional component of well-being, Ahmet mentions growing professionally by having the opportunity of offering lessons in line with the instructors’ academic background and interests. He declares that only teaching grammar, which is totally irrelevant to the instructor’s academic interests, reduces his/her potential and affects the instructor negatively emotionally because s/he thinks s/he has struggled in vain for years.

For example, if it is possible to open a course in a department at the university after completing a Ph.D. program, it can be very comforting. Because there is something that you have been dealing with for years and that you have written a thesis on. Maybe you did a Ph.D. When you do something like teaching grammar or something that has nothing to do with it [your thesis/educational background], I think it's totally destructive. It declines our potential. I think it affects me very negatively emotionally. People think that I worked for years in vain. So, I am not doing anything about it. I think these should be corrected to some extent. Yes, the opportunity to open courses once a year may make instructors feel well. (Ahmet)

[Mesela üniversitedeki bir bölümde Ph.D. sonrası ders açma imkanı veriliyorsa çok rahatlatabilen bir şey olabilir. Çünkü yıllarca uğraştığınız, üzerine tez yazdığınız bir şey var. Belki doktora yaptınız. Onunla hiçbir ilgisi

olmayan gramer anlatmak falan gibi bir şey yaptığınızda bu bence tamamen yıkıcı bir şey. Potansiyelimizi düşüyor. Çok bence aşırı negatif etkiliyor duygusal olarak. Şöyle düşünüyor insanlar, yani ben boşuna uğraştım yıllarca. Bununla ilgili hiçbir şey yapmıyorum yani. Bence bunlar belli oranda düzeltilmeli. Evet, ders açma imkanı, her dönem olmasa da. Belki yılda 1 dönem olabilir. Bu iyi hissettirebilir.] (Ahmet)

Ahmet relates working at a temporary position as a contributor to influence mental well-being. In his view, having mental problems at work leads the instructor to consider changing the working place in the future.

Working conditions affect mental well-being. This position [part-time English language instructor position] is a temporary position. It directly changes your future plan. If there is something that creates a mental problem, after a certain point, it drags me to a thought where I consider changing my plan for my future. It has such an effect. (Ahmet)

[Mental olarak yine çalışma şartları. Bu pozisyon geçici bir pozisyon part timelik. Gelecek planınızı direkt değiştiriyor. Mentalde sorun oluşturan bir şey varsa direk ben burayla ilgili geleceğimde belli ki planımı değiştirmen lazım gibi bir yere sürüklüyor yani belli bir yerden sonra. Böyle bir etkisi var.] (Ahmet)

In terms of the physical component of well-being, Ahmet refers to fatigue. He feels fatigued both due to doing more than what he earns money from and living far from the workplace, which causes him to spend time and energy commuting to work each working day. According to him, these situations contribute to his both mental and physical well-being unfavorably.

Physical fatigue. If you come to school from a far place, it's like torture. And when you go home you just want to sleep. And just getting in and out of class is probably more rewarding for your hard work. The more you do things you shouldn't do [due to not getting paid for these duties], the more tired you get. It adds on to your physical and mental well-being. (Ahmet)

[Fiziksel anlamda yorgunluk. Uzak bir yerden okula geliyorsanız hepten işkence gibi bir şey oluyor. Ve eve gittiğinizde sadece uyumak istiyorsunuz. Ve sadece derse girip çıkmak, muhtemelen daha emeğinizin karşılığı. Yapmamanız gereken şeyler yaptıkça o yorgunluk artıyor. Hem mental hem de fiziksel olarak daha da üst üste koyuyor.] (Ahmet)

As noted in the ethnographic journal as well, he had a minor accident while commuting to work, which affected him physically as he had to undergo medical treatment for his arm. However, this accident affected his already low income as he could not work. Upon starting to work again after healing, he expected the

coordinators to pay more attention to his financial crises and give him an opportunity to teach more classes to compensate for his arrantly affected income. However, due to the departmental regulations, the coordinators did not take this issue into account, which influenced his well-being mentally and emotionally as well.

Maybe it will be very individual but after this illness, I couldn't come to school for a certain period of time. And it was a time when I learned a lot. And there was a time when I was planning to put at least a little bit of money into the corner. I couldn't. Then when I came back, I already had fewer class hours and another class was taken from me and it became even less. I expect those who prepare the schedule to take care of this as well. I would expect them to consider my situation and not take away one more class of mine. When they don't do this, it's obvious that they don't think about it at all. So, it seems as if something like this is never taken into account. So it's just a random thing [to allocate classes to the instructors. (Ahmet)

[Çok bireysel olacak belki ama bu rahatsızlığımdan sonra belli bir dönem okula geledim. Ve çok ders aldığım bir dönemdi. Ve en azından birazcık köşeye para koymayı planladığım bir dönemdi. Koyamadım. Sonra geri geldiğimde zaten az olan ders saatim vardı ve ondan bir şube daha düştü ve daha da azaldı. Bunu hazırlayanların bunu da gözetmesini beklerim. Ben part time durumda olan hem de öyle bir rahatsızlık geçirdikten sonra hocam sizin böyle bir şeyiniz vardı zaten ders kaybettiniz, sizden almadık gibi bir şey beklerim. Bunları yapmadıklarında hiç düşünmedikleri belli oluyor. Demek ki diyorum ki hiç böyle bir şey önemsenmiyor. Yani rastgele öylesine yapılan bir şey.] (Ahmet)

Owing to his aim of being employed at the tertiary level and not holding a master's diploma yet, he works at his current institution under temporary and precarious conditions for three years. Even though he considers working conditions at the institution not that grotty and he is content with offering Academic English lectures for undergraduate students, he does not wish to continue working at this institution because of the difficulties he faced while working in a temporary position, which represents his state of well-being explicitly.

I don't want to serve here, especially after the troubles I suffered as a part-time instructor. I hope I won't need to work here. It's not that I actually thought the working conditions were that bad. One may work here contently. I am happy to give lectures in the department... But maybe it's the anger I've accumulated inside of me. I don't want to continue working here. (Ahmet)

[Part time çektiğim sıkıntılardan sonra özellikle de buraya hizmet etmek istemiyorum. Umarım yani buraya düşmem diyorum. Aslında çalışma şartlarının o kadar kötü olduğunu düşündüğümünden değil bu. Çalışılabilir. Ben bölümde derse girmekten memnunum ... Ama belki de içimde

biriktirdiğim o öfke mi artık neyse. Devam etmek istemiyorum yani burada.]
(Ahmet)

The difficulties he and other participants face will be provided in more detail while displaying the findings of the second research question. However, according to Ahmet, being ignored, and not being paid attention and supported influences the well-being of part-time instructors because they cannot develop a sense of belonging to the institution emotionally. In that regard, Ahmet's rhetorical question represents reality vividly: "How can I see [recognize] the one who does not see [recognize] me?" Thus, he does not feel an attachment to the institution and wants to work somewhere else with better conditions.

They are not really supportive in any sense. So, you have not cared. If they did something like this [show an interest in part-time instructors], maybe I could feel some emotional attachment here. So, I don't feel any commitment right now. I want to get out of here as soon as there's a better chance.
(Ahmet)

[Hiçbir anlamda destek aslında olmuyorlar. Yani umursanmıyorsun yani. Böyle bir şey yapsa ben buraya belki bir emotional şey attachment da hissedebilirdim. Yani bir bağlılık şu anda hiçbir şey hissetmiyorum. Daha iyi bir ihtimal olduğu an buradan gitmek istiyorum.] (Ahmet)

4.1.2. "There's a puzzle; you're the first piece to leave.": Ali's case

First Ali defines a teacher with decent well-being as "the one who can leave all problems, except classroom-related ones, outside the door."

I think the teacher, who has good well-being himself, is the one who is able to leave all problems, except classroom-related and students related ones, outside the door after closing the door once entering the classroom. (Ali)

[Kendi iyi bir well-beinge sahip olan hoca bence sınıfa girdikten sonra kapıyı kapattığı an sınıf haricindeki ve oradaki insan haricindeki tüm problemleri o kapının dışında bırakabilen hocalar.] (Ali)

In the following lines, Ali, however, declares that if there are institutional and financial problems, your morale drops, which affects your well-being:

If there is an institutional problem, a problem with the managers, and if that person is still in the same building, his mind may be stuck there. Or if there are financial problems and he cannot solve them with the money he earns there, he involuntarily thinks about them in class. Because we don't teach anything like math or biology. We teach completely life-related things by

speaking English; and there are always things that suggest this [financial problems]. Let's say there is a technology unit [in the textbook]. And you see the technological devices there, and suddenly you think that you will not be able to buy them financially, and on the one hand, you can drop in morale. But if you are in a good mood and can leave everything outside that door, nothing is affecting you anyway. (Ali)

[Kurumsal bir problem varsa, yöneticilerle bir problem var varsa ve o kişi hâlâ aynı binadaysa ister istemez kafası orada kalabiliyor. Veya maddi problemler varsa ve bunları oradan kazandığı parayla çözemiyorsa ister istemez derste bunları düşünüyor. Çünkü biz matematik gibi ya da ne bileyim biyoloji gibi bir şey öğretmiyoruz. Tamamen hayatla alakalı şeyleri İngilizce konuşarak öğretiyoruz ve bunu çağrıştıran şeyler her zaman olabiliyor. Diyelim ki bir teknoloji ünitesi var. Ve oradaki teknolojik cihazları görüyorsunuz ve bir anda aklınıza maddi olarak bunları alamayacağınız geliyor ve bir yanda siz moral olarak düşebiliyorsunuz. Ama iyi bir hâl oluştaysanız ve o kapının dışında her şeyi bırakabiliyorsanız zaten hiçbir şey sizi etkilemiyor.] (Ali)

In terms of the emotional component of teacher well-being, in the quote below, Ali refers to the fact that his low emotional mode, due to the problems in his life, might be felt by the students, which discloses how teacher well-being influences student well-being as well and vice versa:

In terms of emotional well-being, we don't work with very young children and the people we're dealing with are adults. They can also be very happy in class, they can be upset, they can be angry, and they can be in a different emotional mode. Of course, we try to raise their modes as much as we can, but sometimes students understand. They may ask if you have a problem or if you are sick or if there is something wrong. (Ali)

[Emotional well-being olarak şöyle, biz çok küçük çocuklarla çalışmıyoruz ve karşımızdaki insanlar yetişkin insanlar. Onlar da dersin içinde çok mutlu olabiliyorlar, üzgün olabiliyorlar, kızgın olabiliyorlar, farklı bir duygusal modda olabiliyorlar. Tabii ki de biz elimizden geldiğince yükseltmeye çalışıyoruz ama bazen çocuklar da anlayabiliyor. Hocam bir problem var gibi sizde veya bir sıkıntınız mı var hasta mısınız, bir şey mi var diye sorabiliyorlar.] (Ali)

Ali associates the mental constituents of teacher well-being with learned helplessness and hindering learning performed both by students and teachers. In his remarks below, he points out that for better mental well-being, the factors that impede learning should not be present:

Students should not have learning inhibition. Or you could call it "learned helplessness." Mentally, the fact that the children come to me by saying "I

will not be able to learn English, I will not be able to use English.” Or teachers already have some prejudices or learned helplessness in their own way. They shouldn’t inhibit themselves by thinking that “no matter how much I explain the present perfect tense, since it has no meaning in Turkish, the student cannot understand it. Both students and teachers need to raise their own mental readiness for full [successful] knowledge transfer. (Ali)

[Ket vurma dediğimiz şeylerin çocuklarda olmaması gerekiyor. Ya da bunlara öğrenilmiş çaresizlik de diyebiliriz. Çocukların mental olarak ben zaten İngilizceyi öğrenemeyeceğim, İngilizceyi kullanamayacağım şeklinde gelmesi. Veya hocaların da zaten bazen önyargıları ya da kendilerince öğrenilmiş çaresizliği oluyor. Ben ne kadar işte present perfect tense anlatsam da Türkçede karşılığı olmadığı için çocuk anlamayacak şeklinde kendine bir ket vuruyor olmaması gerekiyor. Hem öğrencinin hem de öğretmenin tamamen bilgi transferi için mental olarak kendi hazırbulunuşluklarını yükseltmeleri gerekiyor.] (Ali)

Ali regards being bodily healthy as the physical component of well-being. In his view, the physical conditions of the institution, and students’ health affect the physical well-being of instructors.

Being physically healthy comes to my mind right now. The conditions of the environment we are in should be suitable for us to teach and for students to learn. In other words, in terms of physical components, I thought about both the physical body and the physics of the environment. It is about the availability of sufficient material both for instructors and students. Physically, it is about everyone being healthy and feeling bodily ready for the lesson at that moment. (Ali)

[Şu an aklıma fiziksel olarak sağlıklı olmak geliyor. Bulunduğumuz ortamın koşulları öğretim yapabilmemize ve çocukların öğrenim alabilmesine uygun olması geliyor. Yani fiziksel olarak hem beden hem de ortamın fiziği olarak düşündüm. Yeterli materyalin elimizde olması ve öğrencilerde olması. Fiziksel olarak da herkesin sağlıklı olup o an derse kendini vücut olarak hazır hissetmesi.] (Ali)

Overall, Ali “does not see any point of distinction between part-time and full-time instructors at the point of well-being.” Even though he likens the conditions of the institution to a puzzle and acknowledging the possibility of being a puzzle piece who shall be thrown out once a permanent piece (full-time instructor) takes the position, he seemed to be relatively pleased to some extent at the institution. As the quote below depicts, he enjoys being supported by the department about attending his master’s courses, and glad to have a teaching experience despite certain problems:

In many ways, maybe they are more tolerant of part-time teachers attending graduate courses or anything as such ... It is a good thing for part-time teachers' well-being that there is no discrimination in the functioning of the school, because they do not regard themselves as belonging to a different group. They don't see themselves as a trainee teacher in a separate spot or if they're a beginner instructor like me because they're totally into everything that happens in the department. But other than that, I think there is a lot missing in terms of well-being in the institution ... However, as part-time instructors, sometimes we face delays in getting the wage and of course the amount of the wage is something that pulls people down at some point. But to do this [teaching at the temporary position] while you're doing a master's degree, you say at some point, is experience. And gain experience in a good place. We don't always have to learn from good examples. We can also deduce something from bad examples. We try to keep our well-being alive by seeing the good and the bad. (Ali)

[Ki çoğu şeylerde, yüksek lisans derslerine gidip gelme veya herhangi bir şeylerde belki de part-time hocalara daha toleranslı davranıyor ... Okulun işleyişi konusunda herhangi bir ayrımcılık da yaşanmaması tamamen part-time hocaların well-being'i için iyi bir şey çünkü kendilerini farklı bir grup olarak görmüyorlar. Ayrı bir noktada ya da kendilerini benim gibi yeni başlayan birileri varsa stajyer öğretmen gibi görmüyorlar çünkü tamamen olan her şeydeler. Ama bunun dışında bence well-being anlamında eksik çok şey var kurumsal olarak ... Part-time olmak bazen ücreti almakta gecikmeler ve ücretin miktarı tabiki de insanı bir noktada aşağı çeken şeyler. Ama bunu yüksek lisans yapıyorken yapmak bir noktada diyorsunuz ki tecrübe. Ve iyi bir yerde tecrübe kazanmak. Her zaman iyi örneklerden öğrenmek zorunda değiliz. Kötü örneklerden de bir şeyler çıkartabiliyoruz. İyisiyle kötüsüyle görüyoruz deyip bir şekilde well-beingimizi ayakta tutmaya çalışıyoruz.] (Ali)

4.1.3. “This uncertainty affects me a bit negatively.”: Amy’s case

Amy defines teacher well-being as “seeing the fruits/reward of your labor both financially and emotionally.” By acknowledging the fact that teachers everywhere in Türkiye suffer financially, she finds the conditions of part-time instructors worser financially as they are paid based on the lessons they teach only. Thus, unlike teachers working at public or private schools, they are not paid on holidays or during summer break, which negatively influences her well-being:

I think at the most basic level, being able to see the full reward of your hard work. This can be both material and spiritual. It is important to be satisfied financially. I don't think teaching is fully rewarded under Turkish conditions, no matter how much you get paid. But working part-time can create an extra disadvantage. While a teacher appointed to a government school or a teacher working in a college still continues to receive a salary in the summer, for us,

if it's over this month, it's over. So, you won't be getting paid for it. In this sense, it can be inadequate and demotivating from time to time. (Amy)

[Bence en temel düzeyde yaptığın verdiğin emeğin tamamen karşılığını görebilmek. Bu hem maddi hem manevi anlamda olabilir. Maddi anlamda tatmin etmesi önemli. Öğretmenlik ne kadar olursa olsun hangi durumda olursa olsun Türkiye koşullarında tam anlamıyla karşılığını almıyor bence. Ama part time olarak çalışmak ekstra dezavantaj yaratabiliyor. Devlet kurumuna atanmış bir öğretmen veya kolejde çalışan bir öğretmen hâlâ yazın maaş almaya devam ederken biz mesela bu ay bittiyse bitmiştir. Yani onun karşılığını alamayacaksın. Bu anlamda çokça zaman zaman yetersiz ve demotive edici olabiliyor.] (Amy)

She furthermore considers growing professionally as a contributor to teacher well-being. Additionally, she counts the work environment as a factor to influence her well-being. The quote below presents how the value of her colleagues to has an impact on her well-being:

Whether your work also contributes to your development, which is also very important. When you repeat yourself this can turn into a very disadvantageous situation in terms of loss of motivation. What could be the motivators? First of all, I will say the working environment because it affects me. It is important that there are people around me whom you can support and who have similar views to mine. (Amy)

[Yaptığın iş aynı zamanda senin de gelişimine katkı sağlıyor mu, bu da çok önemli. Kendini tekrara düştüğün zaman da çünkü bu oldukça dezavantajlı bir duruma da dönüşebilir motivasyon kaybı açısından. Motive eden şeyler ne olabilir? Hemen ilk olarak çalışma ortamı diyeceğim çünkü beni etkiliyor. Etrafımda destek olabileceğim, destek verebileceğim benzer görüşlere sahip olan kişiler olması önemli.] (Amy)

In terms of the emotional component of teacher well-being, Amy refers to the sufficient opportunities at her institution to satisfy her both physically and emotionally. She believes physical facilities and interpersonal relations influence her teaching performance as they affect her emotionally. Thus, she does not distinguish physical and emotional well-being from one another:

It may be about the opportunities at the place where I work that satisfy me. This can happen in any way. Facilities such as a shuttle service, the smiling faces of the staff members, the clean offices, and the ability to use the kitchen as we want all affect me in terms of being emotionally well ... When a comfort zone is provided, this emotion affects well-being in the same way, because getting up too early to come to school and expending too much energy on the way to class, and being tired will of course also affect

emotional well-being. Or a problem in the department, of course, will affect your performance in the class or you emotionally. (Amy)

[Çalıştığım yerdeki olanakların beni tatmin etmesi olabilir. Bu her anlamda olabilir. Yani bir servis hizmetinden, kat çalışanlarının güler yüzlü olması, ofislerin temizlenmesi, mutfağı istediğimiz şekilde kullanabilmemiz gibi gibi bu da emotional well-being açısından beni etkiliyor ... Bir konfor alanı sağlandığında bu emotion well-beingi de aynı şekilde etkiliyor çünkü okula gelebilmek için çok erken saatte kalkıp yolda çok fazla enerji sarf edip derse yorgun girmek tabii ki emotion wellbeingi de etkileyecek. Ya da atıyorum kat içinde yaşadığım bir sorun tabii ki de ders içinde performansını veya duygusal olarak seni de etkileyecek bunlar.] (Amy)

Moreover, in terms of emotional well-being, Amy declares that she gets too attached to human relations. Thus, in class interaction and the well-being of people around her have an influence on her emotional well-being. However, she also feels the power in herself to upgrade her emotional well-being:

As I have more control over my own emotional well-being versus other factors, I guess I try to heal myself even though I feel bad. But if I think for myself individually, it may be more about the interaction in the classroom or the well-being of the people around me or the idea that I should have done it [teaching point] this way on my own behalf and I could do it completely [referring to accomplishing her lesson plan] affect my emotional well-being. I'm obsessed with human relationships too much. (Amy)

[Ben kendi emotional well-beingim üzerinde diğer başka faktörlere karşı daha fazla kontrol sahibi olduğum için sanırım kötü olsam da kendimi iyileştirmeye çalışıyorum. Ama kendi adıma bireysel olarak düşünürsem, daha çok sınıf içindeki interaction veya etrafımdaki insanların iyi oluş durumu veya yaptığım işin kendi adıma bunu bu şekilde yapmalıydım ve tam anlamıyla yapabildim fikri duygusal olarak beni etkiliyor. Çok fazla insani ilişkilere takılırım.] (Amy)

All in all, “since her workload is lighter in comparison to her previous job at the private college, and she has a more positive work environment”, her well-being has elevated in her current institution. However, financial problems, due to working less hours, and uncertainties increase her sense of anxiety and influence her well-being adversely as the quote below indicates:

Yes, yes, I am generally content here, but financially, of course, my previous institution could provide more guarantees. I did not have worries such as I took fewer classes this month and I will get less salary. I didn't have any worries about trying to take extra classes next time to compensate for the lower income of the previous month. There, I had a standard salary, which was already transferred to my account every month and I could arrange my

[personal] schedule better. Unfortunately, there is no such guarantee here. [For example] you have a class this week, the class may be closed next week, or it may not. Or anything else may happen. This uncertainty affects me a bit negatively. (Amy)

[Evet, evet genel olarak buradan memnunum ama maddi anlamda tabii ki orası daha garanti sağlayabilecek bir kurum. Çünkü bu ay daha az derse girdim, daha az maaş alacağım diye kaygılanmıyordum. Gelecek ay daha fazla derse girmeye çalışayım, buradan telafi etmeye çalıştığım gibi bir kaygım yoktu. Standart olarak aldığım maaş neyse her ay zaten o hesabıma yatıyordu ve planımı programımı daha iyi yapabiliyordum. Burada maalesef öyle bir garanti yok, bu hafta ders vardır gelecek hafta sınıf kapanabilir, olmayabilir. Veya herhangi başka bir şey. Bu belirsizlik birazcık negatif açıdan etkiliyor çünkü.] (Amy)

4.1.4. “It’s important to be appreciated.”: Angelo’s case

Angelo associates teacher well-being with feeling psychologically well and defends the idea that the institution should investigate the well-being of their instructors since the instructors have a long-lasting mark on the students. Thus, the responsibility of teaching a language, which the learners will utilize throughout their lives, according to Angelo necessitates closer attention to the well-being of instructors by the institution:

As for well-being, I think it's definitely feeling well in a psychological sense. This should be examined by the institution because we can take so much place in a student's life. We are trying to teach something that might be utilized for a very long time; I think the burden of it is more [compared to other departments] ... In general, if an instructor does not feel well and this affects his or her personal well-being, this needs to be fixed by the institution because what we do is very important. It is an important job both for the reputation of the institution and for the continuity of the life of a student for whom we are responsible.] (Angelo)

[Well-being olarak bence kesinlikle psikolojik anlamda well hissetmek. Bunun kurum tarafından inceleniyor olması lazım. Çünkü bir öğrencinin hayatında çok fazla yer edebiliyoruz. Çok uzun süre iyi işe yarayabilecek bir şey öğretmeye çalışıyoruz bence bunun yükü daha başka diye düşünüyorum ... Genel anlamda bir hocamız kendisini iyi hissetmiyorsa ve bu başlı başına kişisel olarak refahını etkiliyorsa bunun kurum tarafından düzeltilmesi gerekiyor çünkü yaptığımız şey çok önemli. Hem kurumun reputationı hem de sorumluluğunu aldığı bir öğrencinin hayatının devamlılığı için önemli bir iş.] (Angelo)

Angelo draws attention to the significance of appreciation by the institution in words rather than only providing scores based on the student evaluation form results. He

believes that instructors' efforts should be recognized not only by the students but by the institution as well since it contributes to the well-being of instructors emotionally by making them feel valued:

I think appreciation is very important in any job. In that regard, for example, every semester, I don't think his method is correct, but a teacher evaluation form is given to students, and they fill it out. I don't know how consistent or reliable the results are, but I didn't see any feedback given to me based on those results. The feedback is just my scores there, but I don't know what these points mean for the institution. I have never received constructive feedback. I think that an educator should get feedback from the institution as well, especially when it comes to appreciation. I always think that it is very important for a person to be reminded that his work is valuable. [Remarks as] we see you and we are happy with you. We like the work you do. Saying thank you is a very nice thing to give to a person. I think it's a very nice gesture, but I haven't encountered it before ... I think this is very important in terms of well-being. (Angelo)

[Appreciation'ın çok önemli olduğunu düşünüyorum herhangi bir işte. Bununla alakalı mesela her dönem, onun da yönteminin doğru olduğunu düşünmüyorum ama bir teacher değerlendirme şeyi veriliyor öğrencilere ve dolduruyorlar. Ne kadar tutarlı ne kadar reliable ama bunun sonunda hiç geri dönüt aldığımı görmedim. Geri dönüt sadece oradaki puanlarım ama bu puanların kurum için anlamı ne ben bilmiyorum. Constructive bir feedback hiç almadım ben. Bir eğitimcinin kurumdan da feedback alması gerektiğini düşünüyorum. Özellikle de appreciation konusunda. Yaptığı işin değerli olduğunun hatırlatılması her zaman bir insan için çok çok önemli olduğunu düşünüyorum. Seni görüyoruz ve senden mutluyuz. Yaptığın iş de çok hoşumuza gidiyor. Teşekkürler demek bir insana verilebilecek çok hoş bir şey. Çok güzel bir jest olduğunu düşünüyorum. Ama daha önce karşılaşmadım ... Well-being açısından bunun çok önemli olduğunu düşünüyorum.] (Angelo)

Furthermore, in terms of mental well-being as well, Angelo holds the idea that constructive feedback and recognition of efforts motivate instructors to perform better:

It is very important that both parties [institution and students] give feedback because it motivates you to do better at something you do well. In other words, knowing that the work you do is valuable and valid actually makes me think more about it. Since we have not received any feedback at the moment, we do not know how right or wrong our work is. We just guess that it is enough. But if we get feedback, even if it is negative, we would know that we should pay more attention to it. Because if someone tells you something, you can focus on making that job better by considering what more to add to the job to make it better. (Angelo)

[Bunu her 2 tarafın da veriyor olması çok önemli çünkü seni iyi yaptığın bir şeyi daha iyi yapmak için motive ediyor. Yani yaptığın işin değerli ve geçerli olduğunu bilmek o iş üzerine daha fazla düşünmemi aslında sağlıyor. Şu an herhangi bir feedback almadığımız için yaptığımız işin ne kadar doğru ne kadar yanlış olduğunu bilmiyoruz. Herhalde yeterli diye düşünüyoruz. Ama bir feedback alıyor olsak, yani o recognition almış olsak olumsuz da olsa o zaman biraz daha üstüne düşmeliyim diye de biliriz. Çünkü sana birisi bir şey söylerse o işi daha güzel yapmaya odaklanırsın belki üzerine biraz daha ne ekleyebilirim diye.] (Angelo)

Moreover, as the quotes below depicts, Angelo believes that receiving feedback might help develop a sense of belonging to the institution because he remarks that only celebrating days such as Teachers' Day or Women's Day is not effective in building a sense of belonging to the institution:

Being able to get that feedback from the institution will definitely bring you closer to that institution. So, it is important that it [feedback/recognition] develops a sense of belonging. It is a problem that this is limited to special days only. Teachers' Day, let's get together. Very good. Women's Day. Let's give flowers or something. These are very clichés. I don't think they create a sense of belonging. These are very expected things because I think it is ridiculous not to do them. I think this [feedback/recognition] will positively affect well-being. (Angelo)

[Kurumdan o feedbacki alabiliyor olmak seni o kuruma karşı çok fazla yakınlaştıracaktır illaki. Yani bunun bir kucaklama, aidiyet geliştiriyor olması önemli. Bunun sadece özel günlerle sınırlı kalması bir sıkıntı. Öğretmenler günü haydi toplanalım. Çok güzel. Kadınlar Günü. Hadi çiçek verelim falan. Bunlar çok klişe şeyler. Bunların bir aidiyet duygusu yarattığını düşünmüyorum. Bunlar çok beklenen şeyler çünkü. Yapılmasın bence saçma. Bu da well-beingi olumlu etkileyeceğini düşünüyorum.] (Angelo)

In terms of the physical component of the teacher well-being, Angelo refers to the problem of losing voice due to being in the position of talking too much. To overcome this problem, he suggests the solution of increasing student participation. As his quote below presents, he believes that if the students will not be afraid of speaking, it will result in less teacher talk:

As a teacher, our voice has been detonated for a while for sure. So, I just lost my voice recently; it's just coming back. Last week, we had to terminate the class a little earlier because my voice was gone. But how can we prevent this? [To prevent this problem] students should definitely not be afraid of participation. They are too afraid of making mistakes ... Then, we [instructors] happen to talk too much. Because of talking all the time, we sometimes cannot adjust our own tone of voice. Then, it goes monotonously,

and then the student says they are bored. But, if you don't talk, and if I don't talk, who will talk? (Angelo)

[İllaki hayatımızın öğretmen olarak bir ara sesimiz detone olmuştur. Yani daha yeni sesimi kaybettim, yeni yeni geliyor. Geçen hafta dersi biraz daha erken bırakmak zorunda kaldık çünkü gitti sesim, kayboldu. Ama işte bunun nasıl önüne geçebiliriz? Öğrencilerin kesinlikle participationdan korkmaması lazım. Hata yapmaktan çok fazla korkuyorlar ... O zaman da biz çok fazla konuşuyoruz. Hep konuştuğumuz için bazen kendi ses tonumuzu ayarlayamayabiliyoruz. Sonra monoton bir şekilde gidiyor o zaman da öğrenci çok sıkıldım diyor. Ama sen konuşmazsan ben konuşmazsam kim konuşacak?] (Angelo)

Furthermore, Angelo indicates that teacher well-being is strongly influenced by the students' behavior. Not having any response or reaction or feedback by students mitigates his well-being:

You ask a question, but there is no answer. For example, I teach a speaking-based lesson. I'm almost begging [for a response] all the time. I'm saying you need to say something for me to move you forward ... I think that teacher well-being really goes through the student. I came to this conclusion. I think that the more interactive relations with the students, the better the instructor will feel physically in terms of vocally, and mentally in relation to feedback. (Angelo)

[Soru soruyorsun ama cevap gelmiyor. Mesela speaking base bir ders veriyorum. Sürekli neredeyse yalvarıyorum. Diyorum benim sizi ileriye taşımam için bir şey söylemeniz lazım ... Ben teacher well-beingin gerçekten öğrenciden geçtiğini düşünüyorum. Bu kaniya vardım. Öğrencilerle ne kadar interaktif ilişki içerisinde olursa hep hem fiziksel açıdan, ses açısından hem de mental olarak feedback açısından kendini çok daha iyi hissedeceğini düşünüyorum.] (Angelo)

Additionally, he indicates that “various things such as financial security, having teaching materials provided to him, being able to share something with students, units/contents of the coursebooks, or feeling of improving himself all influence his well-being either positively or negatively.” Besides that, he highlights that “there should always be an improvement to change things for better and when there is not such a thing, his motivation drops.” Although he expects “the institution to improve him positively, always being after a salary [due to the delays in payments] is what affects his mental well-being the most.”

4.1.5. “There was no bad behavior from my colleagues.”: Ayşe’s case

Ayşe, who has worked at the current institution for about 4 years, explains her understanding of well-being from two dimensions: the materialistic dimension and the emotional/psychological dimension. While she associates the materialistic dimension with physical conditions such as having a proper income, office, shuttle service, and teaching-related materials, she associates the emotional/psychological dimension with whether there is mobbing or authoritarian pressure on the instructors and colleagues' relations/behaviors. Moreover, she believes that feeling well and motivated and having a joy of teaching all contribute to teacher well-being positively:

Actually, two dimensions come to my mind. There is a material dimension and an emotional or psychological dimension. The material dimension is related to the money we earn at work and the physical conditions there. Here, do you have room or food? Is there a shuttle service? Or are materials provided? In terms of emotional and psychological dimensions [the following aspects are important] is there mobbing, is there any pressure on us? Or the behavior of our colleagues towards us. How we feel. Are we motivated? Do we work willingly or unwillingly? To feel as good as possible about these matters. (Ayşe)

[Aslında benim aklıma 2 boyutu geliyor. Bir maddi boyutu bir de duygusal ya da psikolojik boyutu geliyor. Maddi boyutu işte kazandığımız para, oradaki fiziksel koşullar. İşte odan var mı yemek var mı. Servis var mı. Ya da materyaller sağlanıyor mu. Duygusal ve psikolojik boyutu da mobbing var mı, üzerimizde baskı var mı. Ya da çalışma arkadaşlarımızın bize olan davranışları. Bizim nasıl hissettiğimiz. Motive olabiliyor muyuz. İsteyerek severek mi çalışıyoruz yoksa işe mecburen mi gidiyoruz. Bu konularda mümkün olduğu kadar iyi hissediyor olmak.] (Ayşe)

Ayşe has an intrinsic motivation towards teaching, which also might be understood from her career switch. Thus, even though she has financial problems because of working in a temporary position, her intrinsic motivation boosts her well-being emotionally. However, as the quote below displays, her emotional well-being is poorly impacted by her sense of feeling insufficient and being temporary in the institution:

For me, inner motivation is always more important than anything else. Therefore, regardless of the circumstances, I have chosen this profession willingly, after all ... The feeling of inadequacy inside of me can be the worst thing that affects me. That's why I always want to try to improve myself in the

subjects in which I think I am more inadequate. But right now, I feel like I can't do it very well because it is necessary to write my thesis, and so on. Also, because of being in the psychology of being temporary. It's keeping me under some stress. (Ayşe)

[Benim açımdan iç motivasyon her zaman her şeyden daha önemli. Dolayısıyla koşullar ne olursa olsun bu mesleği isteyerek kendim seçtim sonuçta ... Benim içimdeki kendini yetersiz hissetme durumu beni en kötü etkileyen şey olabilir. O yüzden de sürekli daha yetersiz olduğumu düşündüğüm konularda kendimi geliştirme çabası içinde olmak istiyorum. Ama şu anda onu çok yapamadığımı hissediyorum. Tezi yazmak gerektiği için vs. Bi de geçici olma psikolojisi içinde olmak dolayısıyla da. O beni biraz stres altında tutuyor.] (Ayşe)

Ayşe relates mental well-being with a desire to come to the working place. Therefore, both coming to work joyfully thanks to the positive work environment, and loving the work you do increases the intrinsic motivation, which influences mental well-being positively:

It is the desire to come to work that affects me mentally. The atmosphere we have here ... Therefore, I think the most important thing is to do your job with love and to love your job, and to be happy. It also provides intrinsic motivation. And, as I said, the environmental situation and where you work also affect you. If there is a positive climate [at work] that makes you happy, it already makes you feel good. (Ayşe)

[Benim açımdan mental olarak etkileyen işe gelme isteği. Ordaki atmosfer ... Dolayısıyla severek işini yapıyor olmak ve işini seviyor olmak en önemlisi bence mutlu olmak. Bu zaten iç motivasyon da sağlıyor. Ve dediğim gibi o çalıştığınız yerdeki ortam durumu. O olumlu hani mutlu eden bir yapı varsa o da zaten sizi iyi hissettiriyor.] (Ayşe)

In terms of the physical component of teacher well-being, Ayşe refers to being healthy and staying healthy. She believes that teaching long hours in poor conditions without a proper break might influence physical well-being in terms of losing voice, having varicose veins, or getting sick in an improperly heated classroom:

The first thing that comes to my mind is to be healthy and stay healthy. Being at a desk all the time and being unable to move affects health, I think. Or if the workplace is too cold. For example, the classrooms in the main building where we teach departmental lectures can sometimes be freezing. We work for 6 hours only with 15-minute breaks [every 45 mins] and without a lunch break. If we get cold there, it can make us sick. Apart from that, we use our voices all the time. Our voice can sometimes go away, or we are on our feet all the time. Problems such as varicose veins may occur in the coming years. Being on your feet all the time can be tiring. (Ayşe)

[Benim ilk aklıma gelen sağlıklı olmak ve sağlıklı kalabilmek. Sürekli masa başı olmak, hareket edemiyor olmak bence sağlığı etkiliyor. Ya da iş yeri çok soğuksa. Mesela bölüm derslerine gittiğimiz ana binadaki sınıflar bazen çok soğuk olabiliyor. 6 saat boyunca 15 dk. sadece teneffüsle öğle arası olmadan çalışıyoruz. Orada üşürsek o biraz bizi hasta edebiliyor. Bunun dışında sesimizi kullanıyoruz sürekli. Sesimiz bazen gidebiliyor ya da çok sürekli ayaktayız varis gibi sorunlar ileriki yıllarda çıkar belki. Sürekli ayakta olmak da biraz yorucu olabiliyor.] (Ayşe)

When asked about her well-being overall, she declares that:

I am generally satisfied. The thing that creates difficulties is being temporary. It's not something that can be changed. That's the job description. In general, there was no mobbing or bad behavior from my colleagues. So, overall, I am satisfied. (Ayşe)

[Genel olarak memnunum. Zorluk yaratan şey dediğim gibi geçici olması durumu o da değiştirilebilecek bir şey değil. İşin tanımı bu. İş arkadaşlarımla ilgili genel olarak mobbing ya da kötü davranma gibi şeyler olmadı. Genel olarak atmosfer iyi bence. O yüzden genel olarak memnunum yani.] (Ayşe)

4.1.6. “You don't feel included and belonging there.”: Emek’s case

Emek defines teacher well-being as feeling enthusiastic toward teaching. And, according to they, working conditions such as income and relations with colleagues and managers allow you to either be enthusiastic in your profession or not. Moreover, Emek’s remarks below suggest that feeling valued in the institution influences the instructors’ well-being:

The teacher should definitely have enthusiasm. Of course, conditions should allow it ... Economic problems, human factors, that is, relations between colleagues, the management making you feel happy. At the very least, I think you should feel valuable. How will you feel that? You will feel it economically and socially. (Emek)

[Enthusiasm olmalı kesinlikle hocada. Tabi bunu şartlar sağlayacak ... Ekonomik sorunlar, insani faktörler, yani colleagues arası ilişkiler, yönetimin seni mutlu hissettirmesi. En azından değerli hissetmek bence. Onu da nasıl hissedeceksin? Ekonomik olarak ve sosyal olarak hissedeceksin.] (Emek)

Due to working in a temporary position, Emek cannot develop a sense of belonging to the institution even though they work there for almost 4 years. According to Emek’s experience, the system sees part-time instructors as temporary. This is why the institution follows practices such as not providing a nametag on the office doors,

which leads part-time instructors to be affected emotionally. Thus, spatial isolation lowers Emek's well-being emotionally, as indicated in the quote below:

I enter through the door, and the names of other [full-time] instructors are written on the door. There is always an empty spot where your name should be ... This shows that you are not there. Our tables are empty. Why? Because we can't take root there, we can't settle there ... I don't have anything on my desk. There are only files used in the institution. So, I have nothing personal on my desk. I don't adopt it. My desk, clipboard, etc. I cannot develop an attachment to them in any way ... Let me say there is also a spatial exclusion. You don't feel included; you don't feel belonging there. I don't think you can pretend to exist somewhere where you are excluded. (Emek)

[Kapıdan giriyorum ve diğer hocaların adı yazıyor. Senin isminin olması gereken yerde bir boşluk var hep ... Bu da şeyi gösteriyor sen orada yoksun aslında. Masalarımız mesela bomboş. Niye? Biz oraya kök salamıyoruz, yerleşemiyoruz ... Masamda bir şey yoktur benim. Sadece okul için kullanılan dosyalar var. Yani kişisel hiçbir şeyim yok masamda. Orayı benimsemiyorum. Masamı, panoyu vs. benimsemiyorum hiçbir şekilde... Mekansal olarak da bir dışlanma var diyeyim. Dışlanma değil de sen ait hissetmiyorsun. Var olmadığım bir yerde varmış gibi yapamazsın bence.] (Emek)

Similar to Ayşe, Emek, as well, associates the physical component of teacher well-being with feeling healthy. Physical facilities such as using the kitchen and having the tea service always satisfy Emek's well-being. Moreover, Emek's point in terms of not being excluded from the given physical resources should be underlined as it signals certain differences between the part-time and full-time instructors, which is another factor affecting part-time instructors', including Emek, well-being.

To feel healthy and vigorous. There is tea in the kitchen. This is nice. Having tea service at break times is really important. It's nice to always have tea. It's okay that we're using a refrigerator. At least they didn't exclude it from us. (Emek)

[Sağlıklı dinç hissetmek. Mutfakta çaylar var, onlar hoş oluyor. Aralarda çay hizmetinin olması gerçekten çok önemli. Hep çayımızın olması güzel. Bir buzdolabını kullanıyor olmamız okey. En azından ondan exclude etmemişler.] (Emek)

According to Emek, mental well-being is being in a consciously balanced mood without having extreme and maniacal ideas. However, unfortunately, Emek's remarks below present that at some point, Emek had suicidal thoughts because of working in a temporary position for four years. Financial problems, various uncertainties and feeling excluded, and so on all build on top of one another leading

Emek to have extreme depressive thoughts, which affects Emek's well-being negatively. These problems will be presented in detail while answering the second research question.

Mental well-being is to be in balance consciously. It is about not thinking maniacally or not being in despair because there is a youth there whom you should normally give hope to. At one point, I also had suicidal thoughts. If I burn myself now, what will happen at this school? I thought if I disgraced everyone. Even that idea crossed my mind. (Emek)

[Bilinçsel dengede olmak. Manyak manyak düşünmemek, umutsuzluğa kapılmamak çünkü senin orda normalde umut vermen gereken bir gençlik var. Bir noktada suicidal düşünceler de geldi aklıma. Ben şimdi kendimi yaksam şu okulda ne olur yani. Bir rezil etsem herkesi diye düşündüm. Bu bile geçti aklımdan.] (Emek)

4.1.7. “The responsibilities of teaching mentally tire.”: Emre's case

Although he has not given any thought to teacher well-being before, Emre defines teacher well-being as feeling content and relaxed in and out of the working place.

Well-being, I think, is feeling happy and comfortable as a teacher ... I think well-being means feeling good in the institution you work for. Being happy in the institution and happy after leaving the institution as well. Being in an institution that the instructor left without question marks in his/her head. And, being in a place where he/she comes back happy. (Emre)

[Well-being bence mutlu ve rahat hissetmek öğretmen olarak Bence well-being yani iyi hissetmek çalıştığın kurumda. Kurumda da mutlu, kurumdan çıktıktan sonra da mutlu. Kafasında soru işaretleri olmadan ayrıldığı bir yer. Ve geri geldiğinde mutlu geldiği bir yer.] (Emre)

With regards to the emotional component of teacher well-being, Emre refers to being extremely busy and tired due to trying to manage two different curriculums [General English curriculum for students at preparatory school and Academic English curriculum for undergraduate students] simultaneously and dealing with unmotivated students. In addition to the busy schedule at work, as the quote below indicates, he had to deal with the assignments of his master's lectures, which overwhelmed him emotionally:

I was extremely busy 2-3 weeks ago. My well-being was not good due to the overcrowding. The program was very intense and there were unmotivated students. Different curriculum, different meetings, everything is very different all the time. It was a little tiring to get used to. At the same time, postgraduate

assignments, etc. made me very tired. In terms of emotional well-being that intensity affected me. (Emre)

[Ben 2-3 hafta önce aşırı yoğunum. Well-beingim fazla yoğunluktan dolayı iyi değildi. Program çok yoğun ve de motivasyonsuz öğrenciler vardı. Farklı curriculum, farklı toplantılar, her şey çok farklı sürekli. O biraz yorucuydu alışmak için. Aynı zamanda da yüksek lisans ödevleri vs. çok yordu beni. Emotional well-being anlamında yoğunluk beni etkiledi.] (Emre)

When there is no busy schedule at work, financial problems become the biggest factor to reduce his emotional well-being. Having a delay in the payment stresses him and inclines him to think that he works for nothing as he does not get any payment for his efforts:

When there is no intensity, the thing that affects my emotional well-being as a part-timer is financial problems. I think it affects me too much. Especially what we've been through lately, even when we think about it, it's nerve-wracking. I don't think there's any point in my coming here [to teach]. It's something I don't get paid for because my salary is not paid. It's like I'm doing that job for nothing, and I have a feeling that I will never get that money. I know I will get it, but it feels like I won't because we haven't received the money yet. (Emre)

[Ama yoğunluk olmadığı zaman part-timer olarak emotional well-beingimin etkilendiği şey finansal sıkıntılar. O hence çok fazla etkiliyor. Özellikle son zamanda yaşadığımız şey, düşündükçe bile sinir stres yapıyor. Geldiğimin bir anlamı olmadığını düşünüyorum. Maaşım yatmadığı için karşılığını alamadığım bir şey. Sanki o işi boşuna yapıyorum ve sanki o parayı hiçbir zaman alıycam gibi bir his var. Alacağımı biliyorum ama almayacağım gibi hissettiriyor çünkü henüz almadık parayı.] (Emre)

Emre associates the physical well-being of an instructor with not being sick, feeling happy and calm, and having proper sleep. Since his workout load is not intense, and he enjoys teaching, Emre feels well physically in the institution.

When it comes to physical well-being, it is about not being sick, and getting good sleep. Sleep is important to me. It is about feeling happy and comfortable, and your body feels calm. There is nothing that puts my physical well-being overly hard in teaching. I didn't have any physical pain or things like that. My feet didn't hurt much either. There is fatigue, but not much. I still have energy after class. (Emre)

[Fiziksel well-being deyince hasta olmama, iyi uyku alma. Benim için uyku önemli. Mutlu ve rahat hissetmem. Vücudun dingin hissetmesi. Öğretmenlikte fiziksel well-beingimi aşırı zorlayan bir şey olmadı. Fiziksel bir ağrı vs. olmadı. Ayaklarım çok ağrıyor, bugün yürüyecek halim kalmadı vs. dediğim]

olmadı hiç. Yorulma oluyor ama epey olmuyor. Ders çıkışında enerjim kalıyor halen.] (Emre)

Sometimes deadlines make Emre feel burnout because they fill his mind and affect his mental well-being. He indicates teaching as a profession to making one feel well and satisfied. Even though he does not consider teaching a mentally tiring profession, other duties such as marking, giving feedback to written assignments, or entering the absenteeism of students exhaust him.

Sometimes I can feel burnt out because of too many deadlines. There is so much work and so much to do ... It's not the teaching but the responsibilities of teaching that are mentally tiring. Teaching is never tiring. On the contrary, it raises my energy and makes me feel good. But after that [teaching], grading, entering comments, entering absences, entering reports, standardized things that I do alone are tiring ... Without these, I think teaching is a job that makes one feel fulfilled. It is a profession that makes you feel good as well-being. (Emre)

[Bazen burn out olmuş hissedebiliyorum. Çok fazla deadline. Çok fazla iş, çok fazla yapılacak şey ... Çünkü bazen çok fazla deadline oluyor. Zihin yorucu bir iş bence öğretmenlik. Öğretmenlik değil sadece bence öğretmenliğin getirdiği sorumluluklar. Öğretmenlikte derse girip ders anlatmak hiçbir zaman yormuyor. Aksine enerjimi yükseltiyor ve iyi hissettiriyor. Ama ondan sonra o tek başıma yaptığım grading, comment girmek, devamsızlık girmek, rapor girmek, standartlaşmış şeyler yoruyor ... Bunlar olmasa öğretmenlik bence fulfilled hissettiren bir iş. Well-being olarak iyi hissettiren bir meslek.] (Emre)

Overall, except for financial problems, Emre seems to be content with the institution to a certain extent. He has good relations with his colleagues and enjoys teaching; however, standardized education bothers him as he “wishes for some teacher autonomy and some space so that students could understand who he really is.” Teaching autonomy will be referred to in more detail while answering the second research question as a factor to impact teacher well-being.

4.1.8. “If you love your job, you never work a day.”: Güneş’s case

Güneş describes teacher well-being as “a teacher's feeling of belonging to the institution she works in and feeling competent.” According to her, for an instructor to feel well, certain physical and mental conditions should be provided by the institution. Having rights and being recognized in the institution also contribute to

her definition of well-being. Moreover, moderate workload and working schedule are other elements that have an impact on the instructors' well-being as indicated below:

This [teacher well-being] includes being provided with some conditions, both physical and mental, by the institution. So, if I have a say in this institution, I think that I will have well-being. Yes, I have a right to speak in the classroom, but how much right do I have to speak within the institution? Or how much known I am within the institution, in fact, this is important for my well-being. Apart from that, not having such an intense curriculum, teaching hours, or humane working hours [contribute to my well-being]. For example, we are not required to sit in the office after classes. I think this can actually be interpreted as our well-being. (Güneş)

[Bazı şartların hem fiziki şartların hem mental olarak da desteğin kurum tarafından sağlanabilmesi bunun içine giriyor. Yani eğer bu kurumda benim söz hakkım varsa well-beingim olur diye düşünüyorum. Sınıfta evet söz hakkım var ama kurum içerisinde ne kadar söz hakkım var ya da kurum içerisinde ne kadar tanınıyorum, aslında bu da önemli well-being için. Onun dışında çok böyle yoğun bir ders programına, ders saatlerine sahip olmamak ya da insani mesai saatlerine sahip olmak. Mesela bizim şu an ders dışında ofiste oturmamız zorunlu tutulmuyor. Bu aslında bizim well-beingimiz olarak yorumlanabilir diye düşünüyorum.] (Güneş)

Güneş declares that positive feedback from students and pleasant relations with colleagues enhance her emotional well-being. Being sufficient in responding to students satisfy her emotionally, as indicated by her below:

In fact, my students and the feedback I receive from them directly affect my emotional well-being ... Am I sufficient? Do I sleep comfortably when I go home in the evening? [are questions that I pay attention to.] I sleep comfortably when I consider myself sufficient in answering their questions. Besides that, emotionally, I think the most important thing is my colleagues. In other words, my social environment in the institution is very important to me... Being able to chat with my office mates outside of work and sharing something in common are very valuable for me. This affects my well-being a lot ... I am in an office where I can be myself. I think being like myself is also good for my well-being. (Güneş)

[Direkt olarak aslında öğrencilerim ve onlardan aldığım feedback benim emotional olarak well-beingimi etkiliyor ... Yeterli oluyor muyum yani akşam eve gidince rahat uyuyor muyum aslında. Rahat uyuyorsan evet, ben bugün öğrencilerime yeterli oldum ve onların sorularına cevap verebildim şeklinde. Onun harici emotional olarak bence en önemli şey meslektaşlarım. Yani kurumdaki sosyal çevrem benim için çok önemli ... Ofis arkadaşlarımla mesela ders dışında da sohbet ediyor olmak, ortak bir şeyler paylaşmak benim için çok değerli ve bu well-beingimi çok etkiliyor ... Kendim gibi olabildiğim bir ofisteyim. Kendim gibi olmak da well-beingim açısından iyi olduğunu düşünüyorum.] (Güneş)

Güneş draws attention to the link between physical and mental well-being as influencing one another. Even though she is content with the physical conditions of the institution, she indicates that physical problems might be tolerated as positive relations among colleagues affect well-being more:

I think physical and mental well-being support each other. In terms of physical well-being, for example, if I do not work in such an office environment, this will also affect my mental well-being. But I think if we think about it from a social point of view, it is more important to feel belonging to the institution mentally. I think the physical conditions will come later. In other words, people supporting each other within the same institution, being friendly to each other, and having good communication are more important. It is tolerable to not see a glitch in the office. In other words, physical conditions can be tolerated ... Two people can share a desk in the office, but I think it is more important to have good social communication with the person you share with. (Güneş)

[Fiziksel ve mental well-being birbirlerini destekliyorlar bence. Fiziksel well-being mesela ben böyle bir ofis ortamında çalışmıyorum olsam bu benim mental well-beingimi de etkiler. Ama bence sosyal açıdan düşünecek olursak önce mental olarak hissetmek aittir hissetmek well-being açısından daha önemli. Fiziki şartlar sonra geliyor diye düşünüyorum. Yani insanların aynı kurum içerisinde birbirini destekliyor olmaları, birbirlerine güler yüzlü olmaları, güzel bir iletişime sahip olmaları. Ofisteki bir aksaklığı görme tolere edilebiliyor. Yani fiziki şartlar tolere edilebiliyor ... Ofisteki bir masayı 2 kişi paylaşabilir ama paylaştığın kişiyle sosyal açıdan iletişimin iyi olması bence daha önemli.] (Güneş)

All in all, as Güneş is performing the profession she loves and does not feel like working, she is content with the resources and positive relations with her colleagues; however, financial problems and uncertainties due to working in a temporary position lower her well-being.

4.1.9. “The institution should care and treat you [well].”: Lidya’s case

Lidya points out two significant constituents of her well-being: feeling belonging to the institution even if you are a temporary instructor and student profiles. Her, similar to most of the participants, experience of being seen as a temporary instructor made her to be invisible in the eye of the permanent instructors, which prevented her from developing a sense of belonging to the institution as the following quote displays:

When I first think of it from an institutional perspective, everything is about feeling belonging and being visible to others. Yes, you may be temporary, you may only be working for 1-2 months, but the institution should also care about this and treat you accordingly. For instance, it shouldn't keep you apart from things. When I think of it as a teacher, it is about students coming to class with a certain awareness. I think these are the things that make up my well-being. (Lidya)

[Önce kurum olarak düşündüğüm zaman yine aslında her şey ait hissetmeye ve diğerleri tarafından görünür olmaya çıkıyor. Evet geçici olabilirsin belki sadece 1-2 ay da çalışıyor olabilirsin ama kurumun da bunu önemseyip sana ona göre davranması. Bir şeylerden seni ayrı tutmaması gibi. Bir öğretmen olarak düşündüğüm zaman öğrencilerin de belli bir bilinçte derse geliyor olmaları. Bunlar bence well-beingimi oluşturan şeyler.] (Lidya)

Lidya considers language teachers' using their voices all the time and having headaches because of marking quiz papers or assignments to affect her physical well-being:

Unfortunately, when you become a language teacher, you speak more in most classes. So, in terms of speech, I can say using your voice. Apart from that, due to a lot of paper readings, you have lots of headaches and eye pain. (Lidya)

[Maalesef dil hocası olunca daha çok öğretmen konuşuyor çoğu sınıfta. O yüzden konuşma açısından, ses açısından diyebilirim. Bunun haricinde bir sürü şu kağıt okumaları için baş sağlığı diyelim baş ağrısı, göz ağrısı oluyor.] (Lidya)

In terms of emotional well-being, Lidya points out having rewards of efforts as the influencers of emotional well-being. According to her, getting paid properly and having positive feedback from the students and the institution are important for an instructor to feel content and motivated to develop him/herself professionally. Moreover, feeling not belonging affects her using her physical space (office) as well, which lowers her emotional well-being:

That feeling of getting something in return affects me because learning a language and teaching a language is endless. Endless things can be done and many ideas can be developed to teach language. Lots of training is available. Different activities can be tried, but if we're not getting the rewards of something emotionally, then we don't want to do any of them. That's why I can say that being rewarded and satisfied are essential. Not feeling belonging [is another concern]. For instance, they give you an office, they give you a table, but you say that maybe after 3 days, I will never be here anyway. But even being able to go to the table and put a mug on is important. So, even [or

at least] this kind of warranty was important. People go through such stress. (Lidya)

[Bir şeylerin karşılığını almak beni etkiliyor. O his. Çünkü dil öğrenmek, dil öğretmek sonsuz. Sonsuz şeyler yapılabilir. Bir sürü fikirler geliştirilebilir. Bir sürü eğitimler alınabilir. Farklı aktiviteler denenebilir ama eğer karşılığını almıyorsak bir şeylerin duygusal anlamda o zaman bunların hiçbir tanesini yapmak istemeyiz. O nedenle karşılık almak ve tatmin olmak diyebilirim. Onun dışında ait hissedememek. Mesela sana bir oda veriyorlar, 1 masa veriyorlar ama diyorsun ki belki de 3 gün sonra hiç ben burda olmayacağım zaten. Ama masaya bile gidip kupa koyabiliyor olmak bile önemli. Yani onun güvencesi bile önemliydi. Böyle stresler yaşıyor insan.] (Lidya)

Lidya declares that feeling depressed harms her mental well-being. Due to working three years in part-time positions at two different private universities, she feels stressed and sometimes feels like being a part-time instructor is a never-ending situation:

Feeling depressed because of being a part-time [instructor]. For example, I hear from people around me they wonder if it [working as a part-timer] will ever end. We have concerns like whether it will always be like this. I wonder if I should give up on going full-time and accept it and live like this. I think this is depression. (Lidya)

[Depresif hissetmek part-time olarak. mesela çevremde duyduğum hiç bitmeyecek mi acaba bu part-timelik. İşte hep böyle mi olacak diyoruz. Acaba full-timea geçmekten vazgeçip artık bunu kabul edip böyle mi yaşasam. Hani bu depresiflik bence.] (Lidya)

4.1.10. “It is mentally exhausting.”: Luna’s case

In Luna’s understanding, teacher well-being is “feet’s not going backwards while going to work.” In other words, you should not feel like going to work only because you have to. You should have at least a certain joy in going to work:

Actually, teacher well-being means that your feet don't go back when you go to work. No one goes to work joyfully anyway ... I am sure that no one, whether engineer, civil servant, or doctor, has achieved great well-being in the current country's conditions. But at least not do your job too reluctantly. (Luna)

[Aslında teacher well-being bence işe giderken ayakların geri geri gitmemesi demek. Kimse işe güle oynaya gitmiyor zaten ... Eminim yani mühendisi de memuru da ne bileyim doktoru da kimse zaten şu anki ülke şartlarında müthiş

bir well-beinge kavuşmuş değil. Fakat en azından işini aşırı istemeyerek yapmamak.] (Luna)

Luna considers teacher well-being to have three aspects: a) relations with students, b) relations with colleagues, and c) relations with the institution/administrator. By acknowledging the importance of the three aspects, she declares that her relations with students and getting positive feedback from them enhance her well-being the most:

The feedback I get from my students really contributes to my well-being. So, actually, I can say that it is 3-sided. The first one is your relationship with the students. The second one is your relationship with co-workers. The third one is your relationship with the institution. These are like the 3 sides of well-being ... For us [instructors], the student factor is much more important because I don't sit with any institution for 45 minutes. I don't sit for 45 minutes with any of my colleagues or sometimes with the manager. (Luna)

[Öğrencilerimden aldığım feedback gerçekten well-beingime çok katkı sağlıyor. Yani aslında şöyle diyebilirim ben. 3 cephe gibi bu. İşte bir öğrenci tarafından. Öğrenciyle senin ilişkin. 2 iş arkadaşınla senin ilişkin. 3 kurumla senin ilişkin. Bunlar böyle well-beingin 3 yanı gibi ... Bizde bir de öğrenci faktörü çok daha önemli. Çünkü ben 45 dakika herhangi bir kurumla oturmuyorum yani. 45 dakika herhangi bir iş arkadaşım ile da bazen oturmuyorum ya da müdürle de.] (Luna)

Moreover, Luna regards teacher well-being with the feeling of being valued by the institution. According to her, small details such as being called when you got sick or celebrating important days together influence teacher well-being.

Feeling valued in the institution. When you get sick, it is about being called by your colleagues or the manager and hearing their wishes for you to get well soon. Little things like this, I think, contribute to well-being. Or that the institution really values important days and shows you something [that makes you feel valued]. I don't mean just in a materialistic manner. (Luna)

[Biraz değer verildiğini hissetmek kurumda. Ne bileyim işte hastalandığında belki de birilerinin arayıp sorması seni ya da müdürünün belki de hocam geçmiş olsun demesi. Böyle ufak tefek şeyler well-beinge bence katkı sağlayan şeyler. Ya da önemli günlere gerçekten kurumun da değer vermesi, sana bir şeyleri göstermesi. Materyalist olarak değil sadece bu.] (Luna)

Luna relates emotional well-being to her interactions with students. Since she believes that instructors have a long-lasting influence on their learners, she feels high responsibility and burden on her shoulders, which affects her emotionally.

Maybe when I look at it in an institutional sense, it is much more systematic and much less emotional. I think there might be a more emotional dimension with the students ... You are constantly communicating with people. These people are getting university education by paying tuition and trying to be skilled in a profession in the future. It's like an important turning point in their life and you're taking a place there. Therefore, there is an overwhelming side to being in constant communication with people. Since I take responsibility for this, it can also turn into a burden. (Luna)

[Belki kurumsal anlamda baktığımda çok daha sistematik çok daha az emotional oluyor. Öğrenciyle olan daha emotional boyutta olabileceğini düşünüyorum ... Sürekli insanlarla iletişim kuruyorsun ve o insanlar üniversite eğitimi alıyor ve eğitim ücreti ödeyerek falan ve buradan çıkıp bir şey olmaya çalışıyorlar. Hayatlarında önemli bir dönüm noktası gibi ve sen orada bir yer alıyorsun. Dolayısıyla bunun yarattığı bazen sürekli o iletişimde olma sürekli o insanlarla falan olmanın bir overwhelming yanı var bazen gerçekten. Bunun sorumluluğunu aldığım için yüke de dönüşebiliyor.] (Luna)

According to Luna, to enhance emotional well-being, teachers should forget their teacher identity and get away from institutional problems because they are constantly in the position of facing and solving various problems without being cared much as indicated in her quote below:

There should definitely be days when one has to turn to oneself and get away from the students and the institution. I think you need to forget your teacher identity from time to time to achieve emotional well-being because you always have thing to do. You have to answer every question. If you can't answer, you need to find something to [compensate for it]. It is necessary to cure your troubles because you are only interested in language teaching, but language teaching resources mention depression. So, what would you say at that point? So, you're basically everything. You also become psychological support to them. But who will be the psychological support for you? The institution doesn't care. Nobody cares. Students sometimes don't care either. (Luna)

[Arada insanın bi kendine dönüp öğrenciden ve kurumdan uzaklaşması gerektiği günler kesinlikle olmalı hakikaten. Öğretmen kimliğini unutman gerekiyor bence ara ara. O emotional well-beingi başarabilmek için. Çünkü sürekli bir şeyler yapman gerek işte her soruyu cevaplaman gerek. Cevaplayamazsan bir şeyler bulman gerek falan. Dertlerine derman olmak gerekiyor çünkü hani sadece dil öğretimiyle ilgileniyorsun ama dil öğretimiyle ilgili kaynaklar depresyon olduğundan bahsediyor. Yani orada ne diyeceksin? Yani aslında her şey oluyorsun. Psychological support da oluyorsun onlara. Ama sana kim olacak? Kurumun önemsemiyor o önemsemiyor bu önemsemiyor. Öğrenciler önemsemiyor arada.] (Luna)

Luna associates physical well-being with having health problems such as headaches, hernia, and eye pain because of toxic working places and unhappy colleagues. Thankfully, in comparison to her previous job experience at another private university, she does not have such problems in her current institution as she has a manageable workload and positive relations with colleagues owing to the relatively peaceful institutional climate.

I am a person who is constantly physically affected by excessive stress. I haven't experienced such a thing at my job here yet, thank goodness. But the university where I first started working was very busy compared to here ... I had such a headache that I can't explain. That toxic work environment and unhappy coworkers make you feel really, really bad. It leads to headaches, eye pain, hernia, extra pain, and so on and so forth. (Luna)

[Ben sürekli fiziksel olarak etkilenen bir insanım aşırı stres dolayısıyla. Buradaki işimde henüz olmadı çok şükür am ilk çalışmaya başladığım üniversite çok yoğundu. Buradan çok yoğun bir yerdi ... O kadar başım ağrıyordu ki, yani anlatamam. O toksik iş ortamı ve mutsuz iş arkadaşları insanı gerçekten çok çok kötü hissettiriyor. Bu baş ağrısına da gidiyor, göz ağrısına da gidiyor. Fıtık ekstra ağrılarına gidiyor vesaire vesaire.] (Luna)

As the quote below presents, Luna highlights that being a teacher includes being tired mentally all the time due to the responsibilities and never-ending tasks to complete even at home:

I work even at home to complete tasks but it never ends. So, my to-do list is always full. I need to check the assignments of students again when they reload after my initial feedback on their assignments. This is mentally exhausting because there is always a to-do list because you have tasks to tick in your head. I think that part of teaching is very tiring. In fact, many people [sector] have this but that affects the products. Sometimes the product is delayed or the project is delayed. But here you're delaying people. I have 5 classes. The state of constant responsibility creates mental fatigue. (Luna)

[Evde bile şöyle yapıyorum, böyle yapıyorum bir türlü bitmiyor yani sürekli bir to-do-listim dolu. Şu writingini yeniden yüklemiş. Buna bak bilmem ne. Bu mesela mental olarak çok yorucu çünkü sürekli to-do listing var. Çünkü kafanda tiklenecek tasklar var. Öğretmenliğin o yanı bence çok yorucu. Birçok kişide de vardır aslında bu. Ama bu ürünleri etkiliyor bu. Bazen ürün gecikiyor, proje gecikiyor. Ama burada insan geciktiriyorsun. 5 sınıfım var. Hmm yani zihinsel yorgunluk yaratıyor bu hep sorumluluk hali.] (Luna)

4.1.11. “You don’t have a better option.”: Sevgi’s case

Sevgi associates teacher well-being with having good relations with colleagues in a less chaotic working climate. She also points out the role of a professional administrator to manage the institution properly by allocating tasks equally to the instructors. Thus, in her view, working in a chaotic and unjust order would influence her well-being negatively.

Of course, we are all human, but we all have a professional character. I see, so when everyone comes here, no matter how bad they go through, they fake it, and they force themselves to seem energetic, and so on. However, it's not nice if chaos reigns where you work ... Teachers need to get on well with each other. Who provides that? Admin or the manager provide it ... Teachers should not be given more than they can handle. The tasks need to be shared. Also, the manager needs to be selected very well ... Being dependent on unskilled people also affects you. (Sevgi)

[Tabii hepimiz insanız ama hepimizin de profesyonel bir karakteri var. Ben görüyorum yani herkes buraya geldiği zaman ne kadar kötü şeyler yaşasalar da bir fake edip böyle enerjik vs. olmak için kendilerini zorluyorlar. Buna rağmen eğer çalıştığınız yerde kaos hüküm sürüyorsa hoş değil ... Hocaların birbirleriyle iyi anlaşmaları gerekiyor. Bunu da ne sağlıyor? Admin sağlıyor ya da ne bileyim müdür sağlıyor ... Hocaların kaldırabileceğinden fazla bir yük verilmemesi lazım. Bir yükün paylaştırılması gerekiyor gerçekten. Bi de yöneticinin çok iyi ayarlanması gerekiyor ... Vasıfsız insana bağlı olma durumu da seni etkiler.] (Sevgi)

Sevgi, in terms of the emotional aspect of well-being, refers to feeling valued by the learners. For instance, being not remembered on important days upset her emotionally as the quote below presents:

It may be that students make you feel important. Sayings such as “the course was very effective to me” or “I can never forget you” [make me feel good emotionally]. I was sick last Teachers’ Day. Nobody celebrated my Teachers’ Day. So, I was a bit sad. Things like students coming and celebrating Teachers' Day affect me emotionally. (Sevgi)

[Öğrencilerin seni önemli hissettirmesi olabilir bu anlamda. İşte hocam ben bu dersten çok verim aldım. Sizi hiç unutamıyorum. Ben geçen öğretmenler gününde hastaydım. Kimse benim öğretmenler günümü kutlamadı. O yüzden biraz üzüldüm yani. Öğrencilerin gelip Öğretmenler gününü kutlaması falan bunlar da beni duygusal olarak etkiliyor.] (Sevgi)

Sevgi holds the idea that the physical conditions of the institution affect her health by being stressed, due to the lack of certain technological devices, and the quality of the

courses that she teaches. Hence, as the quote below depicts, she demands being supported with technological devices to conduct better lessons without wasting her time and energy on technology-related problems.

You need to be supported, in terms of materials and technology. You can't do anything anymore if you're not supported technologically. We are going to lecture in the main building. There is no sound system there. For example, if you forgot your speaker - it happened to me today-, you can't do anything. So, you can't teach the listening part. Carrying a speaker with you all the time is also a very strange thing. The class needs to be arranged accordingly. They have to be there. Every classroom should have a computer. When these are not present, you cannot give all your efficiency to the lesson due to being overwhelmed with technological problems in the lesson. I experience this a lot in department classes because the opportunities there are insufficient. Or, moreover, we are doing an exam. For example, when the listening audio or VGA cables do not work, we get stressed and go crazy. Everyone has exam trauma. I see that. What will I do if something happens to me? ... This worries me. In other words, physical deficiencies also affect your physical well-being. So, it causes stress. Of course, it also affects the quality of the course. (Sevgi)

[Ha tabii canım destekleneceksin yani materyal anlamında işte teknoloji anlamında. Zaten artık teknolojik olarak desteklenmezsen hiçbir şey yapamazsın. Bölüme gidiyoruz ders anlatmaya. Orada da ses sistemi yok. Sen mesela hoparlörünü unutsan, bugün benim başıma geldi. Elim kolum bağlı. Listening yapamıyorsun yani. Yanında sürekli hoparlör taşımak da çok garip bir şey. Oradaki sınıfın buna göre düzenlenmesi lazım. Bunların orada bulunması lazım. Her sınıfta bilgisayar olması lazım. Bunlar olduğu zaman sen de derste teknolojik problemlerle boğulunca derse bütün verimliliğini veremiyorsun. Ben bunu bölüm derslerinde çok yaşıyorum çünkü oradaki imkanlar yetersiz. Ya da mesela sınav yapıyoruz. Mesela listening audio çalışmadığı zaman bu vga kabloları çalışmadığı zaman nasıl stres oluyoruz, çıldırıyoruz. Herkeste bir sınav travması var. Ben görüyorum. Başıma bir şey gelirse ne yapacağım? ... Bu beni endişelendiriyor. Yani fiziksel yetersizlikler sizin fiziksel well-beinginizi de etkiliyor. Yani strese sokuyor. Tabii dersin kalitesini de etkiliyor zaten.] (Sevgi)

Overall, even though Sevgi is pleased with the order of the institution and has positive relations with her colleagues, still, her well-being is negatively affected by the precarious conditions such as having no any type of guarantee and insurance. Moreover, she cannot quit working there because she believes that she has no better option.

The thing that convinced me to come here and keep me still here is actually the systemic order of the institution, otherwise no one would want to work here. This [being a part-time instructor] is a really bad situation. Nobody

wants this with their own free will. Why? Because you have no guarantee. You have no decent insurance, nothing. But you are convinced to work here because you don't have a better option. There is not a better option. (Sevgi)

[Beni buraya ikna eden ve burada hala kalmama neden olan şey de aslında düzenli işleyiş yoksa bunu kimse istemez. Bu gerçekten çok kötü bir durum. Bunu kimse özgür iradesiyle istemez yani, neden? Çünkü bir güvencen yok. Düzgün bir sigortan, bir şeyin yok. Ama işte bir anlamda şey diyorsun yani ne yapayım işte daha iyi bir seçeneğim yok diyerek buna ikna oluyorsun. Yok çünkü.] (Sevgi)

4.1.12. “I want to work here until I retire.”: Sunny’s case

Sunny defines teacher well-being as being content at work and being able to interact with the directors and colleagues comfortably. She does not have such a problem at the institution, this is why she feels happy at work, which enhances her well-being. She depicts her working place positively with happy and helpful colleagues. Additionally, she refers to having no livelihood concerns as a contributor to the teachers’ well-being. Since she lives with her family, she declared to be not having financial problems, which thankfully does not lower her well-being.

[Teacher well-being] is being happy where she works, that is, being able to talk to her managers and other teachers easily. All of these apply to me. So, when there is a problem, I feel comfortable speaking about it. In general, everyone is happy and sharing. Nobody is conserved. Everyone is open to help. They are helpful. I'm already doing that too. What else? Probably the salary. If she does not have livelihood concerns, his well-being is already positively affected. I live with my family. I don't have to worry about rent or any other expenses. So, it didn't stress me. (Sunny)

[Çalıştığı yerde mutlu olması yani yöneticileriyle ve diğer hocalarla kolayca konuşabiliyor olması. Benim için bunların hepsi geçerli. Yani ben rahat hissediyorum bir problem olduğunda konuşma açısından. Genelde herkes mutlu paylaşımcı. Kimse kapalı değil. Herkes açık hani yardım edeyim diyorlar, yardımseverler. Ben de öyle yapıyorum zaten. Başka ne olabilir diye düşünüyorum. Maaştır herhalde. Geçim kaygısı yaşamıyorsa zaten well-beingi olumlu etkileniyordur. Ailemle yaşıyorum, kira vesaire derdim de yok, o yüzden bu beni zorlamadı.] (Sunny)

Since her job satisfies her emotionally, she only regards some demotivated students to influence her negatively in terms of emotional well-being.

Generally, being good with colleagues and having a salary makes me happy. As long as you're good with students, all is well because sometimes students can demoralize me. Of course, you're human, and everything is not always

the same. But when my students lose their interest and they don't want to study, you start pushing them. It lowers me emotionally. (Sunny)

[Genelde dediğim gibi iş arkadaşlarıyla iyi olmak ve maaş mutlu ediyor. Öğrencilerle iyi olduğun sürece her şey yolunda. Çünkü bazen moralimi bozabiliyor öğrenciler. Tabii ki insansın sürekli aynı olmuyor ama mesela öğrencilerimin ilgileri kaybolunca ve ders işlemek istemediklerinde böyle ittirmeye başlıyorsun ya orada mesela bozuyor duygusal olarak.] (Sunny)

Sunny is motivated to be working in her current institution, which enhances her well-being; however, in terms of physical well-being, she put on weight. As the quote below displays, she associates putting on weight with her happiness/motivation at work:

Physically. When I came here, I was 20 kilos thinner than I am now. I even have a photo in this office. I was so enthusiastic that I came on Saturday even though I had no work. My friend was working. But I would never use an elevator. I was just using the stairs. I don't know how it happened physically. Maybe too much happiness isn't good either. I gained 20 kilos in 3.5 years. I've never had a disease, but I guess I ate from happiness. (Sunny)

[Fiziksel olarak. Ben buraya geldiğimde şu anki halimden 20 kilo daha zayıftım. Hatta bu ofiste fotoğrafım var. O kadar hevesim vardı ki cumartesi işim olmamasına rağmen gelmişim. Arkadaşım çalışıyordu. Ama asla asansör kullanmazdım. Merdiven kullanıyordum sadece. Fiziksel olarak nasıl oldu bilmiyorum. Fazla mutluluk da iyi değil belki de. 3,5 yılda 20 kilo almışım. Hiç hastalık geçirmediğim ama mutluluktan yedim galiba.] (Sunny)

All in all, Sunny has a decent well-being at work as declares that “I think I want to continue working at the same institution until I retire.” However, pursuing a master’s degree at the same time stresses her mentally more than anything. The death of her cactus, which was next to her while she was suffering, is a vivid example to reveal her diminished mental health.

Mentally, writing a thesis and pursuing a master's degree made me very tired that my cactus died from my stress. My cactus, which has been solid for 3-4 years, rotted from the bottom and rotted from the inside. Because he was always with me when I was writing about heartache, thesis stress, or whatever. I didn't take that part into account. (Sunny)

[Mental olarak tez yazıyor olmak, yüksek lisans yapıyor olmak, ders zamanında da beni çok yormuştu, kaktüsüm öldü stresimden. 3-4 yıldır sağlam olan kaktüsüm alttan çürümüş, içten içe çürümüş. Hep onun yanında kalp sıkışıklığı, tez stresi, ne var ne yoksa yazarken hep yanımda olduğu için. O kısmı hesaba katamadım.] (Sunny)

4.1.13. “Student Tuğba had a much better life.”: Tuğba’s case

Tuğba considers “self-confidence as the most critical component of the teaching profession. She believes that teachers’ self-confidence is affected by economic and sociological aspects.” She declares that if she had a better salary, she could feel more self-confident and be a better instructor, which would boost her well-being. Moreover, she remarks having time to be busy with something else besides work is another valuable contribution to teacher well-being. She remarks that whatever the teachers are going through in their lives they reflect them in the class either positively or negatively.

For example, I feel I would be more confident if I were getting a bigger salary right now and I wasn't carrying this laptop on my back. I feel like this would make me a better teacher. This is the material aspect. If I had been in a better condition financially, I think my well-being would have improved as well. Also, having time. So having time to deal with other things is a very valuable thing. This also affects my well-being because the reflection of what one spends time with is always in the classroom with the teacher. Unfortunately, it is such a profession that whatever we experience outside, we bring it into the classroom. In other words, economic concerns and time affect my well-being the most. (Tuğba)

[Ben öğretmenlikteki en kritik şeylerden birisinin özgüven olduğunu düşünüyorum. Bu özgüvenin çoğunlukla da ekonomik ve sosyolojik sebeplerden kaynaklandığını düşünüyorum. Ben mesela şu an daha büyük bir maaş alıyor olsam ve bu laptopu sırtımda taşıyor olsam daha özgüvenli olacağımı hissediyorum. Daha iyi bir hoca olacağımı hissediyorum. Daha iyi olma halinde olacağımı hissediyorum. Bu maddi yönü. Ekonomik olarak daha iyi durumda olsam, iyi olma halim de gelişme gösterirdi bence. İşte bunun yanı sıra zamanı olması. Yani insanın başka şeylerle ilgilenecek zamanı olması çok değerli bir şey. Bu da etkiler çünkü o zamanı harcadığı şeyin yansıması her zaman öğretmenle sınıfta oluyor. Maalesef böyle bir meslek. Dışarda ne yaşıyorsak sınıfın içine de onu getiriyoruz. Yani ekonomik şeyler ve zaman etkiliyor en fazla well-beingimi.] (Tuğba)

Feeling not included affects Tuğba emotionally. As her statements below render, she does not feel part of the institution due to feeling excluded:

Inclusion affects me emotionally. I'm not included. I would feel better if I was included. I would feel part of the institution. I would see the institution as my family. I would even get romantic about that. But I don't feel included, and it affects me emotionally. (Tuğba)

[Dahil edilmek duygusal olarak etkiler. Ben dahil edilmiyorum dahil edilsem daha iyi hissederdim. Kurumun parçası hissederdim. Kurumu ailem gibi

falan görürdüm. Hatta o romantizme de girerdim. Ama dahil hissetmiyorum ve o duygusal olarak beni etkiliyor.] (Tuğba)

Tuğba relates physical well-being with whether having certain physical entities or not. In terms of physical entities, she lists having a house with proper heating, having a car, having enough sleep, and having a laptop provided by the institution. As her remarks below depict, since she does not possess any of them, her well-being is affected by it negatively.

I think the heating of your house will affect it [your physical well-being]. Having a car affects it. I get up at 6.45 a.m. and am at work at eight. Sleeping affects my well-being. Carrying a laptop on her back affects her. I think these are all material things. The institution contributes to it as well. For example, my back hurts when I stand. I started to have back pain [while teaching]. Maybe it has something to do with age or not doing sports or something else. However, doing this [sports] takes time and money. If the workplace included me, and gave me a computer, I would be physically better. This is a very concrete fact. (Tuğba)

[Evinin ısınması etkiler bence. Arabasının olması etkiler. 6.45'te kalkıp sekizde işte oluyorum. Uyumak etkiler. Sirtında çanta taşınması etkiler. Bunların hepsi maddi şeyler bence. Bir yandan da kurumun onu katmasıyla alakalı. Mesela benim artık ayakta durduğum sürelerde belim ağrıyor. Bel ağrılarım başladı. Yaşla da alakası var belki. Belki başka şeyler de var spor yapmamak falan. Bu da yine paraya ve zamana da girer. İşyeri beni dahil etse, bana bilgisayar verse ben fiziksel olarak daha iyi olacağım. Bu çok somut bir gerçek.] (Tuğba)

Tuğba holds the idea that if she was in a better condition in terms of time and money, she would be in a mentally better condition. As the quote below depicts, she and her part-time colleagues' minds are busy with financial concerns, which lower their well-being:

I've been thinking about something for a very long time. I think Ahmet Hamdi Tanpınar had a saying. "This country did not allow its children to engage in anything other than themselves." I know that if I had worked under better conditions, both financially and temporally, I would have been better mentally as well. If by mental well-being we mean having a better mind and memory, being able to concentrate more on the lesson, and being able to make decisions yes, of course, my mental well-being would be better because as far as I can see myself and my colleagues, the things that make up space in our minds are very material things. (Tuğba)

[Ben çok uzun zamandır şey düşünüyorum. Sanırım Ahmet Hamdi Tanpınar'ın bir lafı vardı. Bu vatan evlatlarına kendilerinden başka bir şeyle meşgul olma izni vermedi. Ben hem maddi hem zamansal olarak farklı

koşullarda daha iyi koşullarda çalışsaydım mental olarak da daha iyi olacağımı biliyorum. Metalden kastımız aklımın hafızamın daha iyi olması, derse daha konsantre olmak, karar verebilmek, bu tarz mekanizmalardan bahsediyorsak evet, elbette daha iyi olurdu çünkü benim şu an ben ve meslektaşlarımda gördüğüm kadarıyla bizim aklımızda yer oluşturan şeyler çok maddi şeyler.] (Tuğba)

Tuğba declares that if there were no uncertainties at work, she could have spent her time joyfully by reading or watching a theater play:

If this uncertainty were not there, I would obviously sit down and read a book and go to a theater to improve myself, but I can't do that either. (Tuğba)

[Bu belirsizlik olmasa ben açıkçası oturup kitap da okurdum kendimi geliştirecek bir tiyatroya giderdim ama ben bunları da yapamıyorum.] (Tuğba)

Lastly, her comparing student Tuğba and teacher Tuğba reveals the miserable conditions of working in a part-time position. A decrease in her lifestyle due to working in precarious conditions curtails her well-being as well.

I think that my students are living much better lives than me. Moreover, student Tuğba was living a much better life than teacher Tuğba. Tuğba, a student, could go to the theater once a month. She had such money to do so. Tuğba's scholarship was sufficient. She could buy books with a certain frequency. Student Tuğba could pay for the dentist. Student Tuğba could choose food of good quality when she ate outside. Student Tuğba could eat outside. Okay, there are such differences. It's not just about my job. Of course, the world economy contributes to that, but institutional practices stimulate these economic inequalities. (Tuğba)

[Ben şey düşünüyorum. Benim öğrencilerim benden çok daha iyi hayatlar yaşıyorlar. Bunu geçtim öğrenci Tuğba da öğretmen Tuğba'dan çok daha iyi bir hayat yaşıyordu. Ayda bir tiyatroya gidiyordu öğrenci Tuğba. Öyle bir parası vardı. Bursu yetiyordu öğrenci Tuğba'nın. Belli bir sıklıkta kitap alabiliyordu. Öğrenci Tuğba kalkıp dış doktoruna gidebiliyordu parasını verip. Öğrenci Tuğba dışarıda yediği yemekleri kaliteli seçebiliyordu. Öğrenci Tuğba dışarıda yemek yiyebiliyordu. Tamam, bu tarz farklılıklar var. Sırf çalıştığım işle alakalı da değil. Genel ülke dünya ekonomisine vurulacak yarıları da var elbette ama kurum pratikleri falan da bu ekonomik eşitsizlikleri ilerleten şeyler.] (Tuğba)

4.1.14. “Working part-time is very difficult.”: Vera’s case

Vera believes that a teacher can feel gratified when s/he feels fulfilled in her profession and has rewards such as money and praise in return.

In my opinion, a teacher's well-being can be complete when the following conditions are met. The first is feeling fulfilled in terms of career. I think a teacher can be at a higher level of well-being when he can transfer his own competencies and knowledge in the classroom without physical or psychological problems, in a trouble-free environment. Secondly, having material rewards such as money or a tribute to show that s/he is doing a good job. Let me not say praise. Being thanked at meetings rather than praised. It's not like sayings such as how successful you are, but rather feeling recognized. And being able to get paid for it financially. So, it is about feeling safe in every way, both in terms of career and finances. (Vera)

[Bence bir öğretmenin well-beingi şu koşullar sağlandığında tam olabilir. Birincisi kendini kariyer anlamında fulfilled, tamamlanmış doymuş. Kendi yetkinliklerini, bilgilerini aktarabildiği ve bunun işe yaradığını hissettiği, sorunsuz bir ortamda fiziksel sorunlar olmadan psikolojik de olabilir sorunlar olmadan kendini sınıf içerisinde tamamladığında bence bir öğretmen daha well-being olarak üst seviyelerde olabilir. İkinci olarak da burası nasıl birinci tanımda kendini doyunluğa ulaştırdıysa bunun iyi iş yaptığını gösteren bir para, bu bir övgü de olabilir. Övgü demeyim de toplantılarda teşekkür edilmesi. Anlatabildim mi, şey gibi değil yani ne kadar başarılı bir insansın değil de tanınabilir görünebilir olduğunu hissetmesi. Ve aldığı maaşla bunun karşılığını alabilmesi. Kendini her şekilde güvende hissettiği, kariyer anlamında da maddi açıdan da.] (Vera)

In terms of emotional well-being, Vera shares that she feels ineffective and useless due to teaching online and not having any responses from students. Thus, teaching online without having any physical contact with students lowers her emotional well-being.

Everything can affect [my emotional well-being]. We just saw it. It saddens me that education is affected by anything such as the weather or natural disasters. For example, in the middle of this term very suddenly, we entered a period in which I felt that I did not feel very useful in terms of career. It is online and a sensitive period. I just talk to an empty camera, to an empty space, to the blackness, and I teach myself alone. Frankly, I don't feel well, not just sometimes, but actually most of the time ... In this vulnerability, we all experience emotional imbalance. (Vera)

[Aslında şu an içinde bulunduğumuz koşullarda her şey etkileyebiliyor. Onu gördük. Eğitimle ilgili olduğumuz için hava durumundan tutalım, yaşanan bir felakette ya da doğal felakette afette bile etkilenebildiğini görmek beni üzüyor. Yani mesela bu dönemin yarısı çok kariyer anlamında da kendimi derslerde işe yarar hissetmediğimi hissettiğim bir döneme girdik bir anda ve çok ani şekilde. Online dönemde ve hassas bir dönemde ben bomboş bir kameraya bomboş bir alana siyahlığa sadece konuşuyorum ve kendi kendime ders işliyorum. Bazen değil çoğu zaman iyi hissetmiyorum açıkçası ... Bu kırılganlıkta aslında hepimizin emotional olarak dengesizlik yaşıyoruz.] (Vera)

Vera associates her physical well-being with being healthy as most of the participants. Standing long hours or sitting long hours due to online education influences her physical well-being negatively as the quote displays:

I feel physically good when I do not have a health problem that does not prevent me from doing my job or a health problem that does not prevent me from being self-sufficient. I associate my physical well-being with the body. So, it can be about anything. Sound is very important to us. Standing is another very important dimension. For example, if I have pain in my feet or something like that, I feel bad. Even when I sit a lot, I get affected by it. Sometimes we sit when we are too tired. It's absolutely normal. But when I sit too much or when I constantly teach from where I sit like right now, I feel bad physically due to not feeling active. (Vera)

[İşimi yapmaya engel olmayan bir sağlık problemi ya da kendi kendime yetebilmeme engel olmayan bir sağlık problemim olmadığında fiziksel olarak kendimi iyi hissediyorum. Fiziksel well-beingimi bedenle ilişkilendiriyorum. Her şey olabilir yani. Ses mesela bizim için çok önemli. Ayakta duruyor olmak da çok önemli. Mesela ayaklarımızda ağrı falan olsa ben o şekilde de kendimi kötü hissediyorum. Çok oturduğumda da. Bazen çok yorulup oturuyoruz da. Kesinlikle çok doğal. Ama çok fazla oturduğumda da sürekli oturduğum yerden bir şey anlattığımda ya da anlatmak zorunda kaldığımda şu an olduğu gibi ... O zaman da kendimi çok aktif hissetmiyorum.] (Vera)

As the quote below reveals, sometimes her serious problems interfere with teaching due to not being ridden of them, which reduces her mental and psychological well-being.

If I feel good enough to get out of bed or if I can leave the problems behind me when I enter the classroom, I feel well mentally. There are times when I can't get rid of my problems in class. Then, at that time, I do not feel very well psychologically. (Vera)

[Kendimi yataktan kalkacak kadar iyi hissediyorsam ya da sınıfa girdiğimde benle olan sorunları geride bırakabiliyorsam mental olarak iyi hissediyorum. Bırakamadığım zamanlar da oluyor. O zaman da psikolojik olarak çok da iyi değilim diyorum.] (Vera)

Vera had to work at multiple part-time jobs simultaneously while pursuing her master's degree, which tired her in all manners. She defines the case of working in a part-time position as very difficult, demanding, and stressful due to various reasons such as improper social security and insufficient insurance. Even though she worked at the current institution for more than 4 years, her insurance was paid for less than a year.

Working part-time is very difficult. We are working in a very demanding and very stressful situation. ... Social security, that is, insurance is provided, but when you look at it, the premium added to your insurance is hourly because they enter on an hourly basis. I've been working for 4.5 years. I haven't even had a year of premium insurance at the moment. This is a bit sad of course. (Vera)

[Part-time çalışmak çok zor, çok meşakkatli ve çok stresli bir durum içerisinde çalışıyoruz. ... Sosyal güvence olsun, yani tamam sigorta yapılıyor ama baktığınızda işte saatlik girdiğiniz için sigortanıza eklenen prim de saatlik gibi. Ben 4,5 yıldır çalışıyorum mesela benim 1 yıl bile olmadı şu an primim gibi. Bu biraz üzücü tabiki.] (Vera)

Table 4. Summary of the first research question findings

Participant	Understanding and Experience of TWB	Physical WB	Emotional WB	Mental WB
Ahmet	-associates TWB with working without getting worried about financial problems, and by accomplishing one's potential. -draws link among all components of the TWB (physical, emotional, mental WB) -likes the calm atmosphere in the institute but wish to work somewhere with better work conditions where threatened equal	-living far from the institution and scarcity of shuttle service tire him physically -have had an injury but could not get any compensation for that	-teaching Academic English to students with higher English proficiency motivates him emotionally -emotionally tired of working temporarily -feeling ignored, excluded, and only seen as the support teacher by the administration	-mentally tired of the financial and various uncertainty problems of the temporary position -have future anxiety

Ali	-relates TWB with the ability of not bringing any personal problems to the lesson. However, sometimes financial problems interfered the lessons.	-having proper physical materials contribute positively to his physical well-being	-enjoys teaching but suffers emotionally from problems of working in a temporary position -thankful of administrative and colleague support	-negatively affected by the unsteady workload and regulations
Amy	- associates TWB getting financial and emotional rewards for hard work; however, although she gets emotional rewards from her students, she cannot get financial gains due to having insufficient and delayed salary	- content with the positive climate and the provided physical sources of the institution, which contribute to her physical well-being	-having positive relations with students and colleagues, particularly office mates, increases her emotional well-being	- having a less intense workload, respectful colleagues, and non-authoritarian pressure influence her mental well-being positively
Angelo	-believes that having appreciation for the hard work by the administration enhances TWB, but his hard work is not recognized, which influence his WB negatively	-affiliates physical well-being with bodily health and sometimes he loses his voice due to talking too much in class since the learners do not participate in the class activities	-positive feedback by the learners and having long-lasting impact on them increase his WB -having no feedback from the institution affects him emotionally because it interrupts his developing sense of belonging to the institution -unmotivated learners lower his emotional well-being	-having uncertainties and financial problems all the time due to working in a temporary position impact his mental well-being negatively

Ayşe	-having sufficient physical sources, a proper income, positive relations with colleagues, and non-authoritarian pressure contribute to decent TWB -is content with her job; hence, although having no stable and sufficient income, she has no financial problems thanks to living with her family; thus, she has a decent TWB	- in terms of physical WB, feeling and staying healthy and working in an institution that allows the instructors to teach in well-equipped and heated classrooms.	-while motivated students and positive relations with colleagues and having intrinsic motivation to teach enhance her emotional well-being, demotivated students affect her emotional WB negatively. -uncertainties and having a much less salary compared to full-time instructors by performing similar duties lower her emotional WB	- has a decent mental WB thanks to working in a positive work environment
Emek	-defines TWB as feeling enthusiastic toward teaching, having positive relations with colleagues, and having no financial problems -although Emek has no problems with the colleagues, having an unstable job and income lower Emek's TWB	-associates the physical WB with feeling healthy. Since their workload is not intense, Emek does not have poor physical well-being.	-feeling excluded physically and socially decrease Emek's emotional WB because it leads to not developing a sense of belonging to the institution -positive feedback from students increases Emek's emotional WB	-financial problems, uncertainties, and being not recognized in the institution influence Emek's mental well-being fiercely
	-associates TWB with feeling happy and comfortable while	-in terms of physical WB, Emre also	-being new in the institution and isolated	-being bombarded with unclear

Emre	working in the institution; however, although he is happy while teaching, he is not content with other teaching-related duties and feels uncomfortable with mechanic education and last-minute decisions -not having proper financial gains lower his TWB	associates it with bodily health, and he feels well physically because he does not feel physically tired with the teaching load	physically from other colleagues lower his emotional WB -unclear expectations and guidance tire him emotionally -having very limited teacher autonomy influences his emotional WB negatively	and constant expectations and last-minute decision tire him mentally
Güneş	-associates TWB with feeling like a member of the institution and being competent in the subject matter -being temporarily there influences her WB negatively because she cannot develop a sense of belonging to the institution	-feeling content with physical sources of the institution positively contributes to her physical WB	-some uncertainties in the institutional regulations, financial problems, and having limited right lower her well-being emotionally -positive relations with learners and colleagues enhance her emotional WB	-believes that physical and mental WB influence each other. -uncertainties in the institutional practices tire her mentally
Lidya	-relates TWB with working with highly motivated students where you feel like a member of that institution -does not feel like a part of the institution due to not being recognized by some full-time colleagues	-using her voice all the time and assessing the quiz papers or assignments constantly lead her to have a headache	-being regarded as a temporary instructor and being ignored by the institution lower her emotional WB -not getting paid for some duties and having insufficient income	-working temporarily decreases her mental WB by causing her to have stress and future anxiety

			demotivate her emotionally -positive feedback from students enhance her emotional WB	
Luna	-defines TWB as going to work with a certain joy. In her view, TWB consists of three aspects: a) relations with students, b) relations with colleagues, and c) relations with the institution/administrator -positive relations with students enhance her well-being	-associates physical well-being with having no health problems. Since she works in a non-toxic job environment, the conditions do not lead her to have serious health problems	-loves teaching; however, having demotivated students decreases her emotional WB -actively participating students enhance her emotional WB -while feeling excluded in the institution lower her emotionally, solidarity among part-time colleagues increases her motivation emotionally	-financial problems, uncertainties in the institutional practices, and workload like a full-time instructor lower her mental WB
Sevgi	-associates TWB with working in harmony with successful colleagues in a nontoxic institution, where the workload is divided equally. In that regard, she is content with the climate of the institution; however, financial problems and uncertainties diminish her TWB	-lack of some technological items in the classes stresses her as she panics especially while conducting listening exams	-feeling valued by learners and solidarity among part-time colleagues motivate her emotionally	-not feeling under pressure positively influence her mental WB -financial problems and having no job security have a negative impact on her mental WB
	-defines TWB as working peacefully at work by feeling	-feels physically content at her	-supportive and helpful colleagues and	-minding unmotivated language

Sunny	comfortable while interacting with colleagues and the coordinators and having no financial problems -she has positive relations at work and has no financial problems thanks to living with her parents; thus, she has a decent TWB	job	motivated learners enhance her emotional WB -unrespectful and unmotivated learners lower her emotional WB	learners influence her mental WB negatively
Tuğba	-affiliates TWB with self-confidence -since she does not have sufficient income, she believes her self-confidence, teaching performance, and well-being negatively affected by that	-relates physical WB with having certain physical entities such as living in a house with proper heating, having enough sleep, and having a laptop provided by the institution. Since she does not possess any of them, her well-being is affected negatively	-not feeling belonging to the institution and uncertain practices at work influence her emotional WB negatively -motivated students and positive relations with colleagues motivate her	-associates mental WB with having a clearer mind which is not full of economic concerns. -facing with financial problems constantly lowers her mental WB
Vera	-relates TWB with feeling satisfied while working and being rewarded both materially and spiritually for her efforts; however, she does not have such gains, which lowers her TWB	-associates her physical WB with being healthy; however, sitting long hours in front of a screen due to online education diminishes her physical well-being	-positive interactions with learners increase her emotional WB, but online education affects her emotional WB. Having no physical contact with the learners and not having any responses from them demotivate her because she feels incompetent	-working in multiple jobs while pursuing a master's degree lowers her physical, emotional, and mental WB -considers working in a temporary position as a stressful job because of not being provided with a proper salary, insurance, or any guarantee reduce her well-being.

There are certain commonalities between the well-being understandings and experiences of the participants; however, there are some differences as well. The participants seem to be having similar opinions about the difficulties of working as a part-time English instructor. By acknowledging institution-related problems, they are aware of the systemic problems that affect all part-time instructors, not only specific to the current institution where the research took place in. Thus, next, the study reveals the factors that affect the well-being of part-time language instructors.

4.2. What do part-time English language instructors perceive as the factors that affect their well-being?

The data analysis revealed five main themes concerning the second research question; work environment, financial problems, uncertainties, invisibility problems, and social relations, which are reported below.

4.2.1. Work Environment

To understand how the participants envision their well-being in relation to the work environment, first, an investigation of their motivations for choosing to work at their current institution is necessary.

Findings reveal that there is a distinction between participants' applying to be employed at their current institutions. They either applied to the position by having certain knowledge about the university and its conditions or applied by not having any specific motivation other than aiming to work and gain teaching experience at the tertiary level. The ones who had a bit of knowledge about the circumstances of the target university learned it from their friends mostly.

For instance, Ahmet heard about the open part-time English instructor position from his friend. He just aimed to work at a university, not a specific university; however, the fact that the interview session was online due to the pandemic motivated him to apply to his current institution:

I had a friend who worked there before. He had told me and informed me. He said if you want to do it, then, apply there. I applied through him ... It also made sense that the interview was online ... I just cared that it was a university. I would probably work at other universities as well. I didn't have

anything specifically for this institution, but I cared about being a lecturer. (Ahmet)

[Daha önce çalışan bir arkadaşım vardı. O söylemişti bana. Şöyle bir şey açtılar, yapmak istiyorsan başvur demişti. Onun aracılığıyla başvurdum ... Mülakatın online olması da mantıklı geldi ... Sadece üniversite olmasını önemsedim. Diğer üniversitelerde de çalışırdım muhtemelen. Öyle özellikle bu kurum olsun diye bir şeyim yoktu ama öğretim görevlisi olsun diye önemsedim.] (Ahmet)

Angelo also learned about the job post from his friend. The institution was the best option among the ones he got hired; this is why he had a decent impression of the institution:

My friend informed me to apply with a CV ... Here was the best option among the ones I sent my CV. When they returned to me, I chose this institution because it seemed the most logical option and also the most established institution among other institutions. (Angelo)

[Arkadaşım söyledi, böyle böyle başvurabilirsin CV ile bilmem ne ... O CV gönderme sürecinde seçeneklerden bir tanesiydi. Geri döndüklerinde de diğer kurumlar arasında en mantıklı görünen bir de en yerleşik görünen bu kurum olduğu için o yüzden burayı tercih ettim.] (Angelo)

Ali, by hearing from people who are familiar with the university, always targeted to work there because of its good reputation as an institution. Therefore, as a fresh graduate this institution is his first official workplace:

Based on choosing an institution, as I heard from people, the fact that it has a more organized environment and that it is more institutional impressed me. Yes, I aimed to start working as a lecturer at a private university, but this institution has always been my priority. I chose it, both because of its location and its being well-established. (Ali)

[Kurum seçme bazında düşünürsek de çevreden duyduğum kadarıyla daha düzenli bir ortamının olması, daha kurumsal olması, beni bu açıdan etkiledi. Benim kafamda olan şey, evet özel bir vakıf üniversitesinde öğretim görevlisi olarak çalışmaya başlamaktı ama önceliğim bu kurum olmuştü hep. Hem iş konumu olarak hem kurumsallık olarak o yüzden orayı tercih etmiştim.] (Ali)

Likewise, Tuğba also regarded the institution with its pleasant qualities such as being innovative and well-established. Upon hearing similar opinions from her friends about the university, she applied for the position and has worked there for almost two years:

Frankly, I knew the institution was good only from afar. I think, as other teachers who responded to this interview would think, I thought it was a good institution, different from other private universities. I always thought so because it is a university with a more innovative and well-established order. When I got this information from a friend of a friend of mine who worked there before, I was more persuaded that the institution was good. That's why I applied here. (Tuğba)

[Ben açıkçası kurumun sadece uzaktan iyi bir kurum olduğunu biliyordum. Bence bu interviewa cevap veren diğer hocaların da düşüneceği gibi ben diğer özel okullardan farklı bir şekilde iyi bir okul olduğunu düşünüyordum. Her zaman da öyle düşündüm çünkü daha işte inovatif daha oturmuş bir düzeni olan bir okul. Daha önce orada çalışan bir arkadaşımın arkadaşından da bu bilgileri alınca okul iyi dedim. O yüzden başvurdum aslında.] (Tuğba)

Different from other participants, Emre applied to this position by being influenced by successful graduates of the department that he graduated from. Moreover, as a fresh and motivated graduate, he was persuaded by the interview because it was too professional and welcoming to grow professionally:

Honestly, the successful graduates of our department influenced me when I chose this place. I thought that if they work here, it means that it is a successful institution. So, there is a cause-and-effect relation. Two, my interview was very positive ... At the interview, they made me feel they are very good. I thought I could improve personally. For example, the head of the department impressed me a bit. He asked about my future plans. I said that I consider this institution as temporary because I want to do different things, I want to pursue a Ph.D. degree, and I am more interested in research, I said something like that. He told me I could do these here too. He told me to see this place for a longer time. He said don't consider this institution temporary ... That gave me confidence. (Emre)

[Beni açıkçası burayı seçmemde bölümümüzün başarılı mezunları etkiledi. Onlar burada çalışıyorsa demek ki başarılı bir kurum diye düşünmüştüm. Cause and effect relation var yani. İki, mülakatım çok olumlu geçmişti ... Mülakatta çok iyi olduklarını hissettirdiler. Burda kişisel olarak gelişebileceğimi düşündüm. Mesela bölüm başkanı biraz beni etkiledi. Şey demişti mesela ilerideki planların ne, gelecekte ne yapmak istiyorsun. Ben biraz da kısa düşündüğümü söyledim. Daha farklı şeyler yapmak istiyorum, doktora gitmek istiyorum, araştırma daha çok ilgimi çekiyor öğretmenlikten falan diye bir şeyler söyledim. Bana burada da bunları yapabileceğimi söyledi. Burayı daha uzun soluklu görmemi söyledi. Kısa kestirip atma dedi ... Bu bana güven verdi.] (Emre)

Emek applied to the institution because of knowing that part-time instructors earn more and are hired for full-time positions more frequently compared to other institutions:

This institution was known as a place where part-time instructors applied and were recruited more for permanent positions later. And, at that time [when I applied], part-time teachers were getting higher payments than full-time teachers. This is how I started. (Emek)

[Burası part hocaların başvurup daha sonra kadroya daha çok geçtiği bir yer olarak biliniyordu zamanında ve zamanında part time hocalar daha yüksek alıyordu tamlardan. Bu şekilde başladım.] (Emek)

Having worked at another private university as a part-time language instructor and having friends from various universities led Luna to apply to that university only. However, since she had some friends already working at the target university, she accepted the precarious conditions by knowing what was waiting for her because she believed this university was one of the best options she could have:

I already spent a year at a private university. Many of them were in very bad condition. 1-2 of them have already let part-timers down in the pandemic. There weren't many options left ... Then I applied to a single institution. And that was this university. There were also 1-2 familiar people inside. We asked what kind of system there is, the conditions of the part-timers, and so on. I can say that we accepted the conditions by knowing that in the second-semester part-time instructors' lessons will decrease. What could I do? Is there a better option? There is not. Then, you think about which one of the ones I don't deserve is the best for me. So, this is how I came here. (Luna)

[Zaten bir yıl bir özel üniversitede geçirdim. Birçoğunun şartları çok kötüydü. 1-2 tanesi zaten pandemi de herkesi yarı yolda bıraktı, part time'ları. Çok da fazla seçenek kalmamıştı ... Sonra tek bir kuruma başvurdum. Ve orası da bu üniversiteydi. İçeride tanıdık 1-2 kişide de vardı. Orada nasıl sistem, nasıl part-timeler falan filan diye sorduk. Biraz bile bile lades ettik diyebilirim çünkü ikinci dönem azalacak part-time olarak dersleriniz vs. dedilerse de ne yapalım yani daha iyisi var mı ki? Yani hak ettiğimiz opsiyon var mı diye bakıyorsun ve yok. O zaman hak etmediklerim arasında bana en iyi olabilecek hangisi diye düşünüyorsun. Dolayısıyla böyle geldik.] (Luna)

Similar to Luna, Lidya also worked at another private university as a part-time instructor, and she applied to the current institution because she was not given any lessons to teach at her previous institution. Thus, she, as a part-time instructor, applied to the university without having a proper search because she just had to earn money:

Since we are part-time, we have to try every institution. Because one semester the institution does not need [any part-time instructor], then, we are jobless. Unfortunately, we apply to different institutions, regardless of how the

institution is and the working conditions. In other words, financial needs come to the fore. And thinking that I would at least have work experience, I applied without doing any research. (Lidya)

[Part-time olduğumuz için her kurumu denemek durumunda kalıyoruz. Çünkü bir dönem bir kurumun ihtiyacı olmuyor, boşta kalıyoruz. Kurumun nasıl olduğu, çalışma şartlarını düşünmeden, bunları göz ardı ederek maalesef farklı kurumlara başvuruyoruz hangisi olursa diyelim. Yani maddi ihtiyaçlar daha ön planda oluyor. Ve bir de işte deneyimim olsun en azından diye düşünerek hiçbir araştırma yapmadan sadece başvurdum.] (Lidya)

Contrary to previous participants, rest of the participants applied here by coincidence without doing any research. This institution was one of the universities that they applied to. Since this institution was the first one to hire them, they accepted the offer without considering the other options:

I didn't particularly have a priority for this institution. I applied to other places as well, this was the first to return. Afterwards, an interview process passed and before other universities returned, I started here only because the process at this institution was finalized earlier. (Amy)

[Özellikle bu kurum diye bir önceliğim yoktu. Farklı yerlere de başvurdum, ilk dönüş yapan burası oldu. Sonrasında bir mülakat süreci geçti ve diğer üniversiteler dönüş yapmadan önce burasının süreci daha önce sonuçlandığı için aslında burada başladım.] (Amy)

While searching for job offers online, I actually came across the ad of this institution. Otherwise, it was not an institution that I dreamt of working in or I didn't apply to it knowingly and willingly... I did not know this institution. I had only heard of it. (Güneş)

[Bu kurumda çalışmaya aslında google'da araştırırken ilan karşıma çıktı. Yoksa bilerek ve isteyerek hayal ederek geldiğim bir kurum değildi ... Bu kurumu aslında tanıımıyordum çok, duymuştum sadece.] (Güneş)

I was looking for postings on the internet that I could apply for. Then, by accident, I saw this institution's part-time job posting application. It met my qualifications. A master's degree was not compulsory either. At that time, I did not have much knowledge, I didn't even know that there was a part-time instructor position in preparation schools of the universities. I saw it by chance. Then I applied and was invited [for the interview]. (Ayşe)

[İnternette başvurabileceğim ilanlar var mı diye bakıyordum. Sonra tesadüfen bu kurumun yarı zamanlı iş ilanı başvurusunu gördüm. Baktım benim yeterliliklerimi karşılıyor. Master da istemiyormuş. O zamanlar çok bilgi sahibi değildim üniversitede hazırlıkta part-time kadro olduğunu bile bilmiyordum. Tesadüfen görmüş oldum. Sonra başvurdum ve çağırıldım.] (Ayşe)

Overall, upon applying to the position, most of the participants had positive vibes towards their current institution. They regarded the institution as a successful and well-established university to work and gain teaching experience while pursuing their master's degrees. Henceforward, the target work environment as a factor to influence participating instructors' well-being will be presented in the light of findings. The theme of the work environment is divided into three sub-themes to display the findings in a well-organized manner: a) workload, b) provided physical facilities and c) unprovided physical facilities for part-time instructors.

4.2.1.1. Workload

The workload of the institution has been presented in detail in the methods chapter under the title of the research setting. However, a summary of the duties might be wise to remind the readers. Part-time and full-time instructors share the same duties with few exceptions such as preparing the teaching materials in the summer or invigilating certain institutional exams. Besides that, in addition to teaching, each teacher is responsible for assessing (marking will be used to refer to assessment from now on), giving feedback on assignments, entering the absenteeism records of the students, attending weekly meetings, allocating office hours each week, invigilating exams, and entering the grades of the students. Full-time instructors have working hours from 8.30 until 16.15 except for one-off afternoon to complete all these tasks by having a fixed salary. Nevertheless, part-time instructors only get paid for teaching duties. In other words, if a part-time instructor assesses the quiz papers or gives feedback on assessments, or attends meetings, s/he does not get paid for it, which lowers the well-being of the part-time instructors.

Additionally, the number of students at preparatory school decreases as they have a right to start studying in their departments after passing the institutional exam at the end of each term. Thus, this leads the School of Foreign Languages to need less number of part-time instructors to manage the workload. Therefore, the number of lessons that part-time instructors drop each semester, helps part-time instructors to manage their workload easily. However, on the other hand, this regulation also demotivates them financially, which will be presented in more detail under the theme of financial problems.

As Amy and Ayşe indicate, the duties change each term based on the program they are teaching at. There are two programs at the department: Genel English at the preparatory school and Academic English (sometimes called Departmental English) for undergraduate students:

The workload can change according to the semester and the unit we work in. The workload of departmental English is heavier. Since we aim to teach more professional English and more Academic English, the preparation phase can be more tiring as well. (Amy)

[Workload dönemlik ve çalıştığımız birime göre değişebiliyor ... Bölümün iş yükü bir tık daha ağır. Daha profesyonel English, daha Academic English öğretmeyi hedeflediğimiz için hem bir tık daha hazırlık aşaması da daha yorucu olabiliyor.] (Amy)

Actually, we are needed more in the first semester. In the first semester, we teach both in preparatory school and in the department. We are not needed in the preparatory school at the moment. We are needed only in the department. (Ayşe)

[Bize aslında birinci dönem daha çok ihtiyaç oluyor. Birinci dönem hem hazırlıkta hem de bölümde derslere giriyoruz. Şu anda hazırlıkta bize ihtiyaç yok sadece bölümde ihtiyaç var.] (Ayşe)

Like most of the participants, Güneş as well regards the workload as manageable except towards the end of the semester. However, sometimes, following two different programs and curriculums stress her. However, in the spring term, since she teaches only Academic English twelve hours per week, she feels more comfortable.

I think I'm managing [the workload]. I feel that I have a lot of difficulties in the autumn semester because it is difficult to manage the preparatory and undergraduate English courses together. You follow two different programs, two different coordinators, two different units (curriculum and testing), and student profiles. But when you only teach Departmental English lessons, of course, it can be more manageable. Yes, that's why I'm comfortable this semester. (Güneş)

[İdare ettiğimi düşünüyorum. Sonbahar döneminde çok fazla zorlandığımı hissediyorum çünkü hazırlık ve lisans ingilizcesini beraber götürmek hani 2 farklı program akışı 2 farklı koordinatörlük 2 farklı birim demek aslında her şey için. Hem testing açısından hem curriculum açısından hem öğrencilerin profilleri açısından. Ama sadece bölüm olduğu zaman daha fazla tabii ki manageable olabiliyor. Evet o yüzden bu dönem rahatım.] (Güneş)

As Angelo and Sunny point out, each participant is content that preparing teaching materials is not compulsory, and they are only responsible for teaching by following the curriculum and given materials:

I am satisfied with the organization I am working in now because a task has been determined for each unit and they organize weekly lesson plans. Testing organizes the exams, so what is expected from me as a lecturer is actually to be able to teach the lessons following the given program and go simultaneously with everyone ... Overall, I'm glad that the workload is divided in this way and that not too many responsibilities are given to everyone. (Angelo)

[Şu an çalıştığım kurumdan aslında düzen olarak ben memnunum çünkü her bir birim için bir görev belirlenmiş ve haftalık olarak ders programları düzenliyorlar. Testing, sınavları düzenliyor o yüzden benden öğretim görevlisi olarak beklenen şey aslında verilen programa uygun bir şekilde dersleri işleyip herkesle de eş zamanlı gidebilmek ... Genel anlamda işin bu şekilde bölünmüş olmasından ve herkese çok fazla sorumluluk yüklenmiyor olmasından memnunum.] (Angelo)

This is very convenient because we are only busy teaching. When I first heard it, I was happy. (Sunny)

[Sadece öğretmekle ilgilendiğimiz için bu mesela çok rahat. İlk duyduğumda bunu mesela siz sadece öğreteceksiniz dediklerinde mutlu olmuştum.] (Sunny)

However, as Güneş and Lidya highlight, sometimes following the curriculum may cause stress for the instructors because of the time constraints and exam-centered curriculum:

I know that I have to comply with the curriculum, but when I can't manage it, and wonder if I will have enough time to give feedback to the students until the exam, it stresses me ... For example, sometimes I can't cover all of the extra materials, and I wonder if I'm usurping the students' rights ... Thus, flow in my curriculum sometimes makes me feel stressed and overwhelmed. (Güneş)

[Curriculumuma uymam gerektiğini biliyorum ama yetiştiremediğim zaman acaba öğrencilere feedback vermek için sınava kadar zamanım yetecek mi diye düşünmek beni çok strese sokuyor ... Ekstra materyaller mesela bazen hepsini coverlayamayabiliyorum ve hani diyorum ki acaba öğrencilerin hakkına mı giriyorum? ... Curriculumumdaki akış bazen beni strese sokuyor ve overwhelmed hissettiriyor.] (Güneş)

Being obliged to finish the allocated pages of the book stresses me because the students have exams the next day or a week later and they are responsible for these pages. So, I just need to cover these pages. The times when it is

impossible for me to add an activity of myself or take the subject in another direction demotivate me. (Lidya)

[Kitabın sayfalarını bitirmem gereken zamanlar. Çünkü ertesi gün ya da bir hafta sonra sınavları var ve o sayfalardan sorumlu oluyorlar. Benim sadece o sayfaları yapmam gerekiyor. Oraya kendimden bir aktivite katmam ya da konuyu başka bir yöne çekmemin imkansız olduğu zamanlar demotive ediyor.] (Lidya)

Emre approaches the curriculum from another dimension. According to him, the obligation to follow the curriculum does not allow him to show his real identity. Thus, even though he finds the workload manageable, he demands at least a bit of space and teacher autonomy to conduct better lessons:

There's a curriculum I don't want to follow. There's a limit to what I can get out of that curriculum. I'm not supposed to go over that border. I need to pay attention to everything I say. Things like this put the teaching into another dimension, unfortunately ... I wish a little teacher autonomy was allowed. Students will understand who I really am. Because it's like a factory. We act like we're all the same. Maybe my ideas are different. Maybe what I want to say is different. There's very little space where I can find room for it ... It's very standardized. It is factory-like. It's actually a one-size-fits-all. It just makes me a bit unhappy. (Emre)

[Takip etmek istemediğim bir curriculum var. O curriculumdan çıkabileceğim bir sınır var. O sınırdan çıkmamam gerekiyor. Söylediğim her şeye dikkat etmem gerekli. Böyle şeyler öğretmenliği öğretmenlikten çıkarıp başka bir boyuta sokuyor maalesef ... Biraz teacher otonomiye izin verilse keşke. Öğrenciler de benim kim olduğumu anlayacak gerçekten. Çünkü fabrika gibi. Hepimiz aynıyız gibi davranıyoruz. Belki benim fikirlerim daha farklı. Belki benim söylemek istediklerim daha farklı. Ona yer bulabildiğim çok küçük alan oluyor ... Çok standartlaştırılmış. Fabrika. Bir tek tiplleştirme aslında. O beni sadece biraz mutsuz ediyor.] (Emre)

From another aspect, the participants appreciate the efforts of the administrators in arranging the part-time instructors' work schedule in line with their master's program:

Our work schedules are already adjusted accordingly if we are graduate or doctoral students. (Angelo)

[Ders programlarımız zaten eğer yüksek lisans ya da doktora öğrencisi isek ona göre ayarlanıyor.] (Angelo)

Working in any other institution or working full-time can make it difficult and perhaps impossible to get a master's degree. At this point, it is good that the institution I work for is fully supportive. In other words, this is one of the

advantages of working part-time in this institution because they allotted whatever course hours I wanted. (Ali)

[Herhangi başka bir kurumda çalışmak veya tam zamanlı çalışmak ister istemez yüksek lisans yapmayı zorlaştırıcı ve belki de imkansız hale getirebiliyor. Bu noktada da benim çalıştığım kurumun tamamen destekleyici olması güzel bir şey. Yani bu kurumda part time çalışmanın avantajlarından birisi de bu çünkü ben hangi ders saatlerini istediysem tamamen ayırdılar.] (Ali)

As Ayşe and Emek point out, the participants are generally satisfied that the coordinators are tolerant in cases of not meeting the deadlines:

There were moments when deadlines were a bit overwhelming with the thesis. For example, if I have a course with more intense quizzes, there were times in previous years when I couldn't meet the deadline. But they were tolerant. There were situations such as extending the deadline for one more day. (Ayşe)

[Deadlinelerin tezle birlikte biraz zorladığı anlar oldu beni. Mesela daha yoğun quizleri olan bir dersim varsa, deadlinei yetiştiremediğim zamanlar olmuştu önceki yıllarda. Ama toleranslı davrandılar. 1 gün falan esnetme gibi durumlar olmuştu.] (Ayşe)

Of course, there are deadlines, and I am not a very fast reader in terms of exam assessment. It takes some time for me to focus, or I get very distracted, etc. It is also because I pay attention to doing a good job. This is why things can take a little longer than that. But they are understanding. We are human after all. (Emek)

[Tabii ki de deadlinelar var ve bende çok hızlı bir okuyucu değilim sınav okumaları anlamında falan. Odaklanmam falan biraz zaman oluyor ya da dikkatim çok dağılıyor vs. Ama iyi de bir iş çıkarmak için salıp geçmiyorum. Ondan da biraz uzun zaman alabiliyor bir şeyler. Ama anlayışla karşılıyorlar yani sonuçta insanız.] (Emek)

Part-time instructors are subject to the regulation of "teach & go". In other words, they do not have to stay in the department until a fixed time. Hence, they are free to go once they taught their classes or completed other teaching-related duties. This regulation has both positive sides and drawbacks. Ahmet's following quote presents the positive side of it:

Being full-time and sticking to a place, going to the office constantly, not having a vacation, and so on is a bit annoying. I want to go to my family from time to time because they live in a place that I love. I want to go there and spend time. I might not be able to do that however I wish I was working full-time. Or my thesis may not go so regularly. When I think about it, I feel a

little bit comfortable like that and it provides me with some space. It's the only plus [of working part-time], nothing else. (Ahmet)

[Full time olup bir yere bağılı kalmak, sürekli olarak yani ofise git gel ve tatilin olmaması falan biraz can sıkıcı. Ben ailemin yanına gitmek istiyorum zaman zaman çünkü sevdiğim bir yerde oturuyorlar. Oraya gidip zaman geçirmek istiyorum. Çalışıyor olsam onu yapamayabilirim yani öyle kafama göre uzun süre falan. Ya da tez çalışmalarım bu kadar düzenli gitmeyebilir. Bunu düşününce birazcık şey hissediyorum ya aslında böyle de rahatım ve bana bir şey sağlıyor, alan veriyor. Tek artısı o, başka hiçbir artısı yok.] (Ahmet)

However, as Luna remarks, even though the part-time instructors do not need to stay at the department after the classes, still, due to other teaching-related duties, they had to stay and try to complete them. Thus, as Angelo's quote below depicts too, part-time instructors get stressed because even though they work very similarly to full-time instructors, they receive less salary:

You don't have working hours, but you stay here. Although it is not so stable every day, sometimes you stay even past the working hour. So, while I was teaching for 22 hours, my officemate and I were together all the time. My officemate is full-time. We were all together because you got ready for the lesson [the next day] at the office. That's what full-time does anyway. You see, it's already four o'clock. There is such an interesting system. Therefore, I can say that I work full-time. (Luna)

[Mesai saatiniz yok ama bunu yapıyorsunuz. Mesai saatini bile geçmiş oluyor bazen. Her gün bu kadar stabil olmasa da. Yani 22 saat ders verirken ofis arkadaşımla biz hep birlikteydik ofis arkadaşım full-time. Hep birlikteydik yani o bir şekilde geçiyor ya ders hazırlama yapayım diyorsunuz, eve taşımayayım. Zaten full-timein da yaptığı o. Bir bakıyorsun saat zaten dördü bulmuş yani. Böyle ilginç bir sistem var. Dolayısıyla full time gibi çalıştığımı söyleyebilirim.] (Luna)

We teach here as hourly paid instructors. Since there are no working hours, every remaining hour is an extra workload, and it is a burden on the person psychologically. The full-time instructors come here to complete these duties because they are paid for it. [However] it makes me think I work here for free. There is something really frustrating about this situation psychologically. (Angelo)

[Biz ders saati ücretli öğretim görevlisi olarak burada ders veriyoruz. Verdiğimiz derslerde herhangi bir mesai saati olmadığı için geriye kalan her saat ekstra bir iş yükü olarak ve psikolojik olarak biniyor insanın üstüne ... Full-time arkadaşların görevleri burda çünkü para alıyorlar mantığında geliyorlar. Ben burada bedavaya çalışıyorum diye düşünüyorum. Bu durumun psikolojik olarak gerçekten sinir bozucu bir yanı var.] (Angelo)

Findings revealed that participants are not delighted with being invited to 30-minute only and repetitive meetings when they do not have any classes to teach that day. As my ethnographic journal notes display, the participants feel nervous to be attending these meetings because almost every announcement made in the meetings, the written version of them, is shared via e-mail. Thus, the participants, who are pursuing their master's degree as well, regard coming to the department only for a short time as a waste of time because instead, they could be focusing on their thesis studies:

I think some things can be done in different ways. Instead of constantly coming for a paper signature, if there is something very important like an exam period, then there may be a meeting. But if the meeting in the 4th week is not that important, it can be done online. I think it may actually be better, and also better in terms of motivation. All information is literally uploaded online. It's not something we need to come face-to-face. I can spare time for something else. I can write my thesis instead. (Angelo)

[Bazı işlerin farklı yollarla bitirilebileceğini düşünüyorum. Sürekli bir kağıt imzası için gelmek yerine çok önemli mesela bir sınav dönemi olur o zaman toplantı olması gerekebilir. Ama 4. haftadaki toplantı o kadar da önemli değilse bunun başka yolları da pandemiyle beraber ortaya çıktıysa, o dönemde online ise eğer ya da yapılabiliyorsa böyle aslında daha iyi olabileceğini, hem de motivasyon açısından da daha iyi olabileceğini düşünüyorum. Zaten bu bilgilendirmenin hepsi harfiyen online da yükleniyor. Ekstra yüz yüze gelmemiz gereken bir durum da değil. Başka bir şeye vakit ayırabilirim, tezimi yazabilirim.] (Angelo)

In line with institutional culture and workload, most of the participants including Amy and Tuğba, do not feel any authoritarian pressure while conducting their lectures:

As I have also had experience working in a private college, when I compare both of the conditions, I feel comfortable [here] because I don't feel any control mechanism on myself or my office mates. In that respect, there is nothing that makes me nervous or stressed. (Amy)

[Rahat hissediyorum çünkü kolejde de çalışma deneyimim olduğu için o zamanları kıyasladığımda kendi üzerimde de ofis arkadaşlarım üzerinde de herhangi bir herhangi bir kontrol mekanizması hissetmiyorum. O açıdan beni tedirgin eden ya da strese sokan bir durum yok.] (Amy)

I feel that way, but it can also be a personal feeling, I don't feel that there is a lot of pressure [on us here]. (Tugba)

[Ben öyle hissediyorum ama bu şahsi bir his de olabilir yani ben çok baskı olduğunu hissetmiyorum.] (Tuğba)

On the other hand, Emre likens the institution to a factory where there is hierarchy and endless deadlines or rules, which tire him:

I think there is too much hierarchy. Deadlines are sung from the unit all the time and it's like a factory. The educational institution is like a factory. Deadlines, your entry times, your exit times. For instance, you cannot enter and exit one minute late. Everything has a deadline, everything ... I think it gets a little tiring because even though the lesson [the content to be covered] is over, I cannot finish it. What happens if I enter one minute late, unless there is an exam ... What we do is a standardized education but I'm not sure if something standard is always a good thing. (Emre)

[Hiyerarşinin çok fazla olduğunu düşünüyorum. Deadlines sürekli unitten söyleniyor ve sanki bir fabrika gibi. Eğitim kurumu sanki bir fabrika gibi. Deadlines, giriş saatlerin, çıkış saatlerin, 1 dk geç girip çıkamazsın. Her şeyin deadlinei var, her şeyin ... O bence biraz yorucu oluyor. Çünkü ders bitiyor 10 geç çıkarsa nolur. 1 geç girsem ne değişir sınav olmadığı sürece ... Standard bir şey yaptığımız. Ama standard bir şey de her zaman iyi bir şey mi, emin değilim.] (Emre)

It is Emre's first teaching year; however, participants who have previous experience teaching at private schools see the target institution as heaven because of its positive climate and less intense workload:

It was really difficult to work as a secondary school English teacher in a private school. That's why the conditions are much nicer and more comfortable here. There is a manageable workload. So, I'm very pleased here. While those who started here without working in any private school criticize the things here, but I don't see those as a problem because there are bigger problems. (Ayşe)

[Özel okulda ortaokul ingilizce öğretmeni olarak çalışmak çok zordu gerçekten. O yüzden buraya gelince koşullar çok daha güzel ve rahat. Kaldırılabilir bir iş yükü var. Çok memnunum yani. Herhangi bir özel okulda çalışmadan burada başlayanlar buradaki şeyleri eleştirirken ben kendi içimden bu sorun mu ya diyorum. Çünkü çok daha büyük sorunlar olabiliyor.] (Ayşe)

I think it's easy [to work here]. The reason is that since I worked in a more intense schedule before, these [duties] do not seem like a burden to me. (Emek)

[Bence kolay. Sebebi de daha önce daha yoğun bir programda çalıştığım için bana bunlar çok da yük gibi gelmiyor.] (Emek)

Before moving to the next sub-theme, it is essential to refer to the fact that part-time instructors might see the duties as manageable due to working fewer hours in spring and summer semesters. Moreover, as Tuğba's remark presents below, they need more hours to teach because if their workload lightens it causes financial problems for them due to earning less money.

If you had asked this 2 months ago, I would have said yes, I am satisfied because I had more lecture hours then, but frankly, I am not satisfied now. The thing I am upset about the most about my institution is the decrease in my teaching hours. Frankly, I don't think it has anything to do with my institution. I think it's a more bureaucratic process, by the way, I don't think it's a problem with our department head. I think the decision mechanisms make different decisions. As my course hours decrease, frankly, I cannot be satisfied because there is a financial aspect to this job. (Tuğba)

[Bunu 2 ay önce falan sorsaydınız evet, memnunum derdim. Çünkü o zaman daha çok ders saatim vardı ama şu an memnun değilim açıkçası. Benim kurumumla ilgili en üzüldüğüm şey ben açıkçası benim kurumumla da alakalı olduğunu düşünmüyorum. Daha bürokratik bir işlemler olduğunu düşünüyorum arada hani bölüm başkanımızla alakalı bir sıkıntı değil bu bence. Karar mekanizmalarının farklı kararlar vermesi falan gibi sebeplerden benim ders saatim düştükçe ben açıkçası memnun kalamıyorum çünkü bu işin maddi bir yanı var.] (Tuğba)

4.2.1.2. Provided Physical Facilities

All participants agree that the institution is designed in a comfortable manner, clean and tidy. The janitors clean the classrooms and offices constantly. As Amy and Sunny indicate, "Classrooms are cleaned and reorganized after the classes." Similarly, Güneş also adds that "besides classrooms, the offices, including the kitchen and toilets are all clean." Moreover, by acknowledging the fact that "there might be some technical problems, as most of the participants, Amy finds the equipment in the classroom sufficient, too."

In terms of physical facilities at the institution, as the following quotes reveal, the participants are content with the already prepared teaching materials provided for them:

Our materials are provided for us. We don't have a problem with that. I remember being provided with even the smallest detail. I don't need to worry about them. They even provide extra materials. (Angelo)

[Materyallerimiz sağlanıyor. O konuda bir sıkıntı çekmiyoruz. En ufak şeyine kadar sağlandığını hatırlıyorum. Hiç bende bu yok ne yapacağım diye düşündüğüm olmuyor. Hatta ekstra ekstra sağlıyorlar.] (Angelo)

In terms of workload, it doesn't really force me too much because everything I need to teach is already ready, both as a presentation and as a hard copy and print-out exercises. So, I don't have to make an extra effort in the lesson. (Amy)

[İş yükü anlamında da beni çok zorlamıyor aslında. Çünkü ders anlatmam gereken her şey zaten materyal olarak gerek sunum olarak gerek hard copy olarak print out egzersizler olarak hepsi hazır olduğu için derste ekstra hazırlık gibi bir çabam olmuyor.] (Amy)

There is no problem with books, resources, and so on. We are at least equal in them because I think it concerns students. (Emek)

[Kitap, kaynak vs. konusunda hiç sorun yok. Onlarda en azından eşitiz çünkü öğrencileri ilgilendiriyor bence ondan.] (Emek)

Materials are provided and books are shared. In such cases, you're treated like you're already full-time there because you don't disrupt the operation. So, at least they don't expect you to buy cable. (Luna)

[Materyaller sağlanıyor, kitaplar paylaşıyor. Hani oralarda zaten full-timemışsınız gibi davranılıyor. Çünkü işleyişi bozmuyorsunuz böylece aynı zamanda. Yani kalkıp sizin kablo almanızı beklemiyorlar en azından.] (Luna)

As Angelo and Lidya point out, the photocopy machines also physically satisfy the participants:

We can use the photocopy room of the school and the printers as we wish. I don't think there is any problem with this. (Angelo)

[Yine okulun işte fotokopi odasını, yazıcıları istediğimiz gibi kullanabiliyoruz. Bu konuda bence bir sıkıntı yok.] (Angelo)

Unlike the other institution I worked at, I can copy the material that I prepared myself or the material provided by the school in the photocopy room. (Lidya)

[Kurumda diğer çalıştığım kurumdan farklı olarak şunu seviyorum. Kendi götürdüğüm bir materyali de ya da okulun sağladığı materyali kendim fotokopi odasında çoğaltabiliyorum mesela.] (Lidya)

Besides teaching materials, the participants are content to have an office because, as the quotes below display, it provides a space to learn from each other, and increases their sense of belonging to the institution.

I think we are physically supported. So, even being in an office environment gives me confidence. It creates a comfort zone. In order to embrace my workplace more, I actually own the office. I own my desk. For instance, I bring things from home. I fill out my clipboard. I feel more belonging when I own this place. (Güneş)

[Fiziksel olarak desteklediğimizi düşünüyorum. Yani ofis ortamında olmak bile bana güven veriyor. Bir comfort zone oluşturuyor. İşyerimi daha fazla sahiplenmek için de aslında ofisi de sahipleniyorum. Masamı sahipleniyorum. Evden eşyalar getiriyorum, panomu dolduruyorum mesela. Burayı sahiplendiğim zaman daha ait hissediyorum.] (Güneş)

Having an office has supported me a lot since the first term. (Sevgi)

[Şimdi ofislerin olması beni çok destekledi ilk dönemden beri.] (Sevgi)

Besides the offices, as Emre indicates “having a kitchen and water in each floor” satisfies the participants physically. Additionally, as highlighted by Sevgi and Lidya, having a shuttle service is another physical facility that helps enhance participants’ well-being.

There is a shuttle service; this is very nice. I don't have to change two vehicles in the morning to come here. This is a huge advantage. (Sevgi)

[Servis var; bu çok güzel. Sabah böyle 2 tane vasıta değiştirip gelmek zorunda kalmıyorum. Bu çok büyük bir avantaj.] (Sevgi)

Okulun sağladığı ulaşım olanakları bence güzel. Her saatte servis bulabiliyoruz. (Lidya)

[I think the transportation facility provided by the university is good. We can find a shuttle service at any hour.] (Lidya)

Lastly, Güneş referred to the sports center, which helps her develop a sense of belonging to the institution:

I've been using the school gym for a month. This makes me feel even more belonging. Frankly, I interpret this as an individual, an employee of this university and I have the right to use the gym. Unlike the case of the dining hall, our cards cover being a member of the gym and becoming a member at a discount. (Güneş)

[Bir aydır okulun spor salonunu kullanıyorum. Bu beni mesela daha da ait hissettiriyor. Ben de bu okulun bir bireyim, bir çalışanıyım ve spor salonunu kullanmaya hakkım var şeklinde yorumluyorum açıkçası. Yemekhaneden farklı olarak kartlarımız spor salonuna üye olmayı ve indirimli bir şekilde üye olmayı karşılıyor.] (Güneş)

4.2.1.3. Unprovided Physical Facilities for Part-time Instructors

In terms of unprovided physical facilities, most of the participants mentioned laptops. Since part-time instructors are temporary, only cables are provided for them in terms of technological devices. Thus, bringing their own laptops influences the physical well-being of some of the participants:

We, the part-time instructors, are not given computers. My computer is obviously an old laptop. There was an update in one of the last months because of this, my computer's sound is not working right now. And I can't request a computer from the institution because I don't have such a right. So, I have to carry my computer to school every day. (Tuğba)

[Bize bilgisayar verilmiyor part time hocalara. Benim bilgisayarım da açıkçası eski bir bilgisayar. İşte geçen aylardan bir tanesinde güncelleme geldi. Bundan dolayı bilgisayarımın sesi çalışmıyor şu an. Ve ben okuldan bilgisayar talep edemiyorum. Çünkü bu benim hakkım değil. Bu yüzden bilgisayarımı her gün okula taşımak zorundayım ben.] (Tuğba)

They do not provide computers. I had a problem with the computer at work. They say that we can't provide a computer to you because you need to be a permanent academic staff here. (Luna)

[Bilgisayar vermiyorlar ve benim işte bilgisayarla ilgili sıkıntım olmuştu. Diyolar ki size bilgisayar tahsis edemeyiz hocam çünkü kadronuz olması lazım falan gibi şeyler oldu.] (Luna)

It is very wrong for us to take our personal computers from class to class. For example, sometimes students can see my past when I look at an advertisement, it comes out as throbbing. Sometimes I see students laughing. What can you do? ... It's not professional at all, but the students see it. (Sevgi)

[Bizim kendi şahsi bilgisayarlarımızı oradan oraya götürmemiz çok yanlış ki mesela bazen geçmişimi görebiliyorlar öğrenciler ya da mesela bir reklama bakıyorum zonk diye çıkıyor. Bazen görüyorum çocuklar gülüyorlar falan. Napabilirsin? ... Hiç profesyonel değil ama görüyor çocuk yani.] (Sevgi)

As Vera and Sevgi indicated, at the main building of the university, where the participants teach departmental English courses for undergraduate students, there is a problem with the sound system. Therefore, most of the time the participants expected to arrange their own speakers because there are not enough speakers for everyone.:

There is no sound system in a building where we teach. In that regard, I think it is a bit problematic that we usually have to bring our own speakers because it is not always easy to obtain speakers. (Vera)

[Ders verdiğimiz bir binada mesela ses sisteminin olmaması. O konuda da genelde kendi hoparlerimizi getirmek zorunda kalıyor olmamız biraz bence sorunlu çünkü her zaman hoparlör temin etmek kolay değil.] (Vera)

You can't do anything if you are not supported technologically... If you forget your speaker, which happened to me today. I couldn't do anything. So, you can't cover the listening activities. Carrying a loudspeaker with you all the time is also a very strange thing. (Sevgi)

[Zaten biz artık yani teknolojik olarak desteklenmezsen hiçbir şey yapamazsın ... Sen mesela hoparlörünü unutsan, bugün benim başıma geldi. Elim kolum bağlı. Listening yapamıyorsun yani. Yanında sürekli hoparlör taşımak da çok garip bir şey.] (Sevgi)

Findings revealed that not being provided with the datebooks and calendar is another point that affects the participants because they see all of the full-time instructors possess them. The following quotes present that:

At the beginning of the year, for example, agendas are distributed to instructors. It is never given to me. You see that they get an agenda, they get a calendar, they get something. When you are not given such things, you feel like you don't exist for them. You are clearly not equal to them. (Emek)

[Sene başında mesela hocalara ajanda dağıtılıyor. Bana asla verilmiyor o mesela. Sen bunu görüyorsun. Onlar alıyor. Ajanda alıyorlar, takvim alıyorlar, bir şey alıyorlar. Senin almayışın şey hissettiriyor yani sen yoksun. Onlarla eşit değilsin net olarak.] (Emek)

We are generally equal. Nevertheless, for example, this is a very simple thing but the agenda, the notebook, the calendar, and so on are not given to part-time teachers. This thing is not really a big deal but then it's seen like we're not here. (Sunny)

[Genelde eşitiz ama mesela bu çok basit bir şey aslında ama not defteri konusunda ajanda işte takvim vesaire part time hocalara verilmiyor. Bu mesela şey çok önemli bir şey değil aslında. Ama mesela bu o zaman biz burada yokuz gibi oluyor.] (Sunny)

Lastly, although the part-time instructors are provided with lunch at a reduced price, the participants mentioned the fact that they face trouble with opening the door of the dining hall for the academic staff because their cards are different from the permanent instructors:

We encountered a problem as our part-time cards do not open the dining hall door. It's a silly problem, but my card never opened the door. I think the content of that card is different. On our card, a temporary identity card is written. For example, blood groups are written on the cards of full-time

teachers. This is not a situation that I would pay much attention to, but one thinks why while their blood type is important mine is not important. (Güneş)

[Bizim part time kartlarımız okula girişte kullandığımız kartlarımız yemek bölümünün kapısını açmıyor gibi bir sorunla karşılaştık. Çok saçma bir sorun ama. Benimki hiç açmadı. Ben o kartın yani bilmiyorum içeriğinin farklı olduğunu düşündüm. Zaten bizim kartımızın üstünde geçici kimlik kartı yazıyor. Full time kadrolu hocaların kartının üstünde kan grupları da yazıyor mesela. Yani bu aslında benim çok dikkat edeceğim önemseyeceğim bir durum değil ama insan düşünmüyor değil. Yani onların kan grubu önemliken benimki neden önemli değil diye düşünüyor insan yani.] (Güneş)

4.2.2. Financial Problems

4.2.2.1. Insufficient Salary

First as Ayşe indicates, “financial problems affect the well-being of the participants most.” Four years ago, when she started working in the institution, there was not a huge distinction between the salaries of the part-time and full-time instructors. However, over the years, the distinction between salaries increased:

When I first entered, I can say that the wage difference between part-time and full-time was less. Over the years, the gap between them widened due to the worsening economic conditions. Our salary is quite low. It has not increased enough. It bothers me. It's hard to live like this. We feel like we are not getting enough in return for our hard work. We share more or less the same workload, but, still, it seems unfair to take less, and it reduces our motivation. It would be nice if there was at least equality. (Ayşe)

[Parasal durum bizi en çok etkileyen durum oluyor. Ben ilk girdiğimde part-timelar ile full-timelar arasındaki ücret farkı daha azdı diyebilirim. Yıllar geçtikçe ekonomik koşulların da daha da kötüleşmesine bağlı olarak aradaki fark iyice arttı. Bizim aldığımız ücret baya bir aşağıda kaldı. Yeterince artmadı. Aslında onun bir rahatsızlığı kesinlikle var. Bu şekilde hayat sürdürmek de zor. Verdiğimiz emeğin karşılığını yeterince alamıyoruz gibi bir duygu içinde oluyoruz. Aşağı yukarı aynı iş yükünü paylaşıyoruz ama buna rağmen daha az almak haksızlık gibi geliyor ve insanın motivasyonunu düşürüyor. En azından eşitlik olsa iyi olurdu.] (Ayşe)

Similarly, as most of the participants, Ahmet and Angelo also agree with Ayşe that part-time instructors share more or less the same workload but earn much less:

There is an antagonistic relationship between us because we do the same things, but full-time instructors get paid twice as much. We earn less. (Ahmet)

[Aramızda zıt bir ilişki oluyor çünkü zaman zaman aynı işleri yapıp hatta şu anda daha kötü oldu. Yani 2 kat daha fazla para aldıkları oluyor işte full-timelerin. Biz daha az alıyoruz.] (Ahmet)

Financially, it's actually much more humiliating because we're doing the same jobs but earning less. (Angelo)

[Finansal olarak aslında çok daha küçük düşürücü oluyor çünkü aynı işleri yapıyoruz ama daha az kazanıyoruz.] (Angelo)

Most of the participants do not find the salary they have sufficient because their income does not increase even though the minimum wage increases. Since they do not have job security or written rights, as the quotes below the display, they worry about meeting their needs:

We work in the same way as we agreed on the salary at the beginning of the term. If there is a raise in the minimum wage, it is not reflected in the salaries of the part-time employees, or it is reflected in the following periods or the following year. While there is an obligation to update full-time instructors' salaries, there is no such obligation for part-timers. It's a stressful situation. (Amy)

[Dönem başında hangi maaşla anlaştıysak bu dönem de öyle çalışıyoruz. Eğer ki asgari ücreti bir zam geliyorsa bu part time çalışanlara yansımıyor ya da sonraki dönemlerde yansıyor veya sonraki yılda yansıyor. Full timelara tam tersi güncelleme zorunluluğu varken maaşlarına, part-timelerde bu biraz daha sıkıntı yaratabiliyor. Stres yaratan bir durum.] (Amy)

When I watch the salary increase on the news, I don't want to think if they will increase our salary. (Güneş)

[Maaş zammını haberlerde izlediğimiz zaman acaba bize de arttırırlar mı diye düşünmek istemiyorum.] (Güneş)

Even if I get a TUBITAK scholarship right now, I will be in trouble with this part-time working order. I had to change my house because my rent increased. The price of milk has increased but my salary did not increase. I don't know, TUBITAK scholarship may not be enough right now. (Tuğba)

[Ben burs alsam bile şu an TÜBİTAK bursunu alsam bile sıkıntıda olurum bu part time çalışma düzeniyle. Çünkü hani kiram arttı en basitinden benim ev değiştirmek zorunda kaldım, kiram arttı. İşte ne bileyim sütün fiyatı arttı. Ama maaşım artmadı. Bilmiyorum tübitak bursu da yeterli gelmeyebilir şu an.] (Tuğba)

Angelo's quote below depicts that financial problems influence the performances of the participants as well:

I don't really want to think about financial problems when I go to class. This is the biggest problem for part-time instructors because we have certain bills and things to pay in our own lives. Being in class thinking about the hassle of paying them definitely has a huge impact on a teacher's motivation and focus on the lesson. In other words, nothing should be on the back of our minds, and we should always be open to any questions that may come from the student. Therefore, I think that you should always be supported financially, and have rights so that there are no such problems that crowd your head. (Angelo)

[Ben sınıfa giderken aslında o finansal şeyi düşünmek istemiyorum. Part-timein en büyük sıkıntısı bu. Çünkü kendi hayatımızda ödememiz gereken belli faturalar, bir şeyler var. Onları ödeme sıkıntısını düşünerek sınıfa giriyor olmak bir öğretmenin kesinlikle motivasyonunu ve derse olan odağını çok etkiliyor. Yani kafamızın arkasına bir şey dönmemeli ki her zaman öğrenciden gelebilecek herhangi bir soruya açık olmamız lazım. Dolayısıyla kafanın içini dolduran böyle bir şey olmaması için bu finansal şeyin her zaman bir destekleniyor, haklarının olması gerektiğini düşünüyorum.] (Angelo)

Tuğba also “feels like she would be more confident if she was getting a bigger salary right now and not carrying her laptop on her back [to school]” She believes that “her well-being would improve, if she was in better financial standing.”

[Şu an daha büyük bir maaş alıyor olsam ve bu laptopu sırtımda taşıyorum olsam daha özgüvenli olacağımı hissediyorum ... maddi olarak ekonomik olarak daha iyi durumda olsam, iyi olma halimde de gelişme gösterirdim bence.] (Tuğba)

Sevgi declares that her parents also get affected by her financial problems because they worry about her well-being:

They're always worried about you. My mother is in a constant state of panic. She always asks: What did you eat today? What are you doing? Do you have the money? (Sevgi)

[Hep içten içe şey yapıyorlar, senin için endişeleniyorlar. Benim annem sürekli panik halinde. Ne yedin bugün? Napiyorsun? Paran var mı?] (Sevgi)

Ayşe, who lives with her parents, declares that part-time instructors are not in that miserable condition and acknowledges that the head of the department puts effort into solving the financial problems that part-time instructors face:

Actually, there was a slight increase in wages for this year, but of course, it was not enough because the price increases were much higher. Also, I think part-time instructors talked about the wages with the department head as if we get it on time. There is definitely an effort about it. Other than that,

nothing extra was done. But is our current situation so bad? I don't think it's too bad. (Ayşe)

[Aslında bu sene için ücretlerde biraz artış yapıldı aslında ama tabi o çok yeterli olmadı çünkü fiyat artışları çok daha fazla oldu. Bir de zamanında ödenmesi konusunda sanırım konuşuldu okul yönetimiyle. O konuda bir şey gelişme var kesinlikle, bir çaba var. Onun dışında ekstra bir şey yapılmadı. Ama şu andaki durumumuz çok kötü mü? Bence çok kötü değil.] (Ayşe)

4.2.2.2. Delayed Salary

Most of the participants pointed out that in addition to having an insufficient income, they, from time to time, struggle with delayed salaries:

Since the contracts are not signed on a certain date, our salaries sometimes are delayed. (Güneş)

[Sözleşmeler belli bir tarihte imzalanmadığı için maaşlarımız gecikebiliyor.] (Güneş)

Sometimes payments are paid late. We know that there was a delay of two months in a semester. When that happens, it causes a lot of trouble. There are uncertainties in payment. (Angelo)

[Bazen ödemeler geç yapılıyor. Bir dönem 2 ay yapılmadığını biliyoruz. Böyle olunca da yani çok sıkıntı. Neyin ne zaman olacağı hiç belli değil.] (Angelo)

Of course, some differences emerge when we compare part-time and full-time instructors, and this is not the responsibility, but rather based on getting the reward for your effort. I work in an institution like this, and I don't know about my other friends, but yes, in theory, we may be getting a bit more in return compared to other universities, but there are also delays in getting the salary. (Amy)

[Part time ve full time kıyasladığımızda ortaya çıkan bazı farklılıklar var tabii ki ve bu sorumluluk değil, daha çok verdiğiniz emeğin karşılığını alma bazında. Şöyle bir kurumda çalışıyorum, diğer arkadaşlarımı bilemem ama emeğimizin karşılığını evet, teoride diğer üniversitelere kıyasla bir tık daha alıyor olabiliriz ama bunda da çok fazla aksamalar meydana gelebiliyor.] (Amy)

As Emre, Lidya, Luna, and Tuğba declare, financial problems and delays in the payment, affect also performance of the instructors because although they love their job, they incline to feel that their efforts are in vain:

Financial troubles. I think it affects me too much. Especially, what we've been through lately, even when we think about it, it's nerve-racking. I don't think

there's any point in coming to teach here. It's something I don't get paid for because my salary is not paid. It's like I'm doing that job for nothing, and I feel I will never get that money. I know I will, but it feels like I won't because we haven't got the money yet. (Emre)

[Finansal sıkıntılar. O bence çok fazla etkiliyor. Özellikle son zamanda yaşadığımız şey, düşündükçe bile sinir stres yapıyor. Geldiğimin bir anlamı olmadığını düşünüyorum. Maaşım yatmadığı için karşılığını alamadığım bir şey. Sanki o işi boşuna yapıyorum ve sanki o parayı hiçbir zaman almıycam gibi bir his var. Alacağımı biliyorum ama almayacağım gibi hissettiriyor çünkü henüz almadık parayı.] (Emre)

My excitement has changed, and my level of happiness has decreased because I am not so motivated anymore. For example, there are markings, and you don't get paid for it. Situations such as working and getting paid late, unfortunately, affected me. (Lidya)

[Heyecanım değişti ve mutluluk seviyem azaldı çünkü artık motive değilim o kadar çünkü mesela marking görevleri oluyor ve bunun bir ücretini alamama durumları, çalışıp çalışıp maaşımın geç yatması gibi durumlar maalesef beni etkiledi.] (Lidya)

I would never think of myself saying that we can't get our salary to the student. I found myself saying this. I didn't receive a salary for 2 months. There were salary delays, and it was definitely not related to our department. It was all about bureaucratic troubles ... I mean, there was a period when I got nothing to lose and had low professionalism. (Luna)

[Ben asla kendimi öğrenciye maaşımızı alamıyoruz derken düşünmezdim. Bunu derken buldum. 2 ay maaş almamışsınız ya artık şey diyorsunuz yani maaş gecikmeleri falan oldu bizim çok saçma sapan bir şekilde ve kesinlikle bizim bölüme ilgili değildi. Tamamen bürokratik sıkıntılarla alakalıydı ... Yani kaybedecek neyim var ki dediğim ve profesyoneliğin artık yerlerde olduğu bir dönem oldu açıkçası.] (Luna)

A friend of mine texted me that our salaries would be delayed or not be paid, or contracts would not be signed yet, and I was very demoralized. And I had to lecture. I had to teach, but I felt very bad. So, when I looked at my students, I had money in mind. Maybe I couldn't give enough energy to my students because I had money problems on my mind. (Tuğba)

[Bir arkadaşım bana maaşlarımız gecikecekmiş ya da yatmayacakmış ya da sözleşmeler imzalanmayacakmış henüz gibi bir mesaj attı ders arasında ve benim moralim çok bozuldu. Ve ders anlatmak zorundayım. Dersi de anlattım ama kendimi çok kötü hissettim. Yani öğrencilerime bakıyorum, aklımda para var. Aklıma para olduğu için öğrencilerime yeteri kadar enerji veremiyorum belki de.] (Tuğba)

Vera finds the financial problems and delayed salary problems not specific to this institution, but she declares that similar problems are present in almost every university for part-time instructors:

I think now I'm sure most of the universities, maybe all, give their wages to their part-time instructors by delaying. I think delaying or not paying the salary for part-time instructors is unacceptable because it is a job that provides no security already. At least payments should be taken care of. It can be audited. I think CoHE can do that. (Vera)

[Sanırım artık eminim çoğu bütün de olabilir çoğu üniversitelerde part-time çalışanına maaşını geciktirerek veriyor. Bu kadar zaten tanım olarak güvencesi olmayan bir iş dalında part-timelikta maaşın gecikmesi, verilmemesi gibi bir durum kabul edilemez bence. En azından ona özen gösterilebilir. O denetlenebilir, artık YÖK denetleyebilir bence bunu.] (Vera)

4.2.2.3. No Payment on Holidays

Another dimension of the financial problems of the participants is having no income when there are holidays. Since they get paid only for the lessons they teach, if they do not teach, they do not earn money. Ahmet's quote below depicts how some coordinators sometimes do not care much while announcing the holidays, which demotivates the part-time instructors:

For example, while people rejoice when there is a 10-day holiday, part-time instructors get sad. Once, the news of this was given with joy at a meeting. An administrator should be able to account for the conditions of the participants and speak accordingly because half of the group there were part-time instructors. There is no happy news for part-timers. Their already insufficient income lowers due to the deduction in the teaching hours. Being disregarded hurts. (Ahmet)

[Mesela insanlar burada 10 gün bayram tatili olunca seviniyor. Part timelar üzülüyor. Hatta bir toplantıda sevinerek bunun haberi verildi. Yani mesela bunları bir yöneticinin hesap edebiliyor olması lazım. Ona göre konuşması lazım. Ve oradaki grubun yarısı part timedir. Mutlu haber verecek bir durum yok part timelar için. Zaten az olan ders saatleri ve paraları gidiyor. Bu davranışsal olarak umursamama durumu zor.] (Ahmet)

Sevgi shares the comments of her friends regarding having no income during holidays and towards the end of the semester, which increases the intensity of the financial problems:

A few people said that if you work at that university, during the holidays, you can chew bread and can't eat anything else. A friend of mine who works in the state told me this. A friend of hers used to work here at the time, and she used to have a lot of trouble towards the end of the semester. She said don't work there. We talked to a few more friends. They also said that they never even applied there because they said that the institution has a lot of holidays and the number of classes you teach drops a lot. (Sevgi)

[Birkaç kişi şey dedi. Ya dedi o üniversitede çalışırsan dedi, tatillerde dedi. Ekmek falan kemirsin dedi. Başka bir şey yiyemezsin dedi. Bunu devlette çalışan bir arkadaşım söyledi. Onun da bir arkadaşı zamanında burada çalışıyormuş. Böyle acayip da yani final zamanı bayağı sıkıntı çekiyormuş. Sakın oraya başvurma dedi. Birkaç arkadaşla daha konuştuk. Onlar da şey dediler. Biz oraya hiç başvurmadık bile çünkü çok fazla tatili var ve dersler git gide çok düşüyormuş gibi bir şeyler söylediler.] (Sevgi)

Moreover, as Ali and Amy remark, when they get sick, they also do not have any income because they are unable to teach. Thus, the participants do not have any security. If they do not teach, they do not earn anything. It is as simple as that:

You know that you can't get paid on holidays, any day when something happens, or you have health problems. This situation inevitably threatens people. In other words, sometimes you can get a report when you feel very little sick, and you say that it will not be a problem, but when you are part-time, you say that I am not sick enough to go to school because you have to earn money. In other words, I am happy except for financial problems. However, in terms of financial and career continuation, I am not satisfied because there is uncertainty. (Ali)

[Tatil günleri herhangi bir günler bir şeyler olduğu zaman ya da rapor almanız gereken sağlık durumları olduğu zaman ücretinizi, ücretini alamayacağını biliyorsunuz. Bu insanı ister istemez tehdit ediyor. Yani bazı zaman çok az, böyle bir hasta hissettiğiniz zaman rapor alabiliyorsunuz ve hani diyorsunuz ki sıkıntı olmayacak ama part time iken diyorsunuz ki okula gitmeyecek kadar da hasta değilim. Çünkü bir yerde para kazanmamız gerekiyor. Yani maddi problemler haricinde mutluyum ama maddi ve kariyer devamı anlamında belirsizlik olduğu için de memnun değilim.] (Ali)

You get a salary based on the course hours you teach. For example, let's say you are COVID, and you didn't teach for a week. If you didn't teach for the second week because you were feeling unwell, that month is completely gone. So, you're done. [You will not get paid for these two weeks.] This situation is challenging. (Amy)

Ve şey de biraz zorluyor aslında girdiğin ders saati bazında maaş alıyorsunuz. Mesela diyelim ki covid oldun ve bir hafta gelmedin. Hadi iyi hissetmedin ikinci hafta gelmedin. O ay tamamen bitik. Yani bitiksin. (Amy)

Vera declares that she had to work at multiple jobs because of fear of losing her job due to transferring to teach online. Therefore, she had to work in another job as well while pursuing a master's degree.

When there was online education, I was very worried because we don't know what will happen. That's why I clung to everything. I also tried to finish my master's degree. (Vera)

[Online süreç olunca hem böyle bir endişe geldi hani bilirsin. Çok endişelendim neler olacağını bilmiyoruz diye. O yüzden her işe sarıldım. Bir de yüksek lisansımı bitirmek için davrandım.] (Vera)

4.2.2.4. No Payment for Other Duties Than Teaching Such as Marking

Angelo also points out that since they are paid for the teaching duty only, they do not earn money from other tasks such as marking and attending meetings, which lowers their well-being because of labor exploitation:

We teach here as hourly paid instructors. Since there are no working hours, every extra workload affects us psychologically. In other words, coming to the meeting when I don't have any classes and marking the exams is actually psychologically tiring because I don't get paid for it ... I don't mark the exams during class time. I do not attend the meeting during the lesson. So, these tasks are extra duties, which I should be paid for ... We are always begging for our salary. It is not cool. I really don't think it suits this institution. I think this is what affects well-being the most. Our endless efforts. (Angelo)

[Biz ders saati ücretli öğretim görevlisi olarak burada ders veriyoruz. Verdiğimiz derslerde herhangi bir mesai saati olmadığı için geriye kalan her saat ekstra bir iş yükü olarak ve psikolojik olarak biniyor insanın üstüne. Yani buraya hiç girmemişim yokken hiçbir dersim yokken sabah kalkıp toplantıya gelmek sabah kalkıp sınav okumaya gelmek, x bir iş yapmaya gelmek aslında psikolojik olarak da yıpratıcı çünkü bundan para almıyorum ... Ders saati içerisinde sınav okumuyorum ki. Ders saati içerisinde toplantıya girmiyorum ki. Bunlar ekstrapa giren şeyler ... Biz devamlı bir maaş peşindeyiz. Hoş değil. Ben bunun gerçekten bu kuruma yakıştığını düşünmüyorum. Well-beingi en çok şey etkileyen şey işte budur bence. Bizim bir çabalama içinde olmamız.] (Angelo)

Ali and Ahmet regard not being paid for extra duties as wasting time and money:

It's a complete waste of time for me that I don't get the reward of doing something while I'm assessing the exam papers. After all, we can't buy time with anything. (Ali)

[Ben orada bi sınav okurken bir şey yaparken bunun karşılığını almıyor olmam tamamen benim için zaman kaybı. Sonuçta zamanı hiçbir şeyle satın alamıyoruz.] (Ali)

When there is a meeting, thinking about attending or not attending the meeting stresses me. I don't want to come because it lasts just half an hour when nothing new is discussed and I come from an hour and a half away. An hour and a half arrival and an hour and a half departure. I waste 3 hours on the way, which is tiring. So, we do not mention it, but we have to pay for the transportation. The bus fee is 10 Turkish lira at the moment. There's really no point in me coming there. This situation makes me stressed. (Ahmet)

[Ama mesela toplantı olduğunda toplantıya gelsem mi, gelmesem mi, stresi var. Hani gelmek istemiyorum çünkü yarım saatlik hiçbir yeni şeyin konuşulmadığı toplantılar oluyor ve ben bir buçuk saatlik yoldan geliyorum. Bir buçuk saat geliş bir buçuk saat gidiş. 3 saatin gidiyor yolda. Bir de onun yorgunluğu var. Yani hesaplamıyoruz ama yol parası var. Yani şu anda dolmuş 10 TL. Benim oraya gelmemin hiçbir anlamı yok aslında. Bu strese sokuyor.] (Ahmet)

4.2.2.5. No Proper Insurance

Luna, Sevgi, and Vera highlight the fact that since part-time instructors work on an hourly basis, their social insurance premiums are paid hourly as well. Therefore, they do not have proper social security or insurance, which puts them in a disadvantageous position for the future:

The institution doesn't give you any guarantees. Your insurance is paid not properly because the institution declares that's what we can pay legally. (Luna)

[Sana hiçbir garanti vermiyor. Sigortanı da şu kadar yatırırım sadece diyor. Çünkü diyor yasal olarak yapabileceğim bu falan.] (Luna)

You have no guarantee. You don't have decent insurance. In terms of retirement, maybe you will have to work harder. You have to work until you are 60 years old in Turkey. A 60-year-old person can't stay this young. So, what are you going to do? So, I think this will be a big problem in the future. Sometimes I question why we risked them. (Sevgi)

[Bir güvencen yok. Düzgün bir sigortan, bir şeyin yok. Emeklilik anlamında belki senin daha çok çalışman gerekecek ki Türkiye'de emeklilik 60 yaşına kadar çalışman lazım yani. 60 yaşında insan bu kadar genç kalamıyor ki ne yapacaksın. Yani bunlar hep ileride de büyük sıkıntı olacak bence. Biz bunları niye göze aldık diye bazen soruyorum.] (Sevgi)

Insurance is provided, but since you are paid hourly, the premium added to your insurance is hourly, too. For instance, I've been working for 4.5 years, I

haven't even had a year as my insurance premium. This is sad of course. (Vera)

[Sigorta yapılıyor ama baktığınızda saatlik girdiğiniz için sigortanıza eklenen prim de saatlik. Ben 4,5 yıldır çalışıyorum mesela benim 1 yıl bile olmadı şu an primim gibi. Bu biraz üzücü tabiki.] (Vera)

4.2.3. Uncertainty Problems

Findings revealed that various uncertainties are the other aspects that affect the participants' well-being. Based on the data set, common uncertainties are presented as in the following sub-themes.

4.2.3.1. Uncertainties in Course Load

Working in a temporary precarious position puts the participants in a panicky mood because they do not have any job security or anything in the guarantee. Ali likens the uncertainties in the course load to a puzzle to depict the system vividly. He declares that part-time instructors are seen as pieces of a puzzle, which might be discarded when they are no longer needed. Thus, the part-time instructors are hired when the institution needs them, and they are fired once they are not needed any longer, which harms the well-being of the participants because they are tired of not knowing whether they will be teaching again the next semester or not, or whether their course load will be lowered or not:

Sometimes there can be a lack of planning in terms of the number of instructors needed. As a result, we get less course load. As a result, this changes the wages of a lecturer who is paid based on the course hours s/he teaches. Or plans may change instantly. The classes of the instructors may change, or they may suddenly have a lesson and suddenly not have a lesson. In these cases, it's as if there is a puzzle. And, its pieces change places. That piece stays out, and that piece doesn't matter anymore. But, it was important before it was taken out because it was a piece that completed the puzzle. But the moment something else [a permanent instructor] is in there, you're out. (Ali)

[Bazen plansızlık olabiliyor hani norm kadrosu olarak. Bunun sonucunda almamız gereken ders saatinden daha aşağısını alıyoruz. Bu da sonuçta ders saati ücretli çalışan bir öğretim görevlisinin alacağı ücreti değiştiriyor. Veya anlık planlar değişebiliyor. Hocaların sınıfları değişebiliyor veya bir anda dersi varken bir anda dersi olmayabiliyor. Bu durumlarda sanki bir puzzle var ve o parçalar yer değiştiriyor ve o parça dışarıda kalıyor gibi ve o parçanın hiçbir önemi kalmıyor. Ama, öncesinde bu parçayı dışarı

çıkarmadan önce önemliydi ve o puzzle'ı tamamlayan bir parçaydı. Fakat oraya başka bir şey bulunduğu an siz dışarıda kalıyorsunuz gibi.] (Ali)

Amy, Angelo, and Güneş also declare that uncertainties in how many hours to teach or until when to teach impact their well-being negatively:

In my previous job, whatever my standard salary was, it was already deposited into my account every month, and I could do better with my plan and schedule. Unfortunately, there is no such guarantee here. There is a class this week, but it may be closed next week. Or something else may happen. So, this uncertainty has a slightly negative impact on me. (Amy)

[Standart olarak aldığım maaş neyse her ay zaten o hesabıma yatıyordu ve planım programım daha iyi yapabiliyordum. Burada maalesef yani öyle bir garantisi yok. Bu hafta ders vardır gelecek hafta sınıf kapanabilir, olmayabilir. Herhangi bir şey, yani bu belirsiz birazcık negatif açıdan etkiliyor çünkü.] (Amy)

Since the number of students is high in the fall semester, we teach up to 25 hours a week. When the number of students in the department decreases in the spring semester, that is, I teach 12 hours in the spring semester. However, because one of the instructors left our institution, my course load now became 17. That's how it changes. When it's part-time, everything is unclear. Things change. Your course load may suddenly drop. It's open to change. You may not be working there all of a sudden. The allocation of course load just seems random. (Angelo)

[Güz döneminde öğrenci sayısı fazla olduğu için haftalık 25 saate kadar giriyoruz. Bahar döneminde bölümde öğrenci sayısı azalınca yani şu an bahar döneminde 12 saat giriyorum ama kurumumuzdan bir hocamız ayrıldığı için ondan da ekstra hani şu an 17 olmuş oldu. Böyle değişiyor, part-time olunca her şey açık. Değişken. Ders saatleriniz bir anda düşebilir. Açık yani bir anda hiç olmuyorsun, böyle rastgele geliyor.] (Angelo)

It is not clear whether I will offer classes another semester. Even if I offer classes, it is not clear that my class will not be closed. It might be the case that another week, my two sections may have been taken away from me. Frankly, uncertainties are tiring rather than financial problems. (Güneş)

[Bir diğer dönem ders alıp almayacağım belli değil. Ders alsam bile sınıfımın kapanmayacağı belli değil. Bir diğer hafta benim 2 sectionım elimden alınmış olabilir. Açıkçası maddiyattan çok belirsizlikler yoruyor.] (Güneş)

Ali declares that thinking about uncertainties all the time stops part-time instructors from growing professionally. Thus, even the semester break does not help them to get rest, but it becomes extra trouble.

For two weeks [of semester break], one cannot spare time for professional development because of thoughts such as whether I will have lessons to teach or not, how many lessons I will teach, and how I will make my living. (Ali)

[2 hafta boyunca acaba dersim olacak mı olmayacak mı, ne kadar dersim olacak, geçimimi nasıl sağlayacağım gibi düşüncelerden hiçbir şekilde profesyonel gelişimine zaman ayıramıyor.] (Ali)

4.2.3.2. Uncertainties in Duties

As Emre, Angelo, and Ahmet remark, the participants are sometimes confused about managing some duties because of unclear expectations:

I don't know how to assess the exams ... I can only do it by learning from someone. What is expected of me is a marking at the level of their expectation, but I do not know that marking. That's why, without showing me how to assess, they criticize me for giving too high grades. I do so because I don't know how to assess. There is no clear instruction in the departmental English division, but still, the expectation is to be clear. They expect something from you, but they don't say what it is. There is no proper rubric. The assessment procedure is clear in the preparatory school division. I think there is no problem there. (Emre)

[Sınav okumayı nasıl yapıcım bilmiyorum ... Birilerinden öğrenerek yapabiliyorum ancak. Ama benden beklenen onların beklentisinin düzeyinde bir marking ama ben o markingi bilmiyorum. O yüzden bana bunu göstermeden, daha ilk başladığım halde çok yüksek vermişsin diye beni eleştiriyor. Çünkü bilmiyorum nasıl vereceğimi. Bölümde net bir instruction yok. Ama bence burda benim gördüğüm kadarıyla hiçbir şey tam net değil ama yine de beklenti net olması. Senden bir şey bekliyorlar ama ne olduğunu söylemiyorlar. Adam akıllı bir rubric yok. Hazırlıkta net bir şekilde var. O yüzden orda bence sıkıntı yok.] (Emre)

There is not very clear information or there are too many alternatives. There are actually too many steps as there are so many things to do with students. (Angelo)

[Çok net bilgiler yok ya da böyle alternatifleri çok fazla var. Öğrencilerle alakalı yapacak çok şeyler olarak aslında çok fazla adım oluyor.] (Angelo)

If the responsibilities are specified in the contract a little more clearly, at least there won't be uncertainties, and we will understand what is what and what is not. (Ahmet)

[Bu sorumluluklar biraz daha net sözleşmede belirtilirse en azından açık kapı bırakılmaz ve biz de anlarız yani neymiş ne değilmiş diye.] (Ahmet)

Although part-time instructors work by the regulation of teach & go, which allows them to leave the institution once they complete their duties; however, as Angelo and

Tuğba point out since sometimes the expectations of the institution are not clear, they are asked to come all of a sudden:

We work based on “teach and go”. We complete our duties; then, we can go. But then, being called here when we have nothing to do, creates demoralization. So, should I come or go? What do you want from me? What should I do? It is like you can go once you finish your duties, but then, you are asked to come when something pops up. (Angelo)

Teach and go şeklindeyiz. Biz burada işlerimizi hallediyoruz. Tamam o zaman gidelim. Ama daha sonrasında bir anda hiç işimiz yokken buraya çağrılıyor olmamız mesela moral bozukluğu yaratıyor. Çünkü geleyim mi gideyim mi? Ne istiyorsunuz benden? Hani ne yapayım? Tamam işini hallet git ama hem de bir şey oldu gel şimdi gibi.] (Angelo)

There is the situation of being on-call constantly. So, I get up at half past 8 in the morning anyway. If there is a sub, I will go, or if there is a meeting or markings, I will go. This instability is making me tired. For example, I should be free on Tuesdays, but I was never. I make plans by considering that I am off on Thursday and Friday, but something happens on Wednesday and all my plans for the next day are garbage because I have to go to work on Thursday morning. (Tuğba)

[Sürekli on call olma durumu var. Yani ben sabah 8 buçukta her şekilde kalkıyorum. Sub çıkarsa gideceğim ya da işte toplantı çıkarsa gideceğim marking var gidicem. Bu düzensizlik beni çok yoruyor. Mesela salı günü ben aslında boş olmalıyım ama olmadım hiçbir zaman. Perşembe cuma keza hani kafadan diyorum ki dersim yok. Plan yapıyorum ama çarşamba günü bir şey çıkıyor ve ertesi günkü bütün planlarım çöp çünkü ben perşembe sabah işe gitmek zorundayım.] (Tuğba)

4.2.3.3. Uncertainties in Institutional Practices

The participants' well-being is negatively affected by uncertainties in institutional practices such as allocating the course load, last-minute decisions, and changes in the offices. Amy, Luna, and Emre's quotes below reflect the uncertainties in terms of allocating the course load each semester:

There is no guarantee [at the job]. So, we may be working here this term, but there's no guarantee that we'll still be here in the second term or third term in the same academic year. It's a stressful situation. (Amy)

[Herhangi bir garantisi yok. Yani evet, bu dönem burada çalışıyor olabiliriz ama ikinci dönem veya üçüncü dönem aynı yıl içinde hâlâ burada olacağımızın bir garantisi yok. Stres yaratan bir durum.] (Amy)

This is the most frustrating part. Semesters last three months, and three months later is uncertain. So, the second semester is uncertain. You may not be teaching in the 3rd semester. (Luna)

[En çok yıpratıcı kısmı bu oluyor. Dönemler 3 ay kadar ve 3 ay sonrası belirsiz. Yani 2. dönem belirsiz. 3. dönem hiç ders almayabilirsiniz.] (Luna)

I have different views compared to my early days. I think the institution has lost its value in my eyes a bit. It is also related to the situations we face. Everything is announced at the last minute. Learning just at the weekend that you will not have a job after tomorrow, I think is ridiculous and can be done in advance. Even if they didn't happen to me, it made me very sad because things like this happened to my friends. (Emre)

[İlk günlerimle şu an aynı düşüncede değilim. Biraz daha benim gözümde değerini kaybettiğini düşünüyorum. O kayıpta da yaşadığımız durumlarla alakalı. Her şey son dakika haber veriliyor. İş gibi bir konuda son cumartesi, pazar gibi yarından sonra işin olmayacağını bilmek bence çok saçma ve önceden yapılabilecek bir iş. Böyle şeyler bana olmasa da arkadaşlarımdan başına geldiği için çok üzdü yani.] (Emre)

Similarly, Amy also refers to the last-minute decisions and announcements in duties such as invigilation and marking:

Although I am generally satisfied [at the institution], one of the most challenging parts of this institution is that these meetings are usually announced on the day when the duty has to be completed ... In cases such as final exam invigilation, it is usually announced at the last minute ... If there is an exam tomorrow, you will find out tonight. (Amy)

[Genel olarak memnun olsam da bu bölümde en çok zorlayan kısımlardan bir tanesi genelde bu toplantılar genelde günü belli oluyor ... Sınav gözetmenlikleri için finaller için vesaire bu gibi durumlarda genelde son dakika ... Yarın sınav varsa bu gece öğrenirsin.] (Amy)

Güneş mentions the uncertainties in terms of having the contracts. Not having a fixed date to have their job contracts and salaries increases the stress levels of the participants:

Since each term we sign the contract, at least having a fixed date to sign the contracts could be helpful for us. They would look more professional if they called the Human Resources department directly without bothering us with them all the time. In that way, they would have made us more comfortable. (Güneş)

[Dönemlik sözleşme imzaladığımız için sözleşmelerimizin tarihleri fixlense en azından. Bir soru sordüğümüz zaman idareye onlar insan kaynaklarıyla bizi uğraştırmadan onlarla iletişime geçip bize bilgi verilse bence daha

profesyonel görünürler ve bizi daha rahatlatmış olurlar diye düşünüyorum.]
(Güneş)

As Emre declares, in terms of uncertainties in institutional practices, the participants feel like the administrators regard them as full-time instructors who have to be there most of the time, which bothers the part-time instructors because they are not paid for it:

Sometimes I think they are not aware that we are here as a part-time [instructor]. You can be treated as if you need to be here 24 hours a day. We have master's program-related tasks or something else. And sometimes this is not seen as a sufficient reason to not attend [the meetings] ... We are part-time instructors. So, we need to be here part-time, as well. We shouldn't be on the 8 a.m. - 5 p.m. shift. (Emre)

[Bazen bence burada part olarak olduğumuz farkında olunmuyor. 24 saat burada olunması gerekiyormuş gibi davranılabiliyor. Yüksek lisansla ilgili şeylerimiz oluyor, başka şeylerimiz oluyor. Ve buna katılmamak için bazen yeterli sebep olarak görülüyor ... Ki zaten buraya geliş amacımız part-time. Part time bulunmamız lazım o zaman. 8-5 mesaisinde gibi bulunmamalıyız.]
(Emre)

Another aspect of uncertainties in terms of institutional practices is the changes in the offices. Part-time instructors' offices are prone to be changed once full-time instructors are hired. Permanent instructors' offices also are changed, but not as often as the part-timers'. Thus, Sunny, Ayşe, and Luna refer to flexibility in terms of office changes as a factor affecting the participants' well-being:

I am there right now, but it is not guaranteed that I will be in that office. I make it [my office] like my home. I decorate it with flowers and pictures. I feel more comfortable in a place where I feel at home and develop a belonging. I put my personality in the office where I am more permanent. I settled in that office. My belongings are there, but if the full-time instructor comes, there is no guarantee that I will stay there. (Sunny)

[Şu an oradayım ama o ofiste olmam garanti değil. Evim gibi yapıyorum. Çiçekler, arkada resimler. Gittiğim yeri böyle bir ev gibi hissettirecek, burası bana diye düşünüp aidiyet hissettiğim yerde daha rahat oluyorum. Daha kalıcı olduğum odaya kişiliğimi koydum. O odaya yerleştim. Duruyor orada eşyalarım ama full-time hoca gelecekse orada durmamın bir garantisi yok mesela.] (Sunny)

We have an office, but I know that our newly hired part-time instructors have difficulties about offices. (Ayşe)

[Bizim odamız var mesela ama en son giren hocalarımız mesela çok oda konusunda zorlandıklarını biliyorum.] (Ayşe)

[Recently hired] part-time instructors don't have offices, or their offices are constantly changing. Full-time instructors' offices are also changed, but part-time instructors are put into places such as self-access centers, which are not actually offices. (Luna)

[Ofisleri yok ya da hani sürekli ofisleri değiştiriliyor falan. Full-timelerin da ofisleri değiştiriliyor ama bu insanlar self-access center gibi falan yerlerde, aslında ofis olmayan yerlerde falan ofis gibi davranıyorlar.] (Luna)

4.2.3.4. Uncertainties For Future

As Tuğba indicated below, it is easy to become a part-time English instructor; however, very difficult to get out of the precarious system:

It is very easy to get into the system. You send a CV, and you become a part-time instructor. However, it is very difficult to get out [of the system]. I've been struggling with this for three years. I want this to finish so that I can either work somewhere else or in this institution as a full-time instructor. (Tuğba)

[Sistemin içine girmek çok çok kolay. Yani bir tane CV atıyorsunuz. Part time hoca oluyorsunuz. Ama çıkması çok zor. 3 yıldır bunu yaşıyorum. Ben hani bir şekilde bitireyim de gideyim buradan full time olayım artık. Kurumda kalsam da full time olayım diye.] (Tuğba)

Ayşe and Lidya refer to the fact that working in a temporary position with full of uncertainties lowers their well-being because they feel depressed and have future anxiety:

The state of being temporary does not make you feel good, and you always feel anxious about the future. You question how long this will go [be present]. Since we are always called in case of need, we feel temporary, which is always a concern for the future. You can't give yourself to your lectures completely. You always have this concern in your mind. So, you do not feel completely comfortable. It's bad in that way. (Ayşe)

[İyi hissettirmeyen geçici olma durumu, hep gelecek kaygısı sürekli oluyor. Yani bu nereye kadar böyle gidecek? Hep ihtiyaç olması halinde çağrıldığımız için hep bir gelecek kaygısı ve geçici hissediyor olması insanın. Tam olarak kendini veremiyor, hep kafasında onunla yaşıyor gibi. Tamamen rahat olamıyor yani. O açıdan kötü.] (Ayşe)

Feeling depressed. I hear from people around me the following concerns: Will being a part-time instructor not end? Will it always be like this? I

wonder if I should give up on going full-time and accept it and live like this. I have the stress of finding a temporary position. (Lidya)

[Depresif hissetmek. Mesela çevremde duyduğum hiç bitmeyecek mi acaba bu part-timelik. İşte hep böyle mi olacak. Acaba full-timea geçmekten vazgeçip artık bunu kabul edip böyle mi yaşasam. Kadro bulabilecek miyim stresi var.] (Lidya)

Lidya, moreover, adds that working as a part-time instructor leads you to lower your professional standards and development. You do not have energy to grow professionally, instead, you just want to have basic job security.

You are lowering your standards too much, inevitably. So, I don't have an aim or expectation of improving myself, pursuing a Ph.D. degree, or receiving any training. It's not my standard anymore. At least for now, I have no such expectation or desire. I have no such plans. All I want right now is an institution where I can work in peace and to be a permanent member of that institution. Unfortunately, this part-time job lowers our standards. (Lidya)

[Artık standartlarınızı da çok düşürüyorsunuz ister istemez. Artık benim standartım şey değil yani. Ya da isteğim beklentim. Kendimi geliştirecem, doktora yapıcam, şu eğitimi alıcam. En azından şu an için böyle bir beklentim, isteğim yok. Böyle bir planım yok. Şu an tek istediğim şey huzurla çalışabileceğim bir kurum ve o kurumda kadrolu olmak. Şu an maalesef standartlarımızı da düşürüyor bu part-time işi.] (Lidya)

Similary, Tuğba also declares that she cannot see her future any longer:

I can no longer predict my future. I can't foresee a month ahead. I can't predict my future either. So, I guess I just let it go. (Tuğba)

[Ben geleceğimi de öngöremiyorum artık. Yani bir ay sonrası da ön göremiyorum. Ben geleceğimi de öngöremiyorum. O yüzden akışına bıraktım sanırım.] (Tuğba)

4.2.4. Invisibility Problems

Findings revealed being not recognized and excluded from certain practices at the institution is another aspect that affects the participants' well-being the most. Thus, the invisibility problem will be presented in two sub-themes: physical and social exclusion.

4.2.4.1. Physical Exclusion

Since part-time instructors are seen as temporary, the institution has certain practices to exclude them physically. Thus, the participants shared their concerns related to being physically excluded, which lowers their well-being because they feel like they are not recognized as a part of the institution. For instance, Luna declares that “students cannot find us anywhere” and explains the reason for it in the quote below:

Our institution doesn't put us on its website. There are very few institutions that do not do that. Most of them put their part-time instructors on their websites because students check their instructors' email from there. No. Our names are not written in the offices. At least stick a piece of paper. (Luna)

[Websitesine koymaz bizim kurumumuz bizi. Koymamayı yapan nadir kurum vardır zaten. Gerçekten bir çoğu part-time hocasını koyar. Çünkü yahu öğrenci giriyor ordan bakıyor emailine. Yok. Ofislerde ismimiz yazmaz. Bir kağıt yapıştırın bari.] (Luna)

Emek, Sunny, and Lidya also remark that they are invisible in the institution and students cannot find them, which puts them in trouble due to not having a logical explanation for the students:

Not even your name is written on the [office] door. I walk through the door, and the other instructors' names are written. There is always a space where your name should be. It's left blank. This situation shows that you are not there. There is no photo of you on the website. Only the students know that you work there, and even if they look for you, they cannot find you in the department. (Emek)

[Kapıda adınız dahi yazmıyor falan. Kapıdan giriyorum ve diğer hocaların adı yazıyor. Senin isminin olması gereken yerde bir boşluk var hep. Orası bildiğim boş bırakılıyor. Bu da şeyi gösteriyor sen orada yoksun aslında. Websitesinde fotoğrafınız yok. Sizin orada çalıştığınızı sadece öğrenciler biliyor onlar da sizi arasalar bulamıyorlar okulda.] (Emek)

For example, our name is not present on the [department's] website. So, students are always questioning why we are not there. (Sunny)

[Bizim mesela adımız internet sitesinde yer almıyor. O yüzden öğrenciler hep bir sorguluyor neden orada yokuz diye.] (Sunny)

Students write my name but cannot see me on the website ... One of my students asked me why my name is not written on the website. I said, "Well, I guess I'm not there because I've just started to work here." (Lidya)

[Mesela öğrenci benim adımlı yazıyor ama websitesinde beni göremiyor ... Bir öğrencim sormuştu hocam diğer hocaların var ama sizin yok. Neden? Ben de demiştim ki o zaman ben yeni başladım da ondan sanırım yokum.] (Lidya)

Moreover, Lidya declares that she cannot feel belonging to the institution because the institution makes her feel temporary. Thus, she even hesitates to bring her mug and leaves it in the office as a sign of attachment:

Other than that, not feeling belonging. For instance, they give you an office, a table, but you think that maybe after three days I won't be here anyway. But even being able to go and put a mug on the table was important. So, even the assurance of that was important. So, you experience such stress. (Lidya)

[Onun dışında ait hissedememek. Mesela sana bir oda veriyorlar, 1 masa veriyorlar ama diyorsun ki belki de 3 gün sonra hiç ben burda olmayacağım zaten. Ama masaya bile gidip kupa koyabiliyor olmak bile önemli. Yani onun güvencesi bile önemliydi. Böyle stresler yaşıyor insan.] (Lidya)

Tuğba also expresses that she feels excluded by the institutional culture:

As much as I like the people I work with, I feel excluded, not by the people I work with but by the organization or the culture of the organization. For example, we are not even given an agenda. (Tuğba)

Ben her ne kadar çalıştığım insanları sevsem de kendimi dışlanmış hissediyorum. Birlikte çalıştığım insanlar tarafından değil ama kurum veya kurum kültürü tarafından. Bize ajanda bile verilmiyor mesela. (Tuğba)

Ahmet, who works on existentialism in black studies, likens the invisibility problem of part-time instructors to the invisibility problem that black people suffer from:

It's a problem of existence ... There is a concept called invisibility. It's mentioned in the black study ... It's 2-dimensional. One of them is the state of being invisible. Being invisible as an individual. We have the same thing here. Another one is hyper-visibility. In other words, because they are black, they are very visible, and they feel guilty over certain things. The most concrete example here is, for example, we have offices, and we have no names in the offices. Students cannot find us. Students find out after a while that we are part-time. We are both unseen and we are the hyper-visible subject that is pointed at because we are part-time. And this creates pressure. So, as an individual, I question my existence here, and that existence creates certain emotional states. There is anguish, despair, etc. We are experiencing them ... For example, they can't find out our e-mail. We are not on the website. Our name is not written on the door. Students can't find me. Sometimes the lecturers couldn't find me either. They used to ask where I was. We don't exist. And sometimes you can even be forgotten by certain

instructors, administrators, etc. Your cargo arrives ... They told the courier that they didn't have such an instructor in the department. (Ahmet)

[Tam bir varoluş problemi ... Invisibility diye bir kavram var. Bu black studyde geçiyor zaten daha çok ... 2 boyutlu. Bir invisible olma durumu. Birey olarak aslında çok görünmemek. Burada da aynı şey var. Bir de hyper-visibility. Yani black oldukları için çok görünme durumları ve suçlu hissetme durumları belli şeyler üzerinden. Burada en somut örneği mesela odalarımız var odalarda isimlerimiz yok. Öğrenciler bizi bulamıyor. Öğrenciler bir zaman sonra öğreniyor zaten part-time olduğumuzu. Hem görülmemiş oluyoruz hem de part-time olduğumuz için parmakla gösterilen hyper visible subject oluyoruz. Ve bu bir baskı yaratıyor. Yani birey olarak buradaki varoluşumu sorgulamış oluyorum ve o varoluş şeyi belli duygu durumları yaratır. İşte anguish, despair filan onlar yaşıyor aslında ... Mesela mailimizi bulamıyorlar. İnternet sitesinde de yokuz. Kapıda adımız yazmıyor. Öğrenciler beni bulamıyor. Bazen hocalar da bulamıyor hocam siz neredesiniz falan diyorlardı. Yokuz aslında. Ve bazen unutulabiliyorsun bile belli hocalar tarafından, yöneticiler tarafından falan. Kargon geliyor ... Bölüm hocamız yok demişler kargocuya.] (Ahmet)

4.2.4.2. Social Exclusion

The participants enjoy the institutional climate since they do not feel any authoritarian pressure on them; however, they feel excluded from certain meetings, events, or professional development programs. Thus, being socially excluded lowers their well-being because they cannot develop a sense of belonging to the institution.

Similar to most of the participants, Tuğba also declares that she does not feel included by the institution because she is a temporary instructor. Thus, she demands to be integrated into the institution since being excluded affects her emotionally:

I am not included. If I was included, I would feel better and part of the organization. I would see the organization as my family or something like that ... I don't feel included, and it affects me emotionally. I want to be more visible because this is a problem. We are like seasonal workers who appear for 3 months and then disappear for the next 6 months. That's why no one even deigns to meet us sometimes. If the organization took action to integrate us into the institution, it would be better. (Tuğba)

[Ben dahil edilmiyorum dahil edilsem daha iyi hissederdim. Kurumun parçası hissederdim. Kurumu ailem gibi falan görürdüm ... Dahil hissetmiyorum ve o duygusal olarak beni etkiliyor. Daha görünür olmak istiyorum çünkü bu bir problem. Biz şeyiz hani mevsimlik işçi gibi 3 ay gözüktüp sonraki kalan 6 ay ortadan kaybolan insanlarız. O yüzden kimse bizle tanışmaya bile tenezzül etmiyor bazen. Bu değiştirilse kurum bunu teşvik etse tanıştırılmayı dahil edilmeyi teşvik etse daha güzel olurdu tabii.] (Tuğba)

Similarly, Emek, Vera, and Ayşe highlight the invisibility problem due to being seen as a temporary instructor in the eye of permanent instructors:

This issue of visibility. Our being forgotten in general. You are ignored because you are seen as temporary. Not being emailed. Not being included in groups. There is also a perception that when there is a problem, they assume that it is caused by a part-time instructor. I think that's a problem. For example, if everyone in the office is a part-time instructor, how can these people learn from each other? (Emek)

Şu görünürlük meselesi. Unutulmamız genel olarak. Ignore ediliyorsunuz geçici görüldüğünüz için. E-mail atılmama. Gruplara dahil edilmeme. Bir de bir sorun olduğu zaman partlardandır diye bir algı var. O sorun bence. Mesela ofisin içinde herkes sadece partsa nasıl bu insanlar birbirinden bir şey öğrenecek? (Emek)

It's like walking around like a ghost. I mean you exist. You are there. You complete the workload. You teach. You do your marking. But you are also not there at the same time. (Vera)

[Bir hayalet gibi gezmek gibi oluyor. Yani varsın, ordasın, iş yükünü tamamlıyorsun, derslere giriyorsun, markingini yapıyorsun. Ama orda yoksun da aslında.] (Vera)

For me, there is a feeling of being temporary or not being able to feel fully part of it. (Ayşe)

[Kendim açısından geçici olma durumu ya da tam olarak parçası olarak hissedememe gibi bir duygu oluyor ister istemez.] (Ayşe)

Ahmet and Amy declare that being only seen as a filler of the workload is harmful. They feel like part-time instructors and their problems are not recognized by the institution. According to them, people pretend as if part-time instructors are not struggling with precarious conditions. Thus, being invisible and not cared for lowers their well-being:

It is very bad to be seen by the institution as someone who fills the gap in the program. Then, we will call [when there is a gap]. And, when we don't get paid for months and come back here, everything goes on as normal as if there was no such situation. We are never asked how we are doing. Especially in meetings, when we talk about the situation of the teachers and the program, it is like "There is an elephant in the room." It's always as if there is a situation that needs to be discussed about part-timers, and it is ignored. It makes me think. How strange it is for a person to be treated as if he doesn't exist. (Ahmet)

[Okul tarafından sadece bir şey olarak görülmek çok kötü. Bir açık var ve burası doldurulmalı. O zaman biz çağıracağız. Ve aylarca para alamayıp buraya geri döndüğümüzde sanki öyle bir durum yokmuş gibi her şey normal devam ediyor. Hiç hal hatır sorulmuyor. Özellikle toplantılarda bizden öğretmenlerin durumu program falan ondan bahsederken hep böyle derler ya "There is an elephant in the room." Hep sanki orada konuşulması gereken bir durum var part-timelarla ilgili ve yok sayılıyor. O böyle içten içe düşündürüyor beni. Hiç yokmuş gibi davranılması ne kadar garip bir insana.] (Ahmet)

Unfortunately, I think our part-time instructors are still not considered instructors because they are still pursuing their master's degrees. They can stay or go. Right now, we need instructors and our part-time instructors meet this need. OK. If not tomorrow, someone else can come. So, you can be replaced immediately. (Amy)

[Part time hocalarımıza maalesef ki hala tam anlamıyla öğretmen gözüyle bakılmıyor sanırım çünkü yüksek lisans devam ediyor. Kalabilir gidebilir. Şu anda öğretmen ihtiyacımız var ve elimizdeki part time hocamız bu ihtiyacı karşılıyor, okey. Yarın yoksa başka biri de gelebilir. Yani yerin hemen doldurulabilir.] (Amy)

Ali, Sevgi, Emre, and Luna declared that being excluded from the mentoring program affects their well-being because they cannot fully learn the institutional procedures in the two-week induction program. They remarked that especially a mentoring program for the newly hired fresh graduates might be helpful to support their professional development in the institution.

There is a mentoring program for full-time instructors. There is no such thing for part-time instructors. They are permanent in the institution until a certain point. We may not have such permanence. But I think it is more important for an institution to have at least one mentor for a new graduate for s/he to be able to consult an experienced person comfortably when something happens. Because we can't ask everyone everything ... So, having such a mentor program can increase the well-being of the instructors. (Ali)

[Full-time hocalar için mentoring programı var. Part-time hocalar için böyle bir şey yok. Onlar kurumda kalıcılar belli bir noktaya kadar. Bizim böyle bir kalıcılığımız belki yok. Fakat kuruma yeni mezun aldığı zaman bence bir en azından mentörü olması, bir şey olduğu zaman tecrübeli bir kişiye rahat rahat danışabilmesi daha önemli. Çünkü herkese her şeyi soramıyoruz ... O yüzden böyle bir mentör programı olması hocaların well-beingini arttırabilecek bir durumda.] (Ali)

The new part-time instructors couldn't adapt to the institution. Why? Because they couldn't give them an office. There is something like a reading room here; they stayed there. So, when all the new ones were in the same place at the same time, they couldn't adapt. I think this is a problematic thing. I mean,

if you are hiring a new lecturer, he or she will definitely have a mentor, or he or she should be in such an office so that s/he can ask other lecturers about the system to understand it. (Sevgi)

[Yeni gelen hocalar adaptasyon sağlayamadılar. Neden? Çünkü onlara ofis veremediler. Böyle bir reading room gibi bir şey var burada, orada kaldılar. Öyle olunca hep beraber hep böyle yeniler aynı anda aynı yerde olunca pek böyle bir adaptasyon sağlayamadılar. Bu bence problemlili bir şey. Yani muhakkak, eğer yeni bir hoca alıyorsan onun muhakkak ya bir mentorü olacak ya da onun böyle bir ofiste olması lazım ki diğer hocalara sorabilirsin, sistemi anlasın.] (Sevgi)

There is a mentoring program for full-time instructors, but I don't know if it is done for part-timers. If they paired a beginner with a very experienced teacher, everything would be so easy. (Emre)

[Fuller için mentoring programı yapılıyor ama partlar için yapılıyor mu bilmiyorum. Yeni başlayan biriyle çok deneyimli bir hocayı eşleştirseler, her şey o kadar kolay olur ki.] (Emre)

Normally in mentoring programs for full-time instructors, someone [experienced] observes your course. But, part-time instructors observe each other. I am a 1-year lecturer, the other is a 2-year lecturer. So, what can we contribute to each other? Of course, we can contribute. Not that we can't, but I want a different eye to see. What does a 15-year teacher, someone who knows the system well, think? Isn't that how mentoring works? You say that a 3-month instructor and a 2-week instructor should mentor each other. Does that make sense? (Luna)

[Normalde mentoring programlarında full timelerde birileri gelip sizin dersinizi gözlemliyor. Ama siz birbirinizinizi gözlemliyorsunuz. Ya ben 1 yıllık hocayım, öteki 2 yıllık hoca. Biz birbirimize ne katacağız yani? Katabiliriz tabii ki. Katmayız değil ama ben istiyorum ki farklı bir göz görsün. 15 yıllık hoca ne düşünüyor. Sistemi iyi bilen biri. Mentoring böyle olmaz mı? Diyorsunuz ki 3 aylık hocayla 2 haftalık hoca birbirine mentoring yapsın. Böyle mantıklı bir şey mi yani?] (Luna)

Luna, furthermore, declares that the system is constructed to get maximum profit from the part-time instructors but does not provide any opportunities for them to grow professionally, which deskills them when they have the potential to develop:

They are trying not to provide any rights to us as much as possible. I can say that they benefit from us in this system as they wish. We also provide the education that many teachers provide. We are refreshed in many subjects. But your enthusiasm is blunted as soon as you enter the job. You have a lot of potential. They don't give you feedback when you have the most potential and are most open to innovations, development, criticism, feedback, and everything when you have the most potential. Because you can't participate in professional development activities. (Luna)

[Bize hiçbir hak tanınmamaya çalışıyor olabildiğince. Bu kurulan sistemden etimizden sütümüzden gayet istedikleri gibi faydalıyorlar diyebilirim. Aslında birçok hocanın sağladığı eğitimi biz de sağlıyoruz. Hatta bir çok konuda resent refreshed falanıza yani baktığımızda. Ama daha işe girdiğiniz gibi hevesiniz köreltiliyor. Çok potansiyeliniz varken aslında. En potansiyelinizin yüksek olduğu yeniliklere gelişime, eleştiriye, feedback'e, her şey en açık olduğunuz zamanda size feedback vermiyorlar. Çünkü PDU aktivitesine katılmıyorsunuz.] (Luna)

Similar to Luna, Lidya also emphasizes the importance of being included in the training to feel valued by the institution:

I think we should be included in the training too. This would show us that we are part of the organization, and they want to train us whether we will stay there longer or not. (Lidya)

Eğitimlere biz de dahil edilmeliyiz bence. Bu da şunu gösterir. Siz bizim kurumumuzun bir parçasısınız ve sizi eğitmek isteriz bizimle olsanız da olmasanız da. (Lidya)

Emre's quote below declares the significance of the observations conducted by experienced instructors for newly hired fresh graduates:

There was one observation session. It was conducted by an instructor from the Professional Development Unit ... That meeting was very useful for me because the instructor who made the observation said things that I would never pay attention to, that I would never see. It gave me confidence at the same time ... So, that experience was very nice. I wish there were 3-4 of them instead of one. I wish they were more often. I think it would be very supportive. (Emre)

[1 tane gözlem oldu. O gözlemi pdudan bir hoca yapmıştı ... O meeting benim için çok faydalıydı çünkü benim asla dikkat etmeyeceğim, göremeyeceğim şeyler söyledi observation yapan kişi. O bana güven kazandırdı aynı zamanda ... O yüzden o deneyim çok güzeldi keşke ondan bir değil de 3-4 tane olsa. Keşke daha sık olsa. Çok destekleyeceğini düşünüyorum.] (Emre)

Ahmet, who has three years of teaching experience in the institution also declared that he is not supported much. However, since attending professional development programs means spending extra time in the institution without getting paid, he does not wish to be supported:

I don't think that I am supported ... Sometimes we don't understand whether we are teaching correctly or not in some lessons ... I think it is necessary from time to time to get guidance about some courses. But in a sense, I don't

want all of this because it will exploit my labor. I don't want to come to that meeting to learn something extra. I mean, if I'm going to come, it has to be worth something to me. (Ahmet)

[Desteklediğimi düşünmüyorum ... Zaman zaman dersi doğru işleyip işleyemediğimizi de anlayamıyoruz bazı derslerde ... Zaman zaman bence şey gerekli, yani şu ders şöyle olabilir falan. Ama bunların hepsi benim yine emeğimi sömüreceği için istemiyorum da bir anlamda. Ben o toplantıya ekstra gelip bir şeyler öğrenmek istemiyorum. Yani geleceksem de bana bir karşılığı olmalı.] (Ahmet)

Apart from not providing professional development programs, Angelo claims that the institution does not provide constructive feedback or recognition for the efforts of the instructors, which influences the well-being of the instructors:

I have never received constructive feedback ... Being told by the institution that we see the good work you are doing, thank you, is a very impressive saying for both the motivation and the well-being of a lecturer. (Angelo)

[Constructive bir feedback hiç almadım ben ... Kurumdan da yaptığın güzel işi görüyoruz, teşekkürler denmesi bir öğretim görevlisinin hem motivasyonu hem de o refahı için çok etkileyici bir şey.] (Angelo)

Although participants do not have problems interacting with the instructors in the institution as they are friendly mostly, Güneş, Lidya, and Luna expressed that some of the full-time instructors do not bother getting to know the part-time instructors because they are there only for a temporary period:

No matter how much we embrace this place, I feel that other lecturers see us as temporary because we are not tenured ... I obviously felt this once. We know them, but they don't know us because the part-timers are constantly changing ... I always greet every lecturer I see. I greet him/her knowing him/her but s/he doesn't know me, which makes me feel a little sad and worthless ... There are times when we are mistaken for students because we are young. When they don't see us in the office, they may think we are students, which makes me sad. (Güneş)

[Biz burayı ne kadar sahiplenirsek sahiplenelim diğer öğretim görevlilerinin kadrolu olmadığımız için bizi gelip geçici olarak gördüklerini hissediyorum. ... Bariz bir şekilde hissetme şöyle oldu. Biz onları tanıyoruz ama part timelar sürekli değiştiği için onlar bizi tanımıyorlar ... Ben her gördüğüm hocaya mutlaka selam veririm. Ben onu tanıyarak veriyorum ama o beni tanımıyor. Bu birazcık beni üzüyor ve değersiz hissettiriyor açıkçası ... Genç olduğumuz için öğrencilerle karıştırıldığımız zamanlar da oluyor. Ofiste görmedikleri zaman bizi her yerde öğrenci zannedebilirler. Bu beni üzüyor.] (Güneş)

I feel the message that we are not here permanently when I walk down the hallway. I feel because of being temporary, some instructors do not need to interact with us. Therefore, such factors reduce excitement and affect happiness. (Lidya)

[Koridorda yürürken o şeyi hissediyorum yani sen burda kalıcı değilsin zaten. Ondan seninle şu an seninle bir etkileşim içine geçmeme gerek yok. O nedenle de heyecanı da azaltıyor mutluluğu da etkiliyor böyle faktörler.] (Lidya)

They, especially those who have been working for many years, look at you like you're a teenager or something. Although not all of them, there may be coworkers who pretend you don't exist. (Luna)

[Sana yeni yetme falan gibi bakıyorlar. Özellikle uzun yıllardır çalışanlar falan. Yokmuşsun gibi davranan iş arkadaşları olabiliyor, hepsi olmasa da.] (Luna)

Besides not including part-time instructors in the professional development programs, Tuğba also indicates that sometimes they are not informed about some departmental meetings:

We are not informed about some meetings. We are not informed about certain matters. You are lucky if you have a full-time friend that you learn from, otherwise, you have zero information. If you have a full-time instructor in your office, you are lucky because there is no chance of getting information otherwise. (Tuğba)

[Bazı toplantılardan haberimiz olmuyor. Bazı bilgilendirmeler bize gelmiyor. Full time arkadaşın varsa şanslısın, öğreniyorsun yoksa sıfır bilgi. Ofisinde varsa bir full-time, oo yaşadın zaten çünkü başka türlü bilgi alma şanssı yok.] (Tuğba)

Most participants referred to some departmental events as another dimension of feeling invisible in the department. For instance, Amy, Güneş, and Lidya mentioned that part-time instructors are invited to the new year's potluck event at the last minute because they forgot to inform the part-time instructors. They also claimed that in those kinds of events, usually people socialize in groups without feeling integrated. Thus, such cases strengthen participants' feelings of being invisible because of working there temporarily, which decreases their well-being:

There may be things like gathering in a cocktail area before the New Year or before the end of the semester. But in that case, I did not participate, as my friends who participated told me, there was a grouping. Full-timers were hanging out with full-timers. So, there was a concept that part-timers can

participate in the event, but they will have their own fun there and leave.
(Amy)

[Yılbaşı öncesi ya da işte dönem sonu öncesi gibi bir kokteyl alanında toplanma gibi şeyler olabiliyor. O durumda da ben katılmamıştım katılan arkadaşlarımın söylediği kadarıyla gruplaşma, full timelerin full timelerle takılması, part timeler yani evet katılabilirsin etkinliğe ama sen de orada kendi keyfine bakıp ayrılacaksın gibi.] (Amy)

It was an in-house event on New Year's Eve, and many part-time lecturers were not at the institution that day. Maybe only 2-3 part-time instructors were there. We were not messaged on WhatsApp. It went to the permanent staff group. I found out from my office mate that there was such an event. Then, we got another message indicating that it was forgotten [to inform us]. Of course, it can be forgotten, but I think that everyone, regardless of part or full-time, should be treated equally, not only physically and materially, but also in terms of communication. Maybe if we were made to feel this, even if it is happening, if they make us feel it more, our well-being may be better.
(Güneş)

[Yılbaşında kurum içi bir etkinlikti ve o gün okulda olmayan birçok part-time hoca vardı hatta belki de 2-3 kişi vardı part-time hocalardan. Bize whatsapp'tan önce mesaj atılmadı. Normal kadroluların grubuna gitti. Ben ofis arkadaşımdan öyle bir etkinlik olduğunu öğrendim. Sonra bize unutulmuş diye tekrar mesaj geldi. Tabii ki unutulabilir ama ben herkesin part full farketmeden eşit şartlarda, sadece fiziki ve maddi olarak değil, iletişim açısından da eşit şekilde yaklaşılması gerektiğini düşünüyorum. Belki bu bize hissettirilse. Öyle oluyorsa bile daha çok hissettirseler bizim well-beingimiz daha iyi olabilir.] (Güneş)

Recently, everyone had prepared and brought something to eat and spend time together. Even that was announced to us later. They said that we forgot to share it with you, but we are going to do something like this, you may join if you want. So, marking was the only event where all the lecturers came together. Marking sessions are the only events where we can come together equally. (Lidya)

Geçenlerde herkes bir şeyler hazırlayıp getirmişti birlikte yemek yiyip zaman geçirmek için. O bile bize sonradan duyuruldu. A unutulmuşuz sizinle paylaşmayı ama böyle bir şey yapıcaz isterseniz katılın gibi. Yani tüm hocaların bir araya geldiği tek event marking. Eşit bir şekilde bir araya gelebildiğimiz tek event marking. (Lidya)

Similarly, Vera also declares that part-time instructors are invisible most of the time except for duties. Being only recognized while allocating duties influences the well-being of the part-time instructors:

There is an invisible problem. It is such a job description that nobody cares about ... We are there institutionally in terms of duties. For example, we are

there in the exam invigilations. We are there to teach. If marking will be done, we are there. Everyone can write our name or assign us tasks, naturally, because we work there, we don't have much objection to that. But I don't feel the same when it comes to payment or being informed about certain things. When it comes to that, it is a group of employees that nobody thinks about. That's why I think I don't feel visible, especially lately. (Vera)

[Böyle bir görünmezlik böyle kimsenin umrunda olmayan bir iş tanımı gibi ... Kurumsal olarak da görev olarak varız. Invigilation olacak mesela biz ordayız. Ya da ders girilecek biz ordayız. Marking yapılacak, biz ordayız. Herkes ismimizi yazabiliyor ya da herkes bize görev verebiliyor doğal olarak çünkü orada çalışıyoruz, buna da çok bir itirazımız yok. Ama iş ödeme kısmına gelince ya da bazı şeylerden haberdar edilme kısmında da ben aynı şeyi hissetmiyorum. Ona gelince hiç kimsenin aklına gelmeyen bir çalışan grubu. O yüzden çok görünürde özellikle son zamanlarda hissetmediğimi düşünüyorum.] (Vera)

Vera, furthermore, declares that there should be an agenda for the problems of part-time instructors in the departmental meetings because as Ahmet previously mentioned, the part-time instructors' struggles are not witnessed.:

For example, salary increases are being discussed for full-time employees. Why are we not discussed? Why does our salary increase never discussed, and we are not informed about it at a meeting? (Vera)

[Mesela maaş zammı konuşuluyor tam zamanlı çalışanlar için. Biz neden konuşulmuyoruz? Bizim maaş zammımız neden hiç tartışılmıyor ve bize bu şekilde bir toplantıda bildirilmiyor?] (Vera)

Ahmet and Vera, who have been employed in the institution for more than three years, emphasize the fact that normally the institution had meetings with the part-time instructors in particular. However, as Ahmet claims, these meetings are not continued to be practiced because the part-time instructors shared their difficulties. Thus, keeping meetings with part-time instructors or recognizing their problems could enhance their well-being:

It [the meetings] used to happen. When I first started to work here, there was a separate meeting with us. I don't know how right it is to have separate meetings, but at least there used to be one meeting. And its focus was on the following: We want to continue working with you after your master's degree, how are you, and how is everything going? I remember it was good. It was good. I remember we did it once, I think. (Vera)

[Eskiden olurdu aslında. Ben ilk girdiğimde bizimle ayrı toplantı yapılırdı. Ayrı olması ne kadar doğru bilmiyorum ama en azından bir toplantı olurdu. O da şöyle odaklı olurdu. Biz sizinle masterınız bittikten sonra devam etmek

istiyoruz, nasılsınız, nasıl gidiyor her şey falan filan gibiydi ve hatırlıyorum iyi oluyordu. Güzel oluyordu. Bir kere yaptık sanırım diye hatırlıyorum.] (Vera)

In the meeting, we presented our problems. I suggested that if these responsibilities are specified in the contract a little more clearly, at least there will be no loopholes, and we will understand what they are and what they are not. Frankly, they were a bit surprised at the meeting because all the part-time instructors were complaining at that meeting. After that, there were no more meetings. Normally, it was something that was done all the time. (Ahmet)

[Evet toplantıda bunları belirttik. Ben şey dedim. Bu sorumluluklar biraz daha net sözleşmede belirtilirse en azından açık kapı bırakılmaz ve biz de anlarız yani neymiş ne değilmiş diye. Toplantıda açıkçası biraz şaşırdılar herkesin şikayetine çünkü bütün partlar şikayet ediyordu o toplantıda. Böyle böyle sorunlarımız var diye. Ondan sonra bir daha da toplantı yapılmadı. Normalde o yapılan bir şeymiş yani sürekli olarak.] (Ahmet)

Lastly, Sunny, who has been working in the institution for more than four years, mentioned about a gift that she received on her first Teachers' Day that increased her well-being:

On the first Teacher's Day, I was given a package of chocolates made by a chocolatier with a note indicating Happy First Year at the institution. I keep that as well. (Sunny)

[İlk Öğretmenler gününde çikolatayla birlikte bir şey vardı üzerinde çikolatacından böyle bir paket çikolata yaptırmışlar. Kurumdaki ilk yılınız kutlu olsun hocam böyle üzerinde not vardı. Onu da saklıyorum.] (Sunny)

4.2.5. Social Relations in The Institution

According to most participants, a successful English instructor should have decent communication skills besides being competent in the subject matter. Therefore, their relations with the students and their colleagues are another factor that influences their well-being.

4.2.5.1. Relations with The Students

Findings revealed that most of the participants regard their relations with students as the biggest influencer on their well-being right after the financial problems. As Angelo indicates, instructors' well-being is directly affected by the student profile, participation, and feedback.

I think that teacher well-being really depends on the student. I think that the more interactive relationship he/she has with the student, the better he/she will feel both physically in terms of voice and mentally in terms of feedback. Appreciation comes with that feedback. (Angelo)

[Ben teacher well-beingin gerçekten öğrenciden geçtiğini düşünüyorum. Öğrenciyle ne kadar interaktif ilişki içerisinde olursa hem fiziksel açıdan ses açısından hem de mental olarak feedback açısından kendini çok daha iyi hissedeceğini düşünüyorum. Appreciation o feedback ile geliyor.] (Angelo)

Like all of the participants, Sevgi, Emre, and Güneş as well declared that students motivate them in their professions:

What is my motivation? The student. You also motivate the student. You know it is a mutual process. You motivate him/her, then, s/he motivates you back. (Sevgi)

[Benim motivasyon kaynağım ne? Öğrenci. Öğrenciyi de motive ediyorsun hani karşılıklı bir süreç, sen onu motive ediyorsun, o sana dönüyor aslında o seni motive ediyor.] (Sevgi)

I think what motivates me here is the students ... It is very nice to teach highly motivated students. I like the connection with the students ... For example, when I talked to a student whose family was affected by the earthquake, I think it is very nice to see that at least I can do something good, which makes them feel good at least. (Emre)

[Burada beni motive eden şey sanırım öğrenciler ... Motivasyonu yüksek olan öğrenciler ders işlemek çok güzel. Öğrencilerle olan bağı seviyorum ... Mesela depremden ailesi etkilenen öğrenciyle konuştuğumuzda bir şeye en azından iyi geldiğini, iyi hissettiğini görmek bence çok güzel.] (Emre)

The fact that my students respect me motivates me a lot. I am glad I am in this profession. I could not have done better in any other profession. (Güneş)

[Öğrencilerimin bana saygı duyuyor olması beni çok motive ediyor. Ve diyorum ki iyi ki bu meslekteyim, başka meslekte zaten yapamazdım.] (Güneş)

Ahmet refers to the student profile to influence his well-being. Discussing certain issues in the class and learning from the students motivates him to teach:

The English classes in the department motivate and make me feel better because there I can discuss topics related to my field from time to time with the students because they can speak in English. They are cultural issues, political issues, something philosophical. They have the background to discuss them. It motivates me a little bit ... Both they and I can learn something because where I work there are also really good students. They can improve you. I like to discuss things with them. This can be a source of

motivation ... I think the student's potential affects [well-being] positively or negatively. (Ahmet)

[Bölüm İngilizce dersleri daha iyi hissettiğim motive eden bir yer çünkü orada İngilizce bildiği için öğrenciler kendi alanıyla ilgili de zaman zaman tartışabiliyorum. Kültürel konular, siyasi konular, felsefi bir şey. Öğrenci potansiyeli olduğu için. Beni biraz motive ediyor ... Hem onlar hem ben de bir şey öğrenebiliyorum. Çünkü çalıştığım yerde gerçekten iyi öğrenciler de var ve sana bir şey katılabiliyorlar. Onlarla tartışmak hoşuma gidiyor. Bu bir motivasyon kaynağı olabilir ... Öğrenci potansiyeli olumlu ya da olumsuz etkiliyor bence ister istemez.] (Ahmet)

As Angelo and Emek point out, participants get more motivated to teach when they witness the epiphany moments in the students:

I felt very happy the moment they realized that they thought this in the class. The look of surprise in their eyes, the moment they thought that yes, in fact, a skirt is not a woman's clothing, we have labeled it. That's how I reached that point when I was a student. It was nice that they were also experiencing it, that such a chain process was going on. (Angelo)

[Sınıfta bunu böyle düşündüklerini fark ettikleri an, o gözlerindeki o şaşırma ifadesi aaa aslında evet etek bir kadın kıyafeti değil biz bunu label ettik diye düşündükleri an çok mutlu hissetmişim. Çünkü öğrenciyken de ben öyle o noktaya ulaşmışım. Onların da onu yaşıyor olması yani böyle bir zincirleme proses gidiyor olması güzeldi.] (Angelo)

Definitely the satisfaction of the students [that motivates me.] ... Witnessing the learning moments for sure. (Emek)

[Kesinlikle öğrencilerin memnuniyetini ... Öğrenme anlarına şahitlik etmek kesinlikle.] (Emek)

Similarly, Ali, Angelo, Lidya, and Luna indicate that seeing the output and students' efforts to learn the language motivates and increases their well-being:

When you see that the student can use a vocabulary correctly or at least tries to use it. At least you say that the child has realized this word or this pattern ... I think we are satisfied when we see that students are trying to do something in English because we help them learn English. (Ali)

[Bir derste yaptığınız bir şey öğrettiniz bir kelime bir sonraki ya da ilerleyen süreçte sizin karşınızda o çocuğun doğru kullanabildiğini ya da en azından kullanmaya çalıştığını gördüğünüz zaman en azından diyorsunuz ki çocuk bu kelimenin farkına varmış ya da bu kalıbın farkına varmış ... İngilizce öğrenmelerine yardım ettiğimiz için çocukların İngilizce bir şeyler yapmaya çalıştığını gördüğümüz an tatmin oluyoruz bence.] (Ali)

When I get positive feedback. I mean, I like it when they try to squeeze those words in when we are trying to talk, because it means that they value what we teach. (Angelo)

[Pozitif feedback alınca. Yani konuşmaya çalışırken o kelimeleri sıkıştırmaya çalışmaları falan çok hoşuma gidiyor çünkü demek ki bizim verdiğimiz şeye değer biçiyorlar.] (Angelo)

You teach grammar structures and vocabulary. But seeing the output of this has always motivated me. It makes me happy to see these. (Lidya)

[Evet işte gramer yapısı anlatıyorsun, kelime öğretiyorsun. Ama bunun outputunu görmek beni hep motive etti. Bunları görmek beni mutlu ediyor.] (Lidya)

Of course, the relationship with the students. Nothing is as valuable as the communication you establish with the student. I mean, the positive feedback you get from them is so valuable. Seeing them do something that you sometimes overemphasize, seeing them correct a mistake, and things that seem so small make you feel so accomplished and fulfilled. (Luna)

[Tabii ki öğrenci ilişkisi. Hiçbir şey öğrenciyle kurduğunuz iletişim kadar kıymetli değil. Yani oradan aldığınız olumlu feedback o kadar kıymetli oluyor ki. Bazen üzerinde aşırı durduğunuz bir şeyi yaptıklarını görmek, bir şeyi söylediklerini görmek, bir hatayı düzelttiklerini görmek ve böyle çok ufak görünen şeyler insanı o kadar böyle accomplished fulfilled hissettiriyor ki.] (Luna)

In a similar vein, Ayşe and Amy express that they feel content when they catch students' attention to conduct effective lessons:

The moment I feel that I reach the students and attract their interest and involve them in the lesson, I feel the lesson is much more productive and I can feel that I can do my job well. It can also depend on the student profile. (Ayşe)

[Öğrenciye ulaştığımı ve ilgilerini çekip onları derse kattığımı hissettiğim an hem çok daha verimli geçtiğini hissediyorum hem de mesleğimi iyi yapılabiliyorum duygusu içinde olabiliyorum. Öğrenci kitlesine de bağlı olabiliyor.] (Ayşe)

Being able to do exactly what I planned, seeing that students comprehended the topic, seeing the output of my teaching, and when I ensured that every student participated in the lesson, all these usually motivate me. (Amy)

[Planladığımı tamamen yapabildiysem ve o dersi anlattığımda öğrencinin onu aldığını gördüysem yani onun karşılığını alabildiysem, oldukça aktif bir ders geçirdiysem öğrenci katılımını tamamen sağlayabildiysem genelde bu motive ediyor.] (Amy)

Likewise, as Sunny, Güneş, and Amy indicate below, participants' well-being increases when they hear positive feedback from the students due to helping them learn the language that they used to struggle with for many years:

The student thanked me because of integrating speaking activities into TOEFL writing lessons. In that way, he could do some more speaking practice. I was very happy. I will never forget what he said. For me, being able to reach that student is a hope, a victory. (Sunny)

Sizin dersinizde speaking de yapabildiğimiz için hem writing hem TOEFL çok güzel geçiyor gerçekten çok teşekkür ederim dedi çocuk. Çok mutlu olmuştum. O dediğini hiç unutmuyorum. O çocuğa ulaşabilmiş olmak benim için mesela bir umut, bir zafer. (Sunny)

The motivation of my students (who had to study one more semester) from the preparatory school was really low, and I had a lot of students who said that I passed exams thanks to you. This makes me feel happy and satisfied. Getting feedback from the students and seeing their feelings instantly increases my motivation a lot. (Güneş)

[Hazırlık tekrar öğrencilerimin motivasyonları gerçekten çok düşüktü ve sizin sayenizde geçtim diyen çok fazla öğrencim oldu. Bu beni mutlu hissettiriyor ve tatmin ediyor açıkçası. Öğrencilerden feedback almak ve onların duygularını anlık görebilmek çok artırıyor motivasyonumu.] (Güneş)

Usually, at the end of the semester, I ask my students to write feedback to me. They do it completely anonymously ... They give feedback about what went well or badly during the semester, what they liked, what they didn't like, and what they would change. Their positive feedback motivates me a lot. (Amy)

[Genelde dönem sonunda öğrencilerimden ufak ufak feedback yazmalarını istiyorum. Bunu tamamen anonim olarak yapıyorlar ... Ne iyi gitti. Dönem boyunca ne kötü gitti, neyi sevdiler, neyi sevmədiler, neyi değiştirmek isterlerdi gibi. Bu olumlu feedbackler beni oldukça motive ediyor.] (Amy)

Student profiles and classroom dynamics are also indicative of teacher well-being. In that regard, Angelo and Emre highlighted that having fun classes while learning the language motivates them as well because at those moments everyone contributes to class activities and learns joyfully:

The atmosphere that the students create together is important. If it's a class that really stimulates each other, then the language learning process can be really fun, and I feel like I've done something useful. But in a dead class, in a non-responsive class that doesn't react, what they do doesn't give the same result. (Angelo)

[Öğrencilerin birlikte yarattıkları atmosfer önemli. Birbirlerini gerçekten stimulate eden bir sınıfsa o zaman gerçekten çok eğlenceli olabiliyor language learning prosesi ve kendimi faydalı bir şey yapmış gibi hissediyorum. Ama ölü bir sınıfta yan tepki vermeyen responsive olmayan bir sınıfta yaptıkları şeyler aynı sonucu vermiyor.] (Angelo)

For example, I was doing Padlet activities. They were very interested, and the whole class was having fun. I think that was a very good thing. Sometimes they did very strange things, things I never expected and never thought of. They were writing funny texts using the words they had learned. And they were very happy doing it. They used every word and had fun at the same time. I was turning on the comment and like features and everyone could write comments to each other. I liked such things very much. I mean, activities that I saw the production of by having fun. Not mechanical activities. Activities where I add something from myself and they add something too. (Emre)

[Mesela Padlet etkinlikleri yapıyordum. Çok ilgileniyorlardı ve bütün sınıf eğlenerek yapıyordu. O çok güzel bir şeydi bence. Bazen çok garip, hiç beklemediğim hiç düşünmediğim şeyler yapıyorlardı. Komik ama öğrendikleri kelimeleri kullanarak yazdıkları metinler yazıyorlardı. Ve bunu yaparken çok mutlulardı. Her kelimeyi kullanmış aynı zamanda da eğlenmiş oluyorlardı. Comment, like özelliklerini açıyordum herkes birbirine comment yazabiliyordu. Öyle şeyler çok hoşuma gidiyordu. Yani productionunu gördüğüm ama eğlenerek gördüğüm etkinlikler. Mekanik şeyler değil yani. Kendimden de bir şey kattığım, onların da bir şey kattığı etkinlikler.] (Emre)

As Sevgi indicates, another motivator for the participants is to teach at the tertiary level and be among young people:

Young people and working with them really motivate me. If something makes them sad, I feel sad too. If something makes them happy, it makes me happy too. (Sevgi)

[Bir de gençler gerçekten beni çok motive ediyor yani gençlerle çalışmak. Onları üzen bir şey olursa ben de üzülüyorum. Onları sevindiren bir şey varsa o beni de sevindiriyor mesela.] (Sevgi)

Spending time with students outside the class-hour also motivates Ali since it strengthens their bonds by sharing something from their lives.

Meeting children outside of the school context, going places, chatting with them, and sharing things about life with them are things that are completely outside of school but still connected to the school in a way that increases my well-being. (Ali)

[Çocuklarla da okul contexti dışında görüşmek, bir yerlere gitmek, onlarla sohbet etmek ve hayata dair bir şeyler onların sizinle paylaşması sizin

onlarla paylaşmanız tamamen okul dışında olan ama yine de okulla bir tık bağlantılı olan noktada well-beingimi daha yükseğe çeken şeyler.] (Ali)

Relations with students is a double-edged sword. Thus, while positive relations with students enhance teacher well-being, unfavorable relations with the learners have the potential to decrease teacher well-being. For instance, Güneş indicates that disrespectful students lower her well-being:

There can also be disrespectful student types. Students who don't want to see me as an authority in the classroom. This is a challenge for private universities. You know, some students think that instructors have to teach because they get paid, but they have the right not to listen to the lesson. (Güneş)

[Saygısız öğrenci tipleri de olabiliyor. Beni aslında sınıfta otorite olarak görmek istemeyen öğrenciler, özel okul aslında vakıf üniversitesi olmasının bir challengesi. Hani parayı alıyorsun, öğretmek zorundasın ama ben dinlemek zorunda değilim diyen öğrenciler de oluyor.] (Güneş)

Similarly, Emek referred to another student who commented not respectfully on the teaching style:

He said I am not satisfied with your teaching method ... You need to explain it in a way that everyone here will understand ... He thought that I should teach in a way where students will be only passive receivers. He couldn't find anything that way. It bothered me. (Emek)

[Ben sizin öğretme yönteminizden memnun değilim dedi ... Sizin buradaki herkesin anlayacağı şekilde anlatmanız lazım ... Sadece ben yapıyorum onlar böyle sadece receiver. O şekilde düşünüyormuş. O o şekilde bir şey bulamamıştı. O canımı sıkıyordu.] (Emek)

Another destructor for the instructors is students who speak among themselves during the class-hour, which might be extra painful for beginner instructors, as in the case of Emre.

Even when I was talking, a group of students were talking all the time. That was in my first weeks in the institution. At that time, I said, I think I can't do this profession ... It was something I felt a little bit lost, but I solved it. (Emre)

[Ben konuşurken dahi bir grup öğrenci sürekli konuşuyordu. O benim ilk haftalarımıydı. O zaman da demiştim ben bu mesleği galiba yapamıcam ... Biraz açıkçası lost hissettiğim bir şeydi ama çözdüm onu.] (Emre)

Another challenge for the instructors is demotivated students. Sometimes, the instructors have repeat students who failed the institutional proficiency exam and

have to repeat the same class. Thus, as indicated by the participants below, trying to motivate and attract them to the lesson is an uneasy task for them:

Sometimes, especially in the preparatory classes, one semester I was with a group of students who had been studying preparatory for a long time. For example, when I was lecturing to them, I was not motivated at all, and sometimes they were listening to music, sleeping, and so on. I don't care much about them. However, sometimes it bothered me. (Ahmet)

[Bazen özellikle hazırlık derslerinde bir dönem uzun süredir hazırlık okuyan bir grupla beraberdim. Onlara mesela ders anlatırken motivasyonum hiç olmuyordu ve bazen ya artık bu kadar da olmaz gibi işte müzik dinleyenler, kulaklıklar, uyuyanlar falan. Ben çok umursamıyorum onları. Zaman zaman artık bu kadar da olmaz dediğim yerler oldu.] (Ahmet)

Sometimes I think it is very difficult for us to motivate students. I also have students who repeat the same courses. They are very discouraged about learning English, and the education here. So, they are hopeless about continuing to attend the classes. ... Sometimes you are teaching only one student. Sometimes you ask, who is listening to the lesson right now? (Luna)

[Bazen öğrenciyi motive etmek bizde çok zor bence. Bir de benim tekrar eden öğrencilerim var aynı kurları. Çok umudunu kesmiş durumdalar İngilizce öğrenmekten, buradaki eğitimden, devam edebileceklerine dair ... Bazen bir öğrenciye ders anlatıyorsunuz. Bazen şey diye soruyorsunuz, şu an dersi kim dinliyor?] (Luna)

[I had a class whose] proficiency level was also very low. Their motivation was also very low. Some students were also very disinterested. They were interested in other things in the class ... I couldn't understand why they were so disinterested and overwhelmed. I felt extremely stressed at that time. Under stress, unfortunately, I made some negative remarks towards the students in the class. I felt very bad at that time. (Ayşe)

[Sınıfın genel olarak düzeyi de çok düşüktü. Motivasyonu da çok düşüktü. Bazı öğrenciler de aşırı ilgisizdi. Hatta derste başka şeylerle ilgileniyorlardı ... Bu kadar aşırı ilgisiz ve bunalıyor olmaları durumunu çok anlayamıyordum. O sıra kendimi aşırı stresli hissetmiştim. Stres altında maalesef biraz olumsuz cümleler de kurmuştum sınıftaki öğrencilere karşı. O zaman kendimi çok kötü hissetmiştim.] (Ayşe)

Angelo also refers to indifferent students who speak and laugh among each other during class hours as a demotivator for the teacher's well-being:

I had a group of students who were in the academic English undergraduate course, but they were already friends from the preparatory school ... When they arrived, I understood that they could not find what they expected in the lesson because it was textbook-oriented, and they were completely zone out.

After a while, they started showing each other videos from social media and laughing. While I was teaching, they were watching something and laughing ... They were really demotivating me. (Angelo)

[Bir grup öğrencim vardı ve akademik İngilizce lisans dersindeler ama hazırlık biriminden de zaten arkadaşlar ... Geldiklerinde beklediklerini derste bulamadıklarını ben anladım textbook odaklı olduğu için ve tamamen zone out oldular. Bir süre sonra birbirlerine sosyal medyadan videolar gösterip böyle kahkahalar atmaya başladılar. Ben bir şeyler anlatırken ve onlar bir şeyler izleyip güliyorlardı ... Gerçekten dersten çok demotive ediyorlardı.] (Angelo)

In terms of negative relations with the learners, Tuğba also made reference to disturbative students who stressed her during the lesson:

I had a very disruptive group. They used to talk all the time. They constantly used to swear at each other and fight during breaks. It was the one that stressed me out. I mean, I was going to class thinking about what I would experience and what kind of problem I would have to solve that day. (Tuğba)

[Bi grubum vardı çok disruptivelendi. Sürekli konuşuyorlar. Sürekli birbirlerine küfür ediyorlar, sürekli tenefüslerde kavga ediyorlar. Beni zorlayan strese sokan oydu. Yani gerçekten derse giderken acaba bugün ne yaşayacağım, acaba bugün nasıl bir problemi çözmek zorunda kalacağım diye düşünerek gidiyordum.] (Tuğba)

In a similar vein, participants also declared that sometimes their efforts to reach every student in the class were difficult because some students do not want to participate in the class activities, and they may get rude from time to time. Amy also faced the same problem since her efforts to include a student in an activity ended up with hearing a swear word, which caused her to cry:

I was trying to get the students to participate in the lesson. One student insisted on putting his hoodie on and sleeping ... I started to make students play a game for the last 15 minutes ... Anyway, I made the students choose a box in turns. That student who was trying to sleep chose once, and twice. When it was his turn for the third time, he said the box he chose ... in Turkish, but he actually swore at me to my face, and I couldn't ignore it anymore ... I mean, it was not nice to hear that swearing ... I came to the office and cried during that whole break. When I turned back to the class, I continued to teach by wiping my tears. That moment was challenging. (Amy)

[Ben yine derse katılınsınlar diye öğrenci üzerine çalışıyorum. Bir tane öğrenci de ısrarla kapşonunu geçirip uyumaya çalışıyor ... En son 15 dakika oyun oynatmaya başladım ... Neyse sırayla öğrencilere kutu seçtiriyorum. O uyumaya çalışan öğrenci de bir kez seçti, 2 kez seçti. Üçüncü kez sıra ona geldiğinde ... Türkçe bir şekilde seçtiği kutuyu söyledi ama yüziime karşı

bildiğiniz küfür etti aslında ve bunu görmezden gelemedim artık ... Yani yüzüme karşı o küfrü duymak hiç hoş değildi ... Ofise gelip gerçekten o tüm ara boyunca ağladığım, derse tekrar dönüp gözyaşlarımı tekrar tekrar silerek devam etmeye çalıştım. O an gerçekten zorlayıcıydı.] (Amy)

Lastly, it should be remarked that, although the participants face various problems in the classroom or outside the classroom, their positive relations with the students and colleagues enhances their well-being because they forget their problems while getting immersed with teaching. Emre' quote below demonstrates this as well:

I have no problems with the students. I am happy actually. When I enter the class, every [problem] disappears. It's very strange. I forget everything in the class. (Emre)

[Öğrencilerle hiçbir sorunum yok, mutluyum aslında. Derse girince her şey geçiyor, bu çok garip. Derste unutuyorum her şeyi.] (Emre)

4.2.5.2. Relations with Colleagues

4.2.5.2.1. Relations with The Full-time Colleagues

Relations with colleagues are another factor that influences teacher well-being because teachers need to work together to meet the demands of the institution. Thus, while positive and supportive colleagues enhance the instructors' well-being, toxic relations with colleagues lower instructors' well-being. In that regard, although participants have been affected by certain invisibility problems in social relations in the institution, they still find the colleagues they work with respectful and helpful. Thus, another element that increases their well-being in the institution is positive relations with their colleagues.

The following quotes of Sevgi and Emek depict their perceptions about the relations in the institution that positively contribute to their well-being in the institution:

Everyone is very respectful. Everyone is minding their own business. No one is in conflict with anyone. (Sevgi)

[Herkes çok saygılı. Herkes kendi işinde. Kimse kimseyle bir çatışma haline girmiyor.] (Sevgi)

I think everyone is trying to do their job properly. Everyone is trying to make things easier for each other. There are no evil people who make things difficult. That's why it's good. These are the good sides. There are no problems with our managers. At least they listen to our problems ... The

lecturers in the units are also good. So, everyone is doing their job well. (Emek)

[Herkes işini düzgün yapmaya çalışıyor diye düşünüyorum. Herkes birbirini için bir şeyleri kolaylaştırmaya çalışıyor. Öyle zorlaştıran kötülük yapan yok. O yüzden iyi. İyi olan yönler bunlar. Yöneticilerimizle de sorun yok. En azından bizim sorunlarımızı dinliyorlar ... Birimlerde olan hocalar da iyiler. O yüzden herkes işini iyi yapıyor yani.] (Emek)

Amy and Ayşe declare that full-time instructors do not act in a discriminatory manner with the part-time instructors. They are supportive and nice towards part-time instructors, which makes the part-time instructors not see themselves in a lower position:

In terms of the distinction between part-time and full-time employees, I don't feel any negative attitude on a one-to-one basis. So, it is a pleasant institution to work in. In other words, based on human relations, no factor stresses me. (Amy)

[Part-time full time çalışan ayrımı açısından da yine bire birde insani ilişkilerini baz alırsak eğer yine negatif herhangi bir tutum, iğneler gibi ima hiçbir şekilde hissetmiyorum. O yüzden çalışması keyifli bir kurum aslında. Yani insani ilişkiler bazında bakarsak beni zorlayan strese sokan herhangi bir etmen yok.] (Amy)

I didn't see any negative attitude from the instructors. I didn't encounter anyone who said that you are part-time, temporary, or had a more negative attitude. We were even very close with some full-time instructors. We shared the same office. They were very helpful; they answered my questions. So, I was not made to feel that I was a part-time instructor. (Ayşe)

[Hocalardan olumsuz bir tavır görmedim. Sen part-timesın, geçicisin gibi ya da daha olumsuz bir tavırda bulunanla karşılaşmadım. Hatta bazı full-time hocalarla çok da yakındık. Aynı ofisi paylaşıyorduk. Çok yardımcı oldular, sorularıma cevap verdiler. Yarı zamanlı olduğum bana hissettirilmedi yani.] (Ayşe)

Similarly, Ali also indicated that he gets help from experienced full-time instructors thanks to the friendly work environment:

Since there is usually a friendly atmosphere with full-time lecturers, and they all have more experience than me, I can consult them comfortably. (Ali)

[Genelde full-time hocalarla arkadaşça bir ortam olduğu için ve benden hepsi daha fazla tecrübeli olduğu için rahat bir şekilde danışabiliyorum.] (Ali)

Moreover, as Ali indicated, the coordinators are helpful in non-work-related issues as well. They try to support the instructors in terms of master-related demands:

I received a lot of support from the professional development unit for my master's degree ... When I consulted them, they gave me all the help they could as long as they had time. (Ali)

[Yüksek lisansım için mesleki gelişim departmanından çok fazla destek aldım ... Onlara danıştığım zaman vakitleri olduğu sürece ellerinden gelen her türlü yardımı bana sağladılar.] (Ali)

Amy also indicated that whenever she sought help from more experienced instructors, they were ready to support her:

I cried in the classroom. At that time, I felt the need to get support from someone more experienced than me. I talked one-on-one with an instructor from the administrative affairs unit ... She guided me based on her own experience. (Amy)

[Sınıfta ağlamıştım. O zaman benden daha tecrübeli birinden destek almak ihtiyacı hissetmiştim. O zaman idari işler biriminden bir hocamızla birebir konuşmuştum ... Kendi tecrübelerine göre yönlendirmelerde bulunmuştu.] (Amy)

Socializing with the office mates outside the working context is another indicator of the positive relations at work and a factor to enhance well-being, as Güneş indicated below:

My social circle in the institution is very important to me. I am a person who attaches great importance to communication, this is why it is very valuable for me to be able to chat with my office mates outside of class and to share something in common. This affects my well-being a lot. (Güneş)

[Kurumdaki sosyal çevrem benim için çok önemli ... İletişime zaten çok önem veren bir insanım ama hani ofis arkadaşlarımla mesela ders dışında da sohbet ediyor olmak, ortak bir şeyler paylaşmak benim için çok değerli ve bu well-beingimi çok etkiliyor.] (Güneş)

4.2.5.2.2. Relations with The Part-time Colleagues

Findings reveal that part-time instructors feel closer to their part-time colleagues because of sharing similar problems. As an insider researcher, I also observed that they tend to try to get help from each other first rather than asking for help from a full-time instructor. Lidya's quote below also presents a similar point of view:

I think we cannot go and talk about our problems comfortably with a full-time instructor. As if part-timers understand us better due to sharing similar problems, we seek help from them more. (Lidya)

[Gidip de sorunlarımızı bence bir full-time hocayla rahat rahat konuşamıyoruz gibi. Sanki part-timelar bizi daha iyi anlar, kader arkadaşımız kader ortağımız gibi daha çok onlara yöneliyoruz.] (Lidya)

Amy, who is the office mate of Lidya, expresses that asking for help and offering help to her office mates due to sharing similar backgrounds and problems motivates her:

I have very similar profiles with my office mates. We have similar philosophies in terms of teaching English. We have similar backgrounds. We have received similar training or our conditions are similar. That's why I feel that I can get support and help at a point where we have difficulties and are indecisive. That motivates me. (Amy)

[Ofis arkadaşlarımı çok çok benzer profillere sahibiz. İngilizce öğretimi anlamında da benzer felsefelere sahibiz. Benzer birikimlere sahibiz. Benzer eğitimleri almışız veya koşullarımız benziyor. O yüzden zorlandığımız bir noktada kararsız kaldığımız bir noktada hem destek alabildiğimi hem de yardımcı olabildiğimi hissediyorum. Bu da beni motive ediyor.] (Amy)

Güneş also indicates that the presence of other part-time instructors and their understanding of each other due to sharing similar problems motivates her because she feels not alone:

I think we spend a good time with other part-time instructors because we have the same complaints, share the same problems, and understand each other. And the undergraduate English classes also bring us together in meetings at certain intervals ... We have lunch and coffee after the meetings. We can sit and chat. The fact that there is such communication among part-time instructors gives me more confidence. It gives me the feeling that I am not alone. I would be more hopeless if I was the only part-time instructor among permanent instructors. (Güneş)

[Diğer part-time hocalarla da aynı durumlardan şikayetçi olduğumuz için aynı sorunları paylaştığımız için birbirimizi anladığımız için güzel vakit geçiriyoruz bence. Ve lisans İngilizcesi dersleri de bizi toplantılarda buluşturuyor belli aralıklarla ... Toplantı çıkışında yemek yiyip kahve içebiliyoruz. Oturup sohbet edebiliyoruz. Aslında part-time hocaların arasında da böyle bir iletişimin olması bana daha çok güven veriyor. Yalnız olmadığım hissini veriyor açıkçası. Sadece kadrolu hocaların arasında ben part-time çalışıyor olsam daha ümitsiz olabilirdim.] (Güneş)

In a similar vein, Sevgi also indicates that solidarity between part-time instructors motivates her because they take action together to change their conditions for the better:

I think the best support for us is the other part-time instructors. For example, when we had a payment problem, all part-time lecturers united [to solve this issue.] ... Even having a community that understands your situation and seeks their rights, gives you a more positive mood. Sometimes, I follow pages on Twitter. There is solidarity about the problems experienced by part-time academic faculty members as well. That also motivates me. (Sevgi)

[Bence bize en iyi destek diğer part-time hocalar. Mesela bir ödeme sıkıntımız olduğu zaman bütün part time hocalar bir araya geldik ... Böyle bir topluluğun olduğu sizin halinizden anlayan, hakkını arayan bir topluluğun olması bile sizi daha böyle bir olumlu bir havaya sevk ediyor. Bazen twitter'da sayfaları takip ediyorum. Orada da mesela akademik anlamda part time hocalar yaşadıkları problemler falan orada bir dayanışma devam ediyor. O da beni motive ediyor.] (Sevgi)

Similarly, Vera also indicates that getting together to find solutions to their problems makes her feel better:

I guess for the last 2 years, getting together with other part-time colleagues and being in solidarity in terms of what we can do about the problems helped at least. But, how effective are they? Still, people feel more comfortable when they do what they can do and step back. (Vera)

[Son 2 yıldır sanırım diğer part-time arkadaşlarla toplanıp ne yapabiliriz bu konuda gibi bir dayanışma içerisinde bulunmak en azından yardımcı oluyor. Ama onlar da ne kadar etkili oluyor. Yine de insan yapabileceğini yapıp geri çekildiğinde daha rahat hissediyor.] (Vera)

Lastly, Ahmet points out the importance of having discussions about common academic interests with colleagues in terms of motivating him to work at the tertiary level:

From time to time, my colleagues, and discussing with them about my field, literature, and so on are also motivating factors. (Ahmet)

[Zaman zaman iş arkadaşlarım, onlarla alanımla ilgili tartıştığım şeyler edebiyat vesaire. Onlar da motive edici bir faktör.] (Ahmet)

All in all, findings present that, in general, while the work environment, provided physical facilities and relations with the students and colleagues enhance the participants' well-being, financial and invisibility problems lower their well-being.

However, I am aware of the problems of generalizing the findings in qualitative studies since each participant experiences her/his well-being uniquely. Moreover, the complex nature of the concept of teacher well-being also deserves closer attention to comprehend the well-being of each participant thoroughly. Therefore, a deeper analysis and synthesis of the participants' well-being will be presented in the discussion chapter of the thesis.

4.3. What strategies are developed by part-time English language instructors to enhance their well-being?

The findings displayed that the participants mostly mentioned their strategies for financial and teaching related problems to enhance their teacher well-being. Thus, the answers to the last research question will be presented by two main themes: strategies developed for financial problems and strategies developed for teaching related problems. However, as a last part, their strategies for their overall well-being will be rendered as well.

4.3.1. Strategies Developed for Financial Problems

The findings suggest that financial problems surpass all other problems of the participants since they work on a temporary contract by earning an insufficient salary. Thus, they are inclined to be constantly busy with tackling their financial problems. Hence, the strategies they figured out are demonstrated below.

Although feeling uncomfortable asking for help from their parents, most of the participants declared the financial support they received from their families:

The reason why I am able to continue working is because my family supports me. So, I think I don't have much difficulty financially because I am a recent graduate, and my family has embraced that situation. (Emre)

[Benim şu anda işe devam edebilmemin sebebi ailemin destek vermesi. O yüzden bence ben finansal olarak çok zorluk çekmiyorum çünkü yeni mezunum ailem bunu benimsedi.] (Emre)

Whenever I run out of money, my family somehow supports me. So, that comforts me. But, on the other hand, I think it's a big embarrassment because you are 26 years old. You still don't have an independent salary. You don't live independently from your family. You still ask your family for money when

you're in a pinch ... It's still a student life ... You have to pay attention to your spending, otherwise, you'll always ask your family for money. (Sevgi)

[Ne zaman param bitse ailem bir şekilde bana destek oluyor. Bu benim rahatlığım yani. Ama bir yandan da bence bir büyük bir utanç kaynağı yani, 26 yaşındasın. Hâlâ daha bağımsız bir maaşım yok. Ailenden bağımsız yaşamıyorsun. Hala sıkıştığın anda ailenden para istiyorsun ... Ya böyle hala öğrenci hayatı ... Her şeyi böyle hesaplaman gerekiyor yoksa aksi takdirde sürekli ailenden para isteyeceksin.] (Sevgi)

Turning back to their hometown and living with their parents is another strategy, as indicated by Emek:

I lived for six months with a decent salary and six months without a job. When I was unemployed, I gave private lessons or went to my family in my hometown. (Emek)

[6 ay düzgün maaş 6 ay işsiz şeklinde yaşadım. İşsiz olduğum zamanlarda da özel ders verdim ya da memlekete ailemin yanına falan gittim.] (Emek)

Ahmet, similar to Sevgi, also referred to the strategy of sustaining a student-like life and not spending money unless necessary:

The strategy I've developed economically is that I live like a student. I don't feel like I still have a job and I'm having a normal adult life ... I don't spend money on things. I don't buy an electronic product at work unless it breaks down completely. I don't buy excessive clothes and so on. (Ahmet)

[Ekonomik olarak geliştirdiğim strateji, öğrenci gibi yaşıyorum. Halen bir işim var ve normal hayatıma devam ediyorum gibi hissetmiyorum ... Bir şeylere para harcamıyorum. İşte bir elektronik ürün falan almıyorum tamamen bozulmadıkça. Aşırı kıyafet falan almıyorum. Bu şekilde devam ediyor yani.] (Ahmet)

Another strategy, which is indicated by Sevgi, was to be alerted to have extra lessons when some instructors could not offer the lesson on some days due to personal reasons (SUB classes):

As the prices of everything increase and your salary stays stable, you panic. And as you panic, you say, let's take some more classes, let's get into this SUB. So, your priority is always the economy. (Sevgi)

[Her şeye zam gelmeye başladıkça ve senin maaşın aslında stabil oldukça panik oluyorsun. Panik oldukça da diyorsun ki hadi biraz daha ders alayım. Hadi şu SUB'a da gireyim falan diyorsun. Yani senin önceliğin hep ekonomi oluyor.] (Sevgi)

Working in multiple jobs was another strategy that the participants utilized to increase their income:

I worked in two - three jobs. (Vera)

[Ben 2 işte çalıştım, 3 işte çalıştım.] (Vera)

I also give private lessons to increase my income economically and I have to do that. And they take over my evenings. And, I have a job every evening. (Emek)

[Bir de ekonomik olarak gelirimi arttırmak adına özel dersler veriyorum ve bunları yapmak zorundayım. Ve bunlar akşamlarımı deli dehşet ele geçiriyorlar. Ve her akşam bir işim var benim.] (Emek)

Moreover, Sevgi mentioned another savior for most of the part-time instructors. Luckily, most participants have scholarships awarded by TUBITAK (Scientific and Technological Research Council of Türkiye). Thus, thanks to the scholarship, they have at least some fixed amount of income every month:

Where we work, people get a TUBITAK scholarship. That is an assurance ... I think it's really sad that we are happy about that. (Sevgi)

[Bizim çalıştığımız yerde insanlar tübitak bursu alıyorlar. O güvence yani ... Buna sevinmemiz gerçekten çok bence üzücü bir durum.] (Sevgi)

Besides having a supportive boyfriend and part-time colleagues, Luna referred to the readings she does to understand the effects of neoliberalism as a strategy to enhance her well-being. She believes that understanding the system gives relief:

Reading this system... It was a real relief for me to understand the neoliberal system, the concept of precarity, and that there is such a class. (Luna)

[Biraz bu sistemi okumak ... O neoliberal sistemi, o precarity, böyle bir sınıf olduğunu falan anlamak beni gerçekten çok rahatlattı.] (Luna)

Paying attention to the benefits of working at the tertiary level also motivates instructors. As Ali suggests below, regarding working while pursuing a master's degree as an experience also helps:

Being a part-timer, sometimes delays in getting paid, and the amount of the salary are of course things that pull people down at some point. But, doing this while you are pursuing your master's degree leads you to regard it as an experience. (Ali)

[Part time olmak, bazen ücreti almakta gecikmeler ve ücretin miktarı tabiki de insanı bir noktada aşağı çeken şeyler. Ama bunu yüksek lisans yapıyorken yapmak bir noktada diyorsunuz ki tecrübe.] (Ali)

Lidya and Güneş refer to another strategy, which is accepting the situation of being a temporary instructor and complete their master's program as soon as possible:

I have accepted the situation, and I motivate myself by saying that “Yes, this semester will pass. I will finish my master's degree, and hopefully will find a full-time position and work.” (Lidya)

[Durumu kabullendim ve kendimi şöyle motive ediyorum. Evet bu dönem geçecek, masterımı bitirip umarım bir kadro bulup full-time çalışıcam diye kendimi motive ediyorum.] (Lidya)

Such stresses only motivate me to write my thesis faster because I am not in the position of impeaching the number of lessons given to me to teach. If we are working here by accepting these conditions, we should work by accepting some things [regulations]. (Güneş)

[O tarz stresler beni sadece tezimi daha hızlı yazdığım için motive ediyor. Çünkü benim bu dönem bana şu kadar ders verdiniz diye hesap sorabileceğim kimse yok ve ben o konumda da değilim. Biz bu şartları kabul ederek burada çalışıyorsak bazı şeyleri kabul ederek çalışmalıyız.] (Güneş)

4.3.2. Strategies Developed for Teaching-related Problems

In general, the participants are content about the student profile of the university. According to the findings, thankfully, most participants did not have extremely problematic cases while conducting lessons. However, unmotivated students were one of the biggest challenges that diminished their well-being. Thus, they generated some strategies to overcome teaching related problems. As Emre and Lidya indicate, most participants consulted their colleagues to get help:

I asked Gizem, another instructor, what I could do. (Emre)

[Gizem hocaya sordum ne yapabileceğimi.] (Emre)

I usually share it with my roommates ... I get suggestions. I share with those I feel closer to. (Lidya)

[Oda arkadaşlarımla paylaşıyorum genelde ... Öneriler alıyorum. Daha çok yakın hissettiklerimle paylaşıyorum.] (Lidya)

Luna tries to give motivational speeches to motivate students to encourage them to get more motivated towards the lessons:

There is just a motivation problem. It's very exhausting. It demotivates you too. And, I've done a lot of motivational speeches. Believe me, I can hold their attention for only two minutes in class. By the way, it is the first time I have experienced something like this. (Luna)

[Sadece motivasyon sorunu var. O çok yıpratıcı oluyor. Sizde de demotive ediyor, siz de düşürüyor. Ve ben hani motivasyon speechleri çok yaptım. İnanın 2 dakika tutabiliyorum ya derste. İlk kez böyle bir şey yaşıyorum ayrıca.] (Luna)

Ayşe motivates herself by focusing on the motivated students:

I motivate myself by focusing on those who are interested in the lesson because when I focus on the others, my motivation drops and my desire to teach decreases. (Ayşe)

[Dersle ilgilenenlere odaklanarak kendimi motive ediyorum. Çünkü bu sefer diğerlerine odaklanırken motivasyonum iyice düşüyor, öğretme isteğimiz de azalıyor.] (Ayşe)

Another strategy developed by Amy, Angelo, and Vera is not to take everything personally, and respect the learners' preferences:

I cannot change the world. If that student is playing on the phone, it does not harm me. It is harmful to him. It is entirely his responsibility ... Until now, I was constantly pushing the students to participate in the lessons. I think I have gained some awareness on my behalf, not by developing any strategy with experience, but by trial and error, problem-solving, and progressing. (Amy)

[Dünyayı ben değiştiremem. O öğrenci telefonla oynuyorsa bunun bana bir zararı yok. Bunun ona zararı var ve bu tamamen onun sorumluluğunda ... Şu ana kadar sürekli bir öğrenciyi push etme, zorlama çekme vesaire idi. Biraz kendi adıma farkındalık kazandım sanırım ama tecrübeyle herhangi bir strateji geliştirmek değil, deneye yanıla problem yaşayıp çözüp ilerleyerek.] (Amy)

The student has nothing against you. He's just bored in class and wants to distract himself ... At first, I perceived this as very personal, as if he was doing something abnormal. It used to affect me. Then I got over it. (Angelo)

[Aslında seninle hiçbir meselesi yok öğrencinin. Sadece dersten sıkıldı ve dikkatini dağıtmak istiyor ... Bunu böyle ilk başta çok personal algılıyordum sanki anormal bir şey yapıyormuş gibi. O beni gerçekten etkilemişti. Sonradan bunu aştım.] (Angelo)

It's important not to get too obsessed, and not to take things too personally. (Vera)

[Çok kafaya takmamak, çok kişisel algılamamak gerekiyor bazı şeyleri.]
(Vera)

Ahmet referred to utilizing the strategy of conducting spontaneous lessons to enhance his well-being because, otherwise, he feels like a robot who transfers information:

A lesson that is a bit spontaneous is usually much more satisfying [than a fully planned lesson] ... I think these things affect the motivation of the teacher, and he sees himself as a robot that is out there, just a tool that transmits. That's why I like to unplan certain things. (Ahmet)

[Biraz da spontane giden bir ders genelde çok daha fazla tatmin edebiliyor ... Hocanın motivasyonunu bence bunlar etkiliyor ve kendini oraya çıkmış bir robot gibi yani ileten bir araç gibi görüyor sadece. O yüzden bir şeyleri de boşlukta bırakmayı seviyorum.] (Ahmet)

Reflecting on the teaching experience and having a belief that everything will get better is another strategy generated by Emre:

I think teaching is a matter of practice. With practice, everything starts to settle down. There may be a problem today, but it will be fine after a few weeks. So, I think everything starts to settle down after a while ... So, I think it's all about reflection and practice. (Emre)

[Bence practice işi. Practice ede ede öğrencilerle her şey bir andan oturmaya başlıyor. Bugün sorun olabilir ama birkaç hafta sonra düzelecek. Yani her şey bence bir süre sonra oturmaya başlıyor ... Yani tamamen bence reflection ve practice üzerine.] (Emre)

Güneş points out that teaching experience helps solve teaching-related problems:

It's very different to me right now. I know how to act, and I know how to manage crises. (Güneş)

[Şu an kendimce çok farklı. Nasıl davranmam gerektiğini biliyorum ve kriz yönetimini nasıl yapmam gerektiğini biliyorum.] (Güneş)

Focusing on the impact they leave on their learners is another aspect of teaching to motivate Angelo, Güneş, and Sevgi in the teaching profession:

Maybe 10 or 20 years from now ... our students will actually be going on with their lives using the vocabulary tricks, and tips that they get from us. That's why I was very impressed by the impact of this work. (Angelo)

[Öğrencilerimiz bundan belki 10 yıl, 20 yıl ... bizden aldıkları belki bir vocabulary tricki olur, bi tüyo olur, bunları kullanarak aslında hayatlarına devam ediyor olacaklar. O yüzden bu işin impacti beni çok etkiledi.] (Angelo)

Pilots don't recognize who is on the plane, or doctors may forget their patients after the treatment is over. I mean, the fact that we are not forgotten makes me very happy. (Güneş)

[Pilotlar mesela uçakta kimin olduğunu tanımazlar ya da işte doktorlar tedavi bittikten sonra hastasını unutabilirler. Yani demek istediğim bizim unutulmuyor oluşumuz beni çok mutlu ediyor.] (Güneş)

Even being hopeful is an activist act. When you do something with hope, when you have hope, and when you believe in change, many people seem to believe in it. In this way, it feels good to touch students. (Sevgi)

[Aslında umutlu olmak bile aslında bir şey. Yani aktivist bir eylem. Sen umutla bir şey yaptığın zaman, bir umut beslediğin zaman, değişime inandığın zaman bir sürü kişi de ona inanıyor gibi. Böyle olunca bir kitleye dokunmak güzel hissettiriyor.] (Sevgi)

Ayşe's motivating factor to keep her motivated despite teaching related-problems is intrinsic motivation for teaching:

I do this job because I love it. I still have intrinsic motivation. And, I find teaching valuable. I think it is a spiritually respectable profession. (Ayşe)

[Bu işi yapmayı sevdiğim için severek yapıyorum. İç motivasyonum var halen. Ve öğretmeyi değerli buluyorum. Manevi olarak da saygıdeğer bir meslek olduğunu düşünüyorum.] (Ayşe)

Lastly, Amy and Güneş declared that they try to support themselves on their own:

As I have more control over my own emotional well-being than other factors, I think I try to improve myself even when I feel bad. (Amy)

[Ben kendi emotional well-beingim üzerinde diğer başka faktörlere karşı daha fazla kontrol sahibi olduğum için sanırım kötü olsam da kendimi iyileştirmeye çalışıyorum.] (Amy)

I'm usually self-supporting and trying not to let my mood go down too much. (Güneş)

[Ben genelde kendi kendimi destekliyorum ve çok fazla modumu düşürmemeye çalışıyorum.] (Güneş)

Besides the aforementioned strategies, in terms of increasing their overall well-being, the participants also declared that they enjoy spending time with their friends, watching films, listening to songs, doing sports, and reading a book:

I don't have many management strategies, but I read books, watch funny videos, and I like listening to music ... It relaxes me a little bit. (Sunny)

[Çok şey bir managementim yok ancak kitap okuyorum. Komik video izliyorum işte müzik dinlemeyi severim ... O rahatlatıyor biraz beni.] (Sunny)

To drift apart from the stress of daily life, I like to watch drama and theater performances very much. (Angelo)

[Beni o günlük hayatın stresinden alsın başka bir şeyin içine soksun istiyorum. O yüzden drama izlemek, tiyatro performansları izlemeyi çok çok severim.] (Angelo)

I love listening to music, and singing ... I walk every day. I swim. I watch TV series. I try to distract myself that way. (Ayşe)

[Müzik dinlemeyi, şarkı söylemeyi çok seviyorum ... Her gün mutlaka yürürüm. Yüzüyorum. Dizi izliyorum. O şekilde kafamı dağıtmaya çalışıyorum.] (Ayşe)

I'm going to my parents. They live in the countryside. I like the forest and stuff like that. That might contribute to my well-being. (Ahmet)

[Ailemin yanına gidiyorum. Kırsal bir yerdeler. Böyle orman falan hoşuma gidiyor. Bu benim well-beingime katkı sağlıyor olabilir.] (Ahmet)

I've been going to the gym for a year or two. It's good for me. It distracts me. I forget everything. I spend a lot of time with my friends ... It's very good for me. (Emre)

[1-2 yıldır falan spora gidiyorum. İyi geliyor, kafamı dağıtıyorum. Her şeyi unutuyorum. Arkadaşlarımla çok zaman geçiriyorum ... O bana çok iyi geliyor.] (Emre)

However, they do not have much time to socialize or do something to relieve work-related stresses because they are pursuing their master's degrees at the same time, which keeps them busy:

It's not like, well, the shift is over, I'm free now and can do whatever I want in the evening ... I'm in my thesis period right now. So, I don't have a lot of free time. (Amy)

[O yüzden şey gibi değil, mesai bitti artık boşum, akşam istediğimi yapabilirim gibi değil ... Şu an tez dönemindeyim, çok fazla boş vaktim olmuyor.] (Amy)

It affects my well-being a lot because my thesis writing process is a bit troublesome, and it is full of uncertainties like my position in the institution. So, I suffer from uncertainties in two dimensions. I mean, I can't see my way forward as a student, and I can't see my way forward as a lecturer. (Güneş)

[Well-beingimi çok etkiliyor çünkü tez yazma sürecim birazcık sıkıntılı geçiyor ve aslında kurumdaki konumun gibi de belirsizliklerle dolu olduğu için 2 açıdan da göremememe sebep oluyor. Yani hem öğrenci olarak önümü göremiyorum. Hem öğretim görevlisi olarak önümü göremiyorum gibi bir handikapa giriyorum.] (Güneş)



CHAPTER 5

DISCUSSION, CONCLUSIONS, AND RECOMMENDATIONS

This chapter consists of four parts. The findings are discussed in depth in the first part. In the second part, the main conclusions are provided in light of the findings. The third part displays the implications and recommendations deduced from the findings. Limitations and possible future research directions are indicated in the concluding section of this chapter.

5.1. Discussion

This qualitative research study was conducted to investigate the well-being of the part-time English language instructors who work in the Department of Foreign Languages at a private university in Türkiye. Thus, the first research question focused on exploring how the participants experience their well-being. The second research question aimed to discover what the participants perceive as the factors that either enhance or diminish their well-being. The objective of the last research question was to find out the strategies generated by the participants to enhance their well-being. The thematic analysis method is utilized by the guidance of the studies of Creswell (2013) and Braun & Clarke (2006). Since well-being is a complex and dynamic concept, the researcher aimed to analyze and discuss the data by using multiple frameworks. Thus, additionally, the well-being frameworks of Holmes (2005) and Seligman (2011) were employed.

By taking the complexity of the concept of well-being into account, the first research question aimed to discover and display the participants' well-being experiences unique to them. Thus, to unveil their well-being experiences thoroughly, their understanding of teacher well-being and its dimensions are examined by utilizing the well-being framework of Holmes (2005) as she approaches well-being from diverse

aspects such as physical, emotional, and mental dimensions. Therefore, the findings of the first research question are holistically presented on an individual basis in the findings section of the thesis by considering the fact that “wellbeing is a dynamically constructed [concept] by its actors through an interplay between their circumstances, locality, activities and psychological resources, including interpersonal relations” (La Placa et al., 2013, p. 118). However, in this section, similarities and differences between the well-being experiences of the participants will be presented by referring to the relevant literature.

As indicated by every participant, part-time English instructors had high motivation to be working in their current institution by believing that teaching experience at such a successful university could enhance their qualifications to apply to the permanent English instructor positions after graduating from their MA programs. However, the problems they faced due to working in a temporary position lowered their well-being and led them to observe a decrease in their academic potential and life satisfaction in general.

In terms of the understanding of teacher well-being, the participants mostly share similar beliefs. Ahmet, Amy, Angelo, Ayşe, and Vera associate teacher well-being with having emotional and financial rewards such as a sufficient income and teaching in an institution without getting worried about anything, particularly financial problems, and by accomplishing one's potential. Similarly, Güneş associates teacher well-being with feeling like a member of the institution and being competent in the subject matter. Since she believes teachers are feeling better once their efforts are recognized and have rights in the institution, she does not feel extremely content in her profession because her rights in the institution are limited due to being a temporary instructor. Therefore, they believe that if a teacher has sufficient physical sources and a proper income from a materialistic perspective, has positive relations with colleagues, and does not feel authoritarian pressure, that teacher has a decent well-being. However, although they have professional relations with their colleagues and work without feeling any pressure on them, which contributes to their emotional well-being positively, having insufficient income and no proper professional rights due to working on an hourly basis temporarily lowers their well-being. Thus, the finding of this study is in line with the findings of Net et

al. (2016). They also indicate that teachers who work in environments with socioeconomic challenges endure tough conditions that are detrimental to their well-being.

Sevgi and Sunny associate teacher well-being with working in harmony with successful and helpful colleagues in a nontoxic institution, where the workload is divided equally, and instructors work comfortably. Similarly, according to Emre, teacher well-being means feeling happy and comfortable while working in the institution. Supportive and sharing colleagues enhance the participants' well-being, which is in line with the claim of Espeland (2006) that colleagues who collaborate and share materials, tests, and marking schemes are generally happier at work and more satisfied with their workplace. However, being new in the institution and isolated from permanent instructors lower Emre and Ali's well-being because of not being able to develop a sense of belonging to the institution. Emek also shares a similar view in terms of teacher well-being and defines it as feeling enthusiastic toward teaching. In their view, for an instructor to feel enthusiastic, s/he should not have financial problems and should have positive relations with colleagues and administrators. Thus, in that regard, although they are content to be working in a professional work environment with respectful and helpful colleagues, uncertainties, and financial problems because working in a part-time position diminishes their well-being.

In Lidya and Luna's belief, teacher well-being is going to work with a certain joy by feeling like a valuable member of the institution and having highly motivated learners. In Luna's view, teacher well-being consists of three aspects: a) relations with students, b) relations with colleagues, and c) relations with the institution/administrator. Since she spends most of her time at her job in the classroom, her relations with students and getting positive feedback from them increase her well-being the most. Similarly, although Lidya has no serious problems with her learners, she does not feel well because of not being recognized by the administrators or full-time colleagues, which lower her emotional well-being. Although participants pay attention not to bring personal problems to the classroom, as Ali, Ahmet, and Luna declare, they sometimes cannot help but get affected by financial problems, which decrease their emotional well-being. Thus, financial

problems impact their mode in the classroom which is recognized by their learners. However, research suggests that instructors with high well-being rates contribute more significantly to the effectiveness of the school in addition to enhancing students' performance outcomes (McCallum, 2020). Therefore, improving teachers' well-being would be advantageous for teachers and the quality of their instruction (Rahm & Heise, 2019), which will contribute both to students' and departments' success.

Tuğba affiliates teacher well-being with self-confidence. In her view, if a teacher has sufficient income and is valued by the learners and the institution, she would have high self-confidence, which would increase her well-being. Thus, most participants suffer financially and are seen as temporary teacher power, they have diminished well-being in all dimensions. Moreover, participants believe that having hobbies or opportunities to accomplish themselves intellectually besides work is essential and would increase the quality of the work they do; however, they neither have enough free time nor a high budget to spare on their hobbies, which have a negative impact on their well-being.

In terms of the factors that enhance the participants' emotional well-being, positive and professional relations with colleagues and receiving positive feedback from the students can be counted, as indicated by all participants. Although they believe the insufficiency of the induction program provided initially to help them be equipped with certain institutional practices, having supportive and helpful colleagues help them to solve institutional-related problems, which contributes to their emotional well-being positively. However, except for Ayşe and Sunny, the rest of the participants sense that they feel ignored and their problems, which originated from working in a temporary position, are not cared for as they should be. According to Sass et al. (2011), instructors who receive more administrative support were more inclined to think they could influence their students' academic performance as well; therefore, more administrative support could be beneficial for the participants' well-being as well.

While full-time instructors are provided with necessary items, having no name tags on the doors, not being present on the departmental webpage, and not being provided

with certain materials such as notebooks, calendars, laptops, and so on lower the participants' emotional well-being since they sense the hierarchy between the permanent and temporary instructors. Moreover, as opposed to the newly hired full-time instructors, they are not provided with a mentoring program and also, and they are not encouraged to participate in other professional development sessions offered to permanent instructors, which negatively contributes to their emotional well-being since the part-time instructors sense that their professional development is not paid much attention to. Furthermore, not being recognized by some permanent instructors also influence their emotional well-being negatively since they feel like they are reduced to teachers who should only teach and leave the institution afterward. Thus, the discriminatory acts reduce the temporary instructors' emotional well-being and hinder them from belonging to a sense of attachment to the department. According to Ashforth et al. (2008), organizational identification promotes a feeling of belonging to the organization and aids in helping people realize their own value, which contributes to the well-being of teachers. In that regard, being more valued in the department could enhance their well-being; however, the participants, unfortunately, had the opposite experience.

Having plenty of uncertainties such as when and how many hours to teach each semester, when to get the salary, and when to have the next task to be completed seriously impact the emotional and mental well-being of the instructors in a negative sense. Various uncertainties, particularly financial problems, fill in the minds of the participants since they have to generate solutions to them to sustain their lives. Hence, constant uncertainty problems cause the participants to teach with mental exhaustion, which lower influence their both emotional and mental well-being.

Fortunately, the participants tend to forget their problems while teaching. Students have an undeniable effect on the motivation and well-being of the teachers, as it has been demonstrated that teachers' enthusiasm is closely related to their emotional and motivating experiences with their students (Frenzel et al., 2009; Hargreaves, 2000; Kunter, 2013). However, demotivated or indifferent students impact their emotional and mental well-being because as indicated by Luna, in addition to not having a proper income, their efforts are not recognized by some learners as well. Thankfully, having motivated students to learn English and having the intrinsic motivation to

teach enhance the participants' emotional well-being. In that regard, as indicated by Angelo and Güneş, having a long-lasting impact on their learners increase their emotional well-being because they believe that their efforts will be useful for years. Moreover, most participants indicated that as opposed to teaching General English to preparatory school students, participants enjoy teaching Academic English lectures to undergraduate students, since they have more teacher agency and students with higher English proficiency. However, Mercer & Gregersen (2020) propose that teacher autonomy is fundamental to teacher well-being. In that regard, Emre indicates that standardized education harm to the emotional well-being of instructors because they have almost no room to include some activities generated by them, which would increase the integration of unique teacher identity in the classroom. However, on the other hand, teaching different courses both for preparatory school students and undergraduate students tires them mentally and emotionally because they have to meet the demands of the two programs and pursue a master's degree at the same time.

Almost every participant indicated that physical well-being is about being bodily healthy and ready to teach without health problems (Holmes, 2005). Perhaps thanks to being at a young age, and having relatively less workload compared to permanent instructors, their physical well-being is not affected by the workload intensely. Just Angelo, Ayşe, and Lidya mentioned losing their voice due to the lack of student participation in the classroom, which puts the teachers in the center of the lesson and leads them to speak all the time as language teachers. As indicated by Lidya, Luna, Tuğba, and Vera although not frequently, teachers tend to have headaches, back pain, and eye pain due to standing all day long or sitting during online education and assessing assignments and exam papers in high quantities, which is in line with the findings of Chen et al. (2022). Moreover, assessing the exam papers and assignments without getting paid and having no sufficient income in return for their efforts diminish their well-being emotionally. Furthermore, working under a temporary contract without being valued for years harms their mental well-being because the problems they face lead them to feel depressed and stressed, and they end up losing their motivation and hope for the future. Additionally, Tuğba relates physical well-being with whether or not having certain physical entities such as living in a house with proper heating, having enough sleep, and having a laptop provided by the

institution. Since she does not possess any of them, her physical well-being is affected negatively. Lastly, as Vera indicated, needing to work in multiple jobs while pursuing their master's degree exhausts the participants physically, mentally, and emotionally.

Findings revealed that working in a temporary position affects the emotional and mental well-being of the instructors the most. Moreover, it might be suggested based on the findings that mental well-being affects the emotional and physical well-being of the participants. For instance, as indicated by Ahmet, feeling tired by commuting to work and performing duties affect his physical and mental well-being. And not receiving a sufficient income on a fixed date as a reward for hard work impacts part-time instructors' emotional well-being because they lose their motivation to teach better by believing that their efforts are not appreciated verbally and economically.

Participants' understanding of the concept of teacher well-being, and their unique experiences of well-being emerged in the case of the second research question, which aimed to explore the factors that influence the part-time English instructors' well-being either positively or negatively. The data was analyzed employing the Well-being Theory generated by Seligman (2011). This theory consists of five elements: Positive emotion, Engagement, Relationships, Meaning, and Accomplishment (PERMA). Positive emotion refers to feeling good, content, pleased, comfortable, and similar feelings as such. Engagement is being in the flow while being engaged with a task. Relationships are associated with having positive connections with other people. Meaning pillar of this theory is about being a member of and serving something greater than the self. Lastly, accomplishment refers to acknowledging the achievements of the self (Seligman, 2011). Additionally, Seligman (2011) highlights the difficulty of feeling accomplished since most people win for the sake of winning.

Concerning the second research question five themes emerged. The first theme was linked to the working environment. Due to the requirement of holding a master's degree in a relevant field, the participants who aimed to work at the tertiary level applied to their current institution. Some of the participants did not have much information about the institution; however, the ones who learned from their milieu

heard favorable remarks about the institution. Moreover, the job interview motivated them to work in the institution because of the professional and supportive attitudes of the administrative unit members. Thus, as the accomplishment pillar of PERMA indicates, the participants deemed they may grow professionally by working in such a successful institution. Therefore, they were quite motivated to start their teaching careers in a successful institution at the tertiary level, which appeared to be prestigious for them. However, although they are mostly content with a positive working environment, where everyone is respectful and helpful, in general, they suffer from the conditions that are caused by working in temporary positions without proper rights and job security. Thus, even though a positive work environment has the potential to encourage individuals and organizations to flourish (Davis, 2013), this thesis revealed that a positive environment is not enough but factors such as opportunities for professional development, satisfactory income, job stability, recognition and appreciation of hard work are other necessary vital elements to enhance well-being.

According to Acton & Glasgow's (2015) review study, teachers' well-being is informed by individual, relational, and contextual factors. Since contextual and external factors such as policy initiative, work intensification, and the culture of the institution also influence each individual's well-being (Doecke et al., 2010), the first theme displays the working environment's effect on the participants' well-being. Despite being excluded from a number of practices and being ignored to a certain extent, the participants find the climate of the department calm without quarrels. They describe the working environment as an institution where everyone is mending their own business professionally and respectfully. The colleagues support each other and put in efforts to provide copious education for the students. Thus, the participants remark that if they would be working in a permanent position there, they could be more content with the institution because, as Vera suggested, their problems are rooted in working in part-time positions without proper income, job guarantee, and professional development.

Mercer & Gregersen (2020) indicates that positive educational institutions provide sufficient teaching sources such as coursebooks, course materials, and technology to enhance the effectiveness of the teaching and teachers. Thus, this study discovered

that most participants are content with the provided educational materials. Moreover, they enjoy the fact that the workload is divided equally among the instructors, and they do not need to prepare any teaching material or exam questions. In terms of workload, having the teaching materials ready enhances their well-being as they do not need to allocate their time and energy to design them. However, on the other hand, as Sevgi pointed out, being equipped with already prepared teaching materials might deskill them because they are not encouraged to develop themselves to be competent in material or curriculum development or assessment, which puts the part-time instructors in the position of knowledge transfer only (Giroux, 1985). Therefore, that regulation might be lowering the sense of accomplishment of the participants based on Seligman's well-being theory, as they are not challenged with tasks that necessitate critical and creative thinking skills. They utilize these skills while teaching; however, as indicated by some participants, the course materials sometimes do not invite them and their learners to enhance higher-order thinking skills, which lowers their well-being because they question the efficiency of the lessons. Thus, as Mercer & Gregersen (2020) emphasize the significance of teacher autonomy to teacher well-being, having teacher autonomy, job stability, and professional development opportunities could make the participants feel better since they could accomplish themselves and not constantly worry about losing their jobs.

The participants are content with the departmental culture, physical conditions of the department, certain physical facilities, and calm atmosphere. However, having classrooms equipped with better technology could increase their well-being since not being provided with a laptop as opposed to full-time instructors, and needing to buy certain technological devices in the current Turkish economy stresses them. Moreover, as another distinctive point, not receiving yearly agendas, calendars, and notebooks lowers their well-being since it causes the participants to regard themselves as inferior to full-time instructors and be invisible in the eye of the decision-makers. Furthermore, as indicated by some participants, having permanent academic identity cards with far fewer rights also lead them to consider themselves in a lower position, which negatively influences their well-being. Waiting to get inside the restaurant for academic members each time they wish to have lunch because their cards do not have the mechanism to open the door, and facing this reality constantly reminds them of their temporary position in the institution.

As for the second theme, financial problems are the biggest factor that decreases the participants' well-being tremendously. Owing to work with a temporary job contract and getting paid only for the lessons that they teach, which is prone to change anytime, put the participants in a financially difficult position. As the sub-themes present, the participants' financial problems are rooted in roughly five causes: insufficient and delayed salary, having no payment for duties other than teaching, having no income on holidays or in sickness, and not having proper insurance or job security.

Participants indicate that they perform almost the same duties as the full-time instructors do; however, earning much less compared to them decreases their well-being because this situation paves the way for them to regard themselves as qualified cheap laborers. Although the economic crisis in Türkiye has deepened since September 2022, there is still no increase in their salary; however, there is a decrease in their income because their course load is reduced in the spring term. Even worse than that, most probably they will not be working during summer until the next term starts in September, which puts them in the condition of seasonal workers as indicated by Tuğba. Thus, having an insufficient salary and delays in getting paid put the instructors under constant stress. Since they do not have a fixed date to receive their salary to meet their financial needs, they have diminished mental well-being.

Mercer & Gregerson (2020) declare that language teacher well-being is vital because if a language teacher is mentally and physically in good health, s/he will manage language teaching-related difficulties easier. Similarly, Angelo also indicated that an instructor's mind should not be congested with financial problems to provide qualified language training and respond to the diverse questions of the language learners accurately. Nevertheless, part-time instructors find themselves trying to figure out ways to meet their financial needs, which lowers their potential and stops them from putting more effort into their job. In that regard, Day (2008) points out that teacher well-being influences teacher effectiveness and influences the well-being of their learners (Kidger et al., 2009; McCallum & Price, 2010). Thus, although the participants complete each task on time carefully, the decrease in their motivation influences their teaching performance in class, which is in line with the relevant literature.

Having no payment for duties except teaching is another factor that reduces their well-being. Since they work based on “teach & go”, normally, they do not have to come to the department. However, they are asked to attend the weekly meetings or assess the exams without getting any payment. Thus, they sometimes come to the department only for performing these duties, and not getting any rewards from them influences their well-being negatively. Moreover, sometimes these duties are announced at the very last minute, which stresses the participants because they feel alerted all the time in case of being invited to the work even though they do not have any classes to teach. Another reason for them to feel alert all the time is the necessity of earning more. When one instructor cannot teach for some reason, in that case, the part-time instructors are informed and they are given a chance to teach; therefore, they sometimes have the possibility of working more than their course load and earning more. Instead of having rest or spending some time growing personally or professionally, being alert all the time with a slight possibility of increasing their income decreases their well-being.

Due to having a salary based on the contact hours they teach, they cannot be pleased to have holidays because holidays mean no income for the participants. In normal conditions, a teacher needs some day off from work to refresh her/himself to enhance her/his well-being; however, part-time instructors cannot enjoy their holidays because of getting worried about their already inadequate income. Moreover, having no proper social security affects their future because they might work more to have the right to retirement. Thus, when the PERMA framework is taken into consideration, dealing with economic crises hinders the participants’ having positive emotions, finding meaning, and feeling accomplished both at jobs and in life. They are graduates of prestigious universities and pursuing master’s degrees in distinguished Turkish universities with an eagerness to accomplish themselves and enlighten their students as well, yet, not getting rewards in return demotivates and leads them to have future anxiety.

Unfortunately, the part-time English instructors who are employed at the tertiary level are not the only members of the universities who face economic difficulties. The effects of the decline in the Turkish economy are present in every sector including academia. The news and the posts on Twitter (#akademikzam) of the

academic faculty members depict the miserable conditions of academia in Türkiye both financially and psychologically. Moreover, the financial decline in academia is not limited to the Turkish context only. For instance, recently, academics in the UK boycotted assessing the exam papers because of having low income and working in precarious conditions. (Adams, 2023). Thus, the participants of this study are not the only group of people whose well-being is seriously affected, but they are the ones who are working in one of the least protected positions without proper rights and benefits. Moreover, they are not working to earn some pocket money to sustain their studies; they, similar to every academic member, are working to sustain their lives and develop themselves academically. Therefore, their efforts should be recognized, rewarded and supported, otherwise, their well-being will diminish day by day, which will decrease their performance at work and affect the students' learning process as well because as Roffey (2012) indicated, teacher and learner well-being are two sides of the same coin.

Uncertainty problems were the third theme of the second research question. Findings revealed four main types of uncertainties that affect the participants' well-being. Thus, uncertainties in course load, duties, institutional practices, and not being able to construct their futures due to the uncertainties diminish the well-being of part-time instructors. Since they work in a temporary position in line with the needs of the department, Ali likens their situation to puzzle pieces. They are an important piece until the new puzzle is designed and a full-time instructor is hired because in these cases, the part-time instructors are no longer needed. Similarly, Luna describes their situation by utilizing the symbol of the joker member whose labor is exploited whenever and wherever needed. Thus, the participants can rarely be sure of how many hours they will be teaching each semester. Moreover, even the allocated course load may change due to various reasons such as new full-time instructors might be hired, which would lead to a decrease in the workload of the part-time instructors. The opposite situation is possible as well. Hence, although the participants do not blame the administrators of the department as they just follow the institutionally set regulations, they feel stressed to be not knowing when to get a salary, how many hours to teach, and whether the number of lectures they teach will be decreased.

Most participants teach at two different programs: General English for preparatory school students and Academic English for undergraduate students of the university. Therefore, they have to manage the duties on both sides carefully, however, uncertainties at both academic units stress them even more. Moreover, since most duties except teaching and weekly meetings are announced almost at the last minute, they cannot plan their free time effectively and end up coming to the department although not paid for it. Sometimes hours of the meetings are prone to change as well. In addition to that, as the meetings are repetitive as the content and whatever is announced there is provided to the instructors in written online documents, only coming to 30 min meetings on their off days demotivates the participants because they believe that such procedures are implemented by taking the full-time instructors work shift into consideration. Thus, the fact that regulations are designed by paying more attention to the duties and work schedule of the permanent instructors discourages part-time instructors from performing their duties willingly and joyfully, which lowers their well-being.

The fourth theme, which is invisibility problems, is interrelated with the previous and the upcoming theme. Despite the fact that the participants graduated from prestigious institutes in Türkiye, due to not possessing a master's degree yet, they are working in a temporary position, which gives birth to various problems, one of which is being temporary and invisible in the eyes of permanent instructors. Findings reveal that the part-time instructors are taken into consideration only as instructors to support the institution in terms of duties. This is why while duties such as exam markings or exam invigilations are going to be allocated to the instructors they are recognized as labor power, when there are some social gatherings or professional development training, they are forgotten or excluded. Ashforth et al. (2008) suggest that organizational identification promotes a feeling of belonging to the organization and aids in helping people realize their own value, which contributes to the well-being of teachers. However, in the case of part-time instructors, being excluded from certain professional development activities or meetings inhibits their well-being because they cannot develop a sense of belonging to the institution.

It is suggested that if teachers are happier in their professions (Ostroff, 1992), they are more likely to be more prolific and provide high-quality care to their occupation

(Bloom, 1988). However, this study revealed that feeling ignored, not recognized, and not supported professionally lowered the participants' attachment to the institution and affected their performance in class. Since their efforts are not appreciated, they reduced the importance they used to give to their duties in the beginning. They could have provided much better education for their learners, but not having financial and emotional gains caused them to lower their potential.

Moreover, some participants liken their situation to ghosts. While the permanent instructors are present in every way, the institution does not include the part-time instructors on the website or does not provide a name tag for their office doors. By acknowledging the difficulty of their students to find them, being exposed to such discriminatory regulations decreases their well-being and their attachment to their working place. Moreover, the possibility of changes in their offices demotivates them because they cannot develop a sense of belonging there due to being conscious of their temporary position and can become unemployed anytime. Additionally, due to the limited number of offices, some part-time instructors are not even provided with proper offices, which causes them to feel isolated and ignored.

The relevant literature widely depicts that first years in the teaching profession are extremely significant since a lack of teaching experience or miserable conditions may lead teachers to leave the profession. Similarly, the study of Hobson & Maxwell (2017) on early career secondary teachers revealed that they felt the need of being linked to their colleagues and students to feel competent and effective. In a similar vein, the studies also indicate that insufficient induction and mentoring programs for beginner language teachers compel them in their profession (Brown, 2001; Ewart, 2009; Mason & Matas, 2016). Thus, being physically isolated and not constantly supported professionally were factors that influenced the well-being of part-time instructors, who are beginner teachers that sought guidance.

As Huberman (1993, p. 35) depicts the first few years of teaching as “exhaustion, over-investment, tensions and the uncertainties of trial and error in the classroom, difficult pupils and ... feelings of isolation from colleagues”, the participants of this study also suffered from various problems in and outside the classroom, particularly in their initial weeks. However, with the help of trial-and-error methods and the

assistance of their more experienced office mates or colleagues - especially part-time colleagues, they strived to cope with the challenges.

The fifth theme of the second research question was relations at work. Findings revealed that the most powerful factor that increases the well-being of the participants is their positive relations with their students. Touching the lives of the learners, learning from them, and seeing their efforts recognized by the students motivate the participants more than anything. Thus, although they have various problems at work and in life, once they are in the classroom, they forget their troubles and are engaged in the lessons. Thus, in that regard, the finding of this study has the same result as the well-being study of Shanmugan & Hidayet (2022). Their study, which explored the impact of PERMA on Malaysian ESL teachers' well-being and grit, revealed the importance of engagement as a significant indicator of happiness.

Therefore, according to the PERMA Model, their positive relations with the students in the classroom enhance their well-being by leading them to be engaged in teaching, generate meaning in their profession, and feel accomplished. Although the online education due to the earthquake in Türkiye disrupted their interactions with the learners, and sometimes they are challenged with unmotivated or disrespectful students, still, motivated and students interested in learning English encourage them to teach more efficiently. The participants declare that since precarious conditions are challenging and demotivating, positive feedback from the students and positive relations with their colleagues hinder them from having burnout and leaving the profession. This finding is in line with the points of Taxer et al. (2019), as they also depict that positive teacher-student interactions strengthen teachers' resilience and guard against emotional exhaustion. Thus, positive emotions assist teachers in strengthening their intellectual capacities in their profession (Mercer et al., 2016). On the other hand, this study is also in line with the relevant research that challenging students stress them and lower their well-being (e.g., Howard & Johnson, 2004; Skaalvik & Skaalvik, 2018).

A vital component of well-being according to Seligman is having positive experiences because relationships provide our basic needs for a sense of community,

affection, and social support (2011). In that regard, the participants are content that each member of the department is respectful and helpful. Except for a few minor heartbreaking issues, they did not have serious problems with their colleagues or coordinators. Although some of the permanent instructors do not recognize them from time to time and confuse them with students, still, overall, they enjoy professional relations with their colleagues. The administrators and coordinators pay attention to solving teaching-related problems by not judging the instructors. They do not feel any authoritarian pressure on them, which allows them to teach freely by following the curriculum and rules. All members of the department including the security guard treat them kindly.

The study by Chen et al. (2022), which examined the impact of the working environment on private college teachers in China depicted that job autonomy, support of leaders and colleagues, training and development opportunities, and appraisal feedback were vital factors to enhance teachers' well-being. Hence, this thesis also traced similar factors to be influencing the well-being of part-time English instructors positively. However, since they have limited job autonomy, professional support or opportunities to grow professionally, and appreciation, the lack of them decreases their well-being.

Albeit having positive relations with almost every member of the department, most participants highlight that they have developed much more friendly and stronger bonds with their part-time colleagues. Since they share the same offices or neighboring offices and encounter similar problems, they support each other more. Having similar backgrounds, ages, aims, and challenges unite them and forms solidarity, which enhances their well-being (Ryan & Deci, 2017). Feeling that they are not alone and having the support from each other help them overcome problems. Solidarity among part-time instructors manifested itself in this thesis study as well. Almost all of the part-time instructors in the institution willingly participated in the study by supporting me in every possible way.

Teacher well-being, according to Soini et al. (2010), is about having a sense of personal professional fulfillment, pleasure, purpose, and happiness that is produced collaboratively with colleagues and students. Thus, this study reveals that, although

the participants feel content about their colleagues and relations with their students, having an insufficient salary and no job guarantee, not being provided with professional development programs such as mentoring, and being excluded from certain meetings limit their personal and professional fulfillment, and pleasure and lose the purpose of working in the given institution.

The last research question aimed to discover the strategies the participants generated to enhance their well-being and keep surviving in precarious conditions. Teacher well-being is influenced by contextual factors and individual factors such as individual characteristics, motivations, and interests (Hobson & Maxwell, 2017). Thus, while some participants' well-being is influenced more negatively by their conditions, others' well-being is not excessively affected because they believe they do not have serious problems at work.

Their well-being experiences lead them to generate solutions mostly for their financial problems and teaching-related problems. However, their solutions encompass trying to overcome feeling temporary due to invisibility and uncertainty problems at work as well. The insufficient salary and delays in receiving it forces the participants to work in multiple jobs to improve their income. They give private tutoring in the evening or at the weekends. Thus, while already working in an institution and pursuing master's degrees, they have to work at side jobs as well, which is perhaps a solution to their financial problems, but it actually decreases their well-being because they have to put more effort into managing all their duties and responsibilities. Hence, let alone growing professionally, they cannot even have free time to devote to relaxation. They have constantly stressed mode to manage their budgets and lives in general among all uncertainties.

Despite working in multiple jobs, they still have financial difficulties, which puts them in the position of asking for parental support. Although their parents support them, it still harms the well-being of the participants because they do not feel independent and get ashamed of asking for financial support while already working and putting in loads of effort. Not seeing the financial rewards of their hard work and being dependent on their parents lead the participants to underestimate their potential; thus, they do not feel accomplished. Moreover, as they are successful

academically, most participants get a TUBITAK scholarship for graduate students. Although they have at least a fixed income per month thanks to the scholarship, they find it humiliating to get happy for this because sometimes they earn much less than the amount of that scholarship. Therefore, the financial problems cause them to decrease their self-confidence, potential, academic aspirations and hope for the future. They do not want to regard themselves and be regarded by others as students because their position and the practices at the institution lead them not to see themselves as proper instructors yet.

In terms of teaching-related problems, the participants get help from their colleagues, particularly their office mates or other part-time instructors. They try to apply the advice they gathered from colleagues to improve the effectiveness of their lectures. They learn how to perform the duties from more experienced colleagues because the induction program, which is conducted before they start working, is not adequate to learn the rules and regulations of the institution. Moreover, since they do not have a mentoring program as newly hired full-time instructors have, they need to learn how to implement the duties on their own by asking people around them.

To build positive relations with the learners, strategies such as greeting students by name, showing empathy, recognizing students' interest and involvement, supporting individual decision-making, and giving chances for collaborative learning are proposed to be effective (Dörnyei & Murphey, 2003; Mercer et al., 2016). Hence, this study revealed that the participants also try to motivate students to participate in the class activities, employ various teaching methods, and learn the students' interests to attract them more to the lessons. However, if the students do not take responsibility to learn or not be active, the participants focus on already motivated and actively participating students while conducting their lessons. They also utilize the strategy of not taking each action of the students too personally and sometimes ignore the students who do not mind their studies.

Although individuals' overall well-being is directly influenced by their occupational well-being (Prilleltensky, 2013), to get relief from their job and increase their well-being, the participants spend time with their friends and loved ones, watch films, listen to music, read books, and do sports. They have interests and hobbies, but their

financial problems do not allow them to invest in their hobbies or socialize. Moreover, although they like to do all aforementioned activities to enhance their well-being, still, they do not have much time to do them because they are pursuing their master's degree, which takes their free time.

Most participants trust in their knowledge of the subject matter and their competence in teaching English; this is why they did not suffer from teaching the language and their well-being is not negatively affected by it (Pillay et al., 2005; Soini et al., 2010; Soodak et al., 1993). On the contrary, they observed a decline in their potential. In other words, they believe that they could be much more competent in their profession; however, the lack of professional development programs for part-time instructors decreased the qualified education that they could have provided. Thus, the findings of the study discovered similar points to the following statement of Giroux (2003): "Creating a permanent underclass of part-time professional workers in higher education is not only demoralizing and exploitative for many faculty who have such jobs, but it also increasingly de-skills both part- and full-time faculty by increasing the amount of work they have to do. With less time to prepare, larger class loads, almost no time for research, and excessive grading demands, many adjuncts run the risk of becoming either demoralized, ineffective, or both" (p.176).

Teaching is yet another challenging profession; as with every position, it also bestows favorable and unfavorable conditions. Thus, perhaps one of the most important points for the institution is to pay attention to recognizing and having the willingness to better the conditions to enhance the well-being of its members, which will increase the well-being of the institution in the end. In that regard, teachers are the most crucial figures in the process of effective education (Acton & Glasgow, 2015; Han & Wang, 2021; Keller et al., 2016). Thus, part-time instructors should not be seen as temporary laborers, instead, their presence and well-being should be taken into account for them to teach more effectively. If they are not recognized, valued, and supported, it is most probable that their teaching performance will reduce, which will influence their learners' performance and the reputation of the institution as well. Thus, this thesis contributes to the already growing literature in revealing the case that teachers' well-being is crucial to their capacity to teach efficiently and creatively in the classroom (DeVries & Zan, 1995; Rahm & Heise, 2019), to

establish a positive rapport with students, to improve student achievement and well-being (Klusmann, 2008), and to advance the effectiveness of the entire institution (Bajorek, 2014; McCallum, 2020).

Relevant research has discovered a strong link between professional engagement and optimistic psychological traits such as enjoyment and hope (Ghanizadeh & Moafian, 2010). Thus, I claim that one of the reasons that keep the participants in the institution despite certain problems is having hope for the future. They have hope that their temporariness and the problems it brings will end once they complete their master's programs because not holding a master's diploma puts them in the position of temporary instructor. Thus, despite ongoing challenges, most of them have a gritty personality that catalyzes them to be determined to reach their aim of being a permanent instructor at a university (Duckworth et al., 2007; Vainio & Daukantaite, 2016). Nevertheless, it should be also declared that working on a temporary contract lowered the academic aspirations of the participants, at least for the time being. Working in a permanent position after holding a master's diploma, however, may evoke their academic urge to take further steps to be an academic faculty member rather than being an instructor.

5.2. Conclusions

Through lived well-being experiences of the participants, this qualitative case study addressed the under-researched phenomenon of being a temporary English language instructor at the tertiary level in Türkiye. The study aimed to investigate how part-time English language instructors who are employed at a private Turkish university experience their well-being. Moreover, this dissertation intended to discover the factors that either enhance or diminish the well-being of the participants and the strategies that raise their well-being. Thus, to find answers to the aforementioned research questions, data comes from fourteen part-time English language instructors who work in the Department of Foreign Languages of a private Turkish university. Data were collected utilizing a biographical information survey, semi-structured in-depth interviews, and an ethnographic journal kept by the researcher based on the unstructured observations in the research setting. The data was examined through a multilayered analytic method employing the well-being framework of Holmes

(2005), the PERMA Model of Seligman (2011), the thematic analysis guidelines of Creswell (2013), and Braun & Clarke (2006), and relevant literature. The following conclusions are drawn from the in-depth analysis of the data.

First, since the participants envisioned themselves having a teaching career in higher education institutions due to their being more prestigious and in line with their qualifications, they applied to work in temporary positions at private universities without being much aware of the precarious conditions. Another rationale behind applying to the part-time positions at the universities is not holding a master's diploma yet. As the regulations of CoHE indicate, for a language instructor to work in tenured positions in the Department of Foreign Languages at the universities, s/he is required to have a master's degree. Therefore, since the participants aimed to work in a permanent English language instructor position (in TR: Tam Zamanlı Öğretim Görevlisi), they only had the option of applying to part-time positions due to not having a master's diploma yet. Thus, initially, they were quite content and hopeful to be hired from such a well-known institution as they believed they could grow professionally in such a professional department and pursue their master's degree meanwhile. They took a step into the precariat class with a high sense of well-being, self-confidence, and optimistic view without considering the challenges that their temporary contract could bring.

Second, while working in a relatively less chaotic department where the administrators and colleagues work in harmony to provide a sound education enhances the participants' well-being, challenges caused by their temporariness in the institution lowered their well-being. They are equipped with teaching materials and not being required to prepare teaching materials enhance their well-being because they do not sacrifice their time and energy to prepare them. However, not being provided with certain technical devices such as a laptop or VGA converter influences their well-being negatively because they have to buy and carry such devices to the classrooms. Moreover, the fact that full-time instructors are equipped with laptops displays the unequal conditions for the participants. Additionally, they witness the distinction between part-time and full-time instructors each time they pay a visit to have lunch in the restaurant for academic members of the university because the part-time instructors' personnel cards are equipped with certain limitations and do

not allow them to get inside. Therefore, they have to wait for a permanent academic member to open the door.

Third, since their temporary contracts do not offer proper rights and job security for the instructors, they have to work with various uncertainties that decrease their well-being. Owing to the regulations of the institution, they are never sure of their workload and income. Thus, they only know that each semester their teaching load will decrease; however, no one predicts how much it will drop, which stresses the participants because they feel anxious and mentally tired of the instability and insecurity of their position. As they are paid based on the number of lessons they teach, a non-fixed weekly course load affects their salary. In addition to that they suffer from insufficient salaries and delays in getting it. Thus, constantly thinking about how to live with inadequate and irregular payment negatively influences their well-being. Some participants end up working in multiple jobs to increase their income, however, this strategy decreases the sense of well-being because they use their energy in working extra instead of getting some rest or being involved in professional development to enhance their qualifications. Hence, working in multiple jobs and pursuing a master's degree simultaneously stress them and contribute to their well-being. Despite working in multiple jobs and still needing parental support harms the psychology of the participants because it decreases the self-confidence of the participants. Moreover, it should also be added that the ones who do not have financial problems because of living with their parents have better well-being and more content with the conditions of the institution.

Fourth, a positive departmental culture where everyone mends her/his business without abusing anyone increases the participants' well-being. In general, they are comfortable with asking questions to perform duties properly, which helps the participants to work joyfully. Besides that, the participants also remark on the invisibility problems that affect their well-being negatively. Since they are regarded as a temporary workforce who may leave the institution anytime, the participants feel ignored and excluded from certain departmental meetings. Additionally, not being provided with name tags on their office doors and not being presented on the department's web page strengthen their feelings of being invisible like ghosts. Moreover, their problems' being non-visible to full-time instructors or administrators

to some extent as well and not being supported with professional development programs reduces their well-being.

Fifth, positive relations with the students are one of the vital factors to enhance their well-being. Teaching language to motivated students and the idea of having a long-lasting impact on their learners satisfies them. They are fully engaged with teaching and forget all their problems while teaching most of the time. They sometimes struggle with unmotivated and disrespectful students; however, since they have more serious problems in life, they did not mention problems with learners as the factor to reduce their well-being the most. To attract more students to their lessons and increase the efficiency of their teaching, they get help from colleagues, particularly their office mates or part-time colleagues. However, despite their efforts, if some students still prefer to choose not to pay attention to the lessons, they developed the strategies of not taking every act of the learners personally and focusing more on the motivated students. It should be also added that the aforementioned problems led the participants to lower their efforts because they neither get proper material gains nor appreciation for their endeavors. Thus, as Luna claimed, working in a temporary position curtails the qualifications of the instructors in their most fruitful time as fresh graduates ready to blossom professionally.

Sixth, one of the most meaningful and promising results of this dissertation study is the solidarity among most part-time instructors, which enhances their well-being. Knowing that they are not alone and being supported professionally and personally by their part-time fellows motivates them to bear working under precarious conditions. They care for each other and get together to find solutions to multifold challenges.

Seventh, the ones who worked in private colleges or other private universities have enhanced well-being working in the institution where this study took place because they find the climate of the department calmer and the workload much less heavy. Acknowledging the similar and worse conditions at other universities, they still choose to serve this institution, although they have the aforementioned challenges. They could have easily experienced burnout and left the profession; however, none of the participants indicated that they tend to leave the profession. Instead, they have

a hope that their lives will be better once they graduate from their master's programs since not holding a master's diploma is the main reason for working in a compelling temporary position. Thus, as Luna suggested, understanding the neoliberal system and developing strategies to cope with it helps, although it causes certain existential crises and anguish as indicated by Ahmet.

5.3. Practical Implications and Recommendations

Before listing the practical implications and recommendations, I would like to start with a basic yet very significant question, "who should be concerned by the indications of the outcomes of this thesis?". First of all, CoHE should take into account the results of this study since although imposing a master's degree to work in a permanent position at a university is an estimable decision to aim to increase English education at the tertiary level, it led to the occurrence of working at the temporary position, which provoked private universities to exploit the teacher force. Part-time instructors, who aim to gain teaching experience at the tertiary level and do not possess a master's degree yet, are used as backup teachers to meet the needs of the department by working in precarious conditions. However, working in a temporary position with insufficient salary and professional development opportunities have a high tendency to reduce their teaching qualifications and has the potential to negatively impact the English education provided at universities. Secondly, the decision-making mechanisms and professional development units of the institutions which hire part-time instructors should also be concerned and pay close attention to the temporary teaching force to increase the qualified English education they aim to offer to their learners. Regarding the part-time instructors' temporary teaching force and excluding them from professional development programs such as mentoring programs lower part-time instructors' well-being since they feel ignored, which unwilling makes them consider lowering the quality of their teaching. Lastly, permanent instructors who work in close contact and collaboration with temporary instructors should be concerned about the experiences of temporary instructors to help them feel embarrassed in the institution. Feeling embarrassed by each member of the institution has the potential to increase the part-time instructors' sense of belonging to the work environment and put more effort into the success of the institution.

The following practical implications are suggested based on the findings of the study.

1) Based on the CoHE's regulation in 2018, to work as an English language instructor in a permanent position, a master's diploma in a relevant program is required. It is a purposeful regulation that seeks to increase the caliber of the English programs at the universities by aiming to hire more qualified and sophisticated instructors. However, on the other hand, allowing universities to hire part-time instructors who do not hold a master's degree yet might be lowering the potential of the part-time instructors, who endeavor to be permanent instructors, in the long run. Since they are hired temporarily only to support the already existing teacher force, they are excluded from professional development programs. In other words, perhaps due to a lack of sources in the department or because of being regarded as temporary, or for some other reasons, part-time instructors are not provided with in-service training or mentor programs. Right before starting teaching in the institution, they only had a two-week long induction program, which was insufficient according to the participants as the program did not equip them with how to perform the duties in the department. Thus, they should be provided with a more comprehensive induction program, which prepares them how to complete duties such as marking by hands-on practice. In addition to that, as full-time instructors, they should also be provided with a mentoring program and professional support to enhance their qualifications and productivity. In that regard, CoHE should audit and work collaboratively with the universities to support the institutions to assist the part-time instructors' professional development. If the target is the enhancement of qualified language education, neither universities nor part-time instructors should be left alone with their own limited sources. Therefore, CoHE should recognize the existence of the precarious workforce in academia, share the statistics of the part-time teaching force rather than regard them as invisible, and cooperate with the stakeholders to better the conditions of the part-time instructors.

2) As for each academician, part-time instructors' wages should also be remediated so that they can be more prolific without struggling with financial problems continuously. They should be paid not only based on the lessons they teach because they do not assess exam papers while teaching lessons or they do not attend meetings

during their class hours. In other words, whatever duties they perform besides teaching should be rewarded because, otherwise, they feel treated as cheap laborers, which influences their well-being and efficiency negatively. Besides that, they should be paid on a fixed date regularly without delays. Moreover, CoHE should, together with universities, generate policies to provide job stability to part-time instructors because having no job stability and security stresses them.

3) Part-time instructors should be regarded as a valuable part of the institution rather than temporarily employed support teachers. As fresh graduates, they start working at the tertiary level with an enthusiasm to build a prosperous academic career. However, after a few months their motivation drops as they realize the distinctions between temporary and permanent instructors. Rather than being forgotten to be invited to certain events in the institution, they should be embraced by every member. There should be some events or social gatherings where they are introduced to permanent instructors properly. There are very successful and experienced instructors in the institution; this is why there should be implementations that part-time instructors may grow professionally with the help of more experienced teachers. In that regard, not only newly hired permanent instructors but also part-time instructors should be provided with a mentoring program to smoothly adapt to the department and enhance their teaching qualifications with the help of guidance from a more experienced instructor. Similarly, not only a few but all of the part-time instructors should be allocated to different offices and share the office with permanent instructors so that they can seek help from them and feel like a part of the institution. This study showed that if all part-time instructors share the same office, they suffer more in terms of learning the regulations of the institution and become more prone to make mistakes due to a lack of proper guidance. Moreover, sharing offices with permanent instructors may help the temporary instructors to develop a sense of belonging to the department because there is a vivid distinction between offices. The offices of permanent instructors are full of personal belongings, whereas the part-time office is quite dull as being conscious about their temporariness stops the part-time instructors from generating attachment to the institution to bring personal belongings.

4) This study discovered that the participants wish to be visible in the institution. They desire to be taken into consideration more rather than feeling excluded. Meaning, they do not want to be othered. Therefore, they demand to have name tags on their office doors and be visible on the department's web page too, because explaining the reason why their learners cannot find their office or email address upset them because their invisibility becomes a psychological burden on them. Thus, necessary actions should be taken to provide non-discriminatory but embracing treatment for part-time instructors. Moreover, the part-time instructors' problems should be paid attention to and included in the departmental meetings so that they can feel embraced and contribute more to the success of the department.

5) To increase the well-being of all members of the institution, there should be informal weekly or biweekly gatherings in which the instructors can comfortably share what went well and what did not during that week inside and outside the classroom. Thus, sharing their problems and generating solutions to the problems altogether may make the instructors teach more effectively. Seeing that most instructors share similar problems may encourage them not to take teaching-related problems personally. Moreover, they may initiate projects together to increase the productivity of the institution. Thus, instead of having only short and formal weekly meetings, organizing less formal and friendly meetings may increase the positive relations among the instructors, which has a major potential to enhance the progress and reputation of the department.

5.4. Recommendations for Future Research

This thesis study produced intriguing results; however, based on the limitation of the study, it is possible to suggest further research directions. Therefore, I would like to end this dissertation by proposing a number of research ideas to contribute to the relevant literature.

1) This case study investigated the well-being experiences of the part-time English instructors of only one private university in Türkiye; therefore, it could only manage to captivate the well-being perceptions of a limited number of instructors. However, since well-being experiences are unique to the individuals and influenced by contextual factors, the well-being of temporary English instructors employed at other

private universities might be explored as well. It could be beneficial for educational stakeholders to recognize the problems of precarious working conditions which may lead them to take action to remediate the drawbacks to increase the quality of higher education in Türkiye.

2) The setting of this study was a private university; however, although private universities are known to be hiring more part-time instructors to supplement their budgets, and part-time instructors prefer working at private universities since they pay more compared to the public universities, the well-being of temporary English instructors who work at public universities should be explored to depict the realities of temporary teacher force. Moreover, a comparative study might be conducted to compare and contrast the conditions of the temporary English language instructors employed at private and public universities to comprehend their well-being thoroughly.

3) The participants of this study were part-time English instructors only. However, further studies might be conducted with administrators in terms of their perceptions of the well-being of the temporary teacher force. Moreover, members of the professional development unit could be interviewed about their impression of the well-being of temporary language instructors, which might also serve for them to consider taking further actions to dwell more on the concept of teacher well-being to increase the well-being of the institution in general.

4) Another research idea might be to conduct a study to compare the well-being of temporary and permanent English instructors working in the same institution. Thus, such a study could serve for depicting the differences among instructors' well-being and understanding how the same work environment might provide diverse well-being experiences for people doing the same job by being employed with two different job contracts.

5) Further research might be conducted to depict the well-being experiences of novice and more experienced English instructors who either work at the same institution or at different institutions to generate solutions to increase their sense of well-being to raise their teaching effectiveness. Perhaps one group of instructors' problems might have the potential to be the cure for another group of instructors'

problems. In that case, the professional development unit of the institutions might work on the solutions by utilizing the help of the already existing human sources.

6) Another research idea might be to study the well-being of English instructors by considering different variables. For instance, teacher characteristics, years of experience, and departmental resources' impact on teacher well-being might be studied to have a broader understanding of language teacher well-being.

7) This study focuses on the part-time English language instructors' well-being, but the institution recruits temporary instructors who teach other languages such as German, Spanish, and more. The number of these instructors is smaller compared to temporary English instructors; however, their well-being could also be investigated to discover differences and similarities among the experiences of language teachers who teach different languages as a foreign language.

8) Lastly, another suggestion for further studies could be related to the data collection process. To have a more holistic understanding of the instructors' well-being, the data might be collected from people in the vicinity of the participants such as friends and family members. Their opinions about the participants' well-being could provide a wider picture of the well-being experiences of the participants.

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APPENDICES

A. DEBRIFING FORM

This case study aims to explore how part-time English language instructors employed at a private university in Türkiye experience their well-being and what part-time English language instructors perceive as the factors that affect their well-being. Furthermore, the study seeks to discover the strategies developed by part-time English language instructors that enhance their well-being.

This research study is carried out as a master's thesis under the supervision of Prof. Dr. Ayşegül DALOĞLU () and conducted by Çisem ARDA, who is currently pursuing an M.A. degree at the Department of Foreign Language Education, METU.

The data collected will be used only for research purposes and will be secured cautiously. The preliminary data of the study is expected to be attained in March 2023. If you have any further questions about the study, please, feel free to contact Çisem ARDA at .

B. BIOGRAPHICAL INFORMATION SURVEY

Thank you for participating in the study and taking the time to complete the following short questionnaire. The biographical information will be used to support your interview. Both your biographical information and the interview recording will be anonymized and will be only used for this thesis study. It may take a maximum of 5 minutes to complete the survey. Please feel free not to answer any questions you do not wish to respond to. If you have any questions, I would be glad to answer them in person.

1. Gender:

- ☐ Female
- ☐ Male
- ☐ Other: _____

2. Age:

- ☐ 22-25
- ☐ 26-30
- ☐ 31-35
- ☐ 36-40
- ☐ 41 and older

3. Marital Status:

- ☐ Single
- ☐ In a relationship
- ☐ Engaged
- ☐ Married
- ☐ Divorced
- ☐ Widowed
- ☐ Other: _____

4. Please, name the program that you completed your bachelor's degree.

5. Please, name the university that you completed your bachelor's degree.

6. If you are currently pursuing master's or doctoral studies, please indicate in which program you are studying.

7. What other teaching qualifications do you have? (You may select as many boxes as apply to you)

☐ Master

☐ PhD

☐ DELTA

☐ CELTA

☐ PGCE

☐ None

☐ Other: _____

8. How many years of English language teaching experience do you have?

9. How many years of English language teaching experience do you have as a part-time language instructor?

10. Since when have you been teaching in your current institution?

11. On average, how many contact hours do you teach per week?

- ☐ 0–5
- ☐ 6–10
- ☐ 11–15
- ☐ 16–20
- ☐ More than 20 hours

12. Apart from teaching hours, how many hours per week do you typically spend on doing things related to your teaching? (Lesson preparation, giving feedback to students' assignments, quiz marking, etc.)

- ☐ 0–5
- ☐ 6–10
- ☐ 11–15
- ☐ 16–20
- ☐ More than 20 hours

13. Do you currently have any other jobs in addition to teaching in this institution?

- ☐ Yes
- ☐ No

If yes, please specify:

14. If so, how many hours do you work at your additional job?

- ☐ 0–5
- ☐ 6–10
- ☐ 11–15
- ☐ 16–20
- ☐ More than 20 hours

C. SEMI-STRUCTURED INTERVIEW QUESTIONS

- Could you please tell me a little about yourself and your personal background? (educational background, teaching experiences etc.)
- How did you decide to become an English language teacher? (Any influence by someone/something?)
- What characteristics do an ideal English teacher have in your view?
- How long have you been teaching English?
- Can you name the factors that encouraged you to choose to work in your current institution?
- How did you decide to work as a part-time English instructor?
- Could you please describe your work as a part-time instructor at a tertiary level?
- How comfortable do you feel teaching in your workplace as a part-time language instructor?
- What do you find rewarding about being an English instructor? What motivates you?
- Could you call a specific moment you felt satisfied as a teacher?
- What are the challenges you face while working as a part-time language instructor?
- Can you call a specific moment that you felt overwhelmed at your job?
- What strategies do you use to cope with the challenges you experience?
- What is your understanding of teacher well-being?
- In your opinion, what are the factors that influence and threaten teacher well-being?
- How would you define your physical well-being?
- As an English instructor, what are the things that affect your emotional well-being?
- Can you identify the factors that affect your mental well-being?
- Do you have a dream, a vision, or an aspiration for yourself in relation to your job/field of study?
- How do you spend your time outside of work? Do you do anything that contributes to your well-being?
- What do you do to forget your stresses and worries both at work and in your personal life?
- What is being done in your institution to improve the well-being of part-time instructors? What would you like to be done to increase the part-time instructors' well-being?

D. THE LIST OF EXAMPLE INITIAL CODES

Interview with Ahmet	Interview with Vera
Absence of cultural events at the university Absurd regulations for part-timers Abolition of meetings specific to part-time instructors Accepting the system for part-timers Anguish Attending marking sessions on his day off Attended a two-week induction program without getting any payment Being absent on the departments' web page Being invisible to permanent instructors Being invisible to the administrative unit Being seen only as a gap filler Being treated as if you do not exist Being up to date Being upset on holidays Being unrecognized Believed in starting to work at a decent university Changes in future plans Decent communication skills Desire to be free from parental support Delays in the payment Delays in signing the job contract Demands to have a fixed income Demands getting paid for every duty not only teaching Despair Doubts about his performance due to having no feedback Duties at work Compulsory weekly meetings Earning much less than full-timers Enjoys not being stuck at the office after completing the duties Enjoys having intellectual discussions with undergraduate students Enjoys talking about literature with colleagues Excellent English language proficiency Existential problem Feeling more comfortable teaching at a university Feeling more motivated to teach Academic	Absence of interaction in online lessons Actively participating students Being constantly stressed because of uncertainties Being excluded from some departmental meetings Being forgotten to be invited to some social events Being invisible Being like a ghost after completing the duties Being prepared to manage classroom problems Being tired of working in multiple jobs and completing the duties of them Better well-being in this institution Bureaucracy Delays in signing the job contract Delays in the payment Demands a sufficient salary Demands an appreciation for her efforts Demands the problems of part-timers to be visible in the departmental meeting Demotivated to see only black screens during online classes Desire to be included in social events thoroughly Difficulty working at multiple jobs and pursuing a master's degree Diverse student population Earning much less than full-time instructors although doing the same job Enjoys having positive feedback from students Enthusiastic students Feeling ignored Feeling more competent in solving classroom problems thanks to teaching experience Feeling not alone in the system Feeling not powerful anymore to endure the problems Feeling tired physically, mentally, and emotionally Feeling unrecognized in the institution

English	Forgetting the problems while teaching
Feeling ignored	Feeling uncomfortable about discriminatory behaviors
Feeling guilty about being a part-time instructor	Getting colleague support
Feeling temporary	Getting support from the administrative unit about serious problems with the learners
Feeling tired physically and mentally	Had to work in multiple jobs
Feeling uncomfortable about discriminatory behaviors	Importance of communication
Feels that his labor is exploited	Insufficient salary
Financial problems affect the motivation toward teaching	Lack of enough time between classes to have the lunch
Forgetting financial problems while teaching	Likes communicating with students
Given the diverse courseload initially	Likes having a positive impact on students
Having more time to work on his thesis	Likes supportive class dynamics
Hopes to work in a permanent position in a better institution	Mentally loaded with endless tasks
Ignoring the problems is not a good strategy	Mentally loaded with financial insecurity
Ignoring unmotivated students	Motivated students
Insufficient induction program	Need for getting relaxed
Likes learning something new from students	Need of bringing your own speaker
Likes reading books and watching films to relax	Need of feeling safe economically
Likes spending time in nature to reveal his stress	No authoritative pressure
Living far from the institution	No job security
Living like a student	No major problems with technological devices
Needs for professional development opportunities	No proper health insurance
Needs job security and stability	No proper rights
No budget to buy technological devices	Nonparticipating students in online lessons
No emotional attachment to the institution	Not feeling professionally supported
No fringe benefits	Not having a room to get relaxed during break times while offering lectures in another building
No laptops for part-timers	Not taking everything too personally
No name tag on the office door	Pains of uncertain regulations of the institution for the part-time instructors
No proper health insurance	Prefers being a facilitator while teaching
Not being equipped with a proper speaker	Problems do not affect her teaching performance
Not being paid for duties other than teaching	Same problems each term
Not being paid on holidays	Stressful conditions for part-timers
Not being recognized by some colleagues	Student profile
Not cared enough	Successful and open-minded students
Not feeling motivated to teach at a preparatory school	Swimming to reveal job stress
Not feeling supported professionally	The difficulty of teaching students with diverse language proficiency
Not having an independent adult life yet	The importance of having decent communication skills
Not putting extra effort into the institution	The pain of sitting all day long in front of a screen
Pains of hyper-visibility because of being part-time	The problems of the part-time instructors are not taken into account
Paying attention to the students' interests	To be seen as young in the eyes of the students
Performing the same duties as permanent instructors but earning less	Too many marking sessions
Prefers semi-structured lectures	Trying to manage her budget all the time
Scarcity of shuttle service	
Seeing the self in an inferior position	
Some colleagues cannot find part-timers'	

offices due to no name tags Standardized education Started the teaching career at the target institution Students cannot find part-timers due to invisibility problems Students' talking among each during the class hour The blindness of the administration to the problems of part-timers The burden of not resolved problems Too many marking duties Unclear and worthless job contract Unmotivated repeat students Waking up too early to reach the shuttle service Was very motivated to teach initially Wasting money and time performing extra duties Weekly meetings with repetitive content	Trying to look for opportunities to teach and earn more Unrespectful students Uniting with other part-timers to take action to solve their problems Watching films to forget the problems for a while Wasting time while waiting for another instructor to assess the exam papers Wish to have a comfortable life without thinking about financial problems Witnessing the fragility of the teaching profession

E. SAMPLE CODING IN MAXQDA

The screenshot displays the MAXQDA software interface. On the left, a list of documents is shown under the 'Belgeler' (Documents) folder. The document 'Luna' is selected. Below this, a list of codes is shown under the 'Kod Sistemi' (Code System) folder. The main text area on the right contains a paragraph in Turkish discussing teacher well-being. The text is as follows:

Mesela şöyle ilginç bir şey var. Biz hastanesi de olan bir üniversiteyiz ve hastanesinde akademisyenleri sadece %10 unu ödeyerek bir sağlık hizmeti alabiliyor. Ve bizim böyle bir hakkımız yok çünkü *biz yokuz. Yani biz yokuz gerçekten*. Orada da yokuz. Kendi sistemleri içerisinde de yokuz. Bize hiçbir hak tanımamaya çalışıyor yani tanımamaya çalışılıyor olabildiğince. **Bu kurulan sistemden o kadar iyi faydalanyorlar ki. Etimizden sütümüzden gayet istedikleri gibi faydalanyorlar diyebilirim yani. Aslında birçok hocanın uzun yıllardır hoca belki de öğretmenlik yapan birçok hocanın sağladığı eğitimi biz de sağlıyoruz. Hatta bir çok konuda resent refreshed falanuz yani baktığımızda. Ama daha işe girdiğiniz gibi hevesiniz köreltiliyor. Çok potansiyeliniz varken aslında. En potansiyelinizin yüksek olduğu yeniliklere gelişime, eleştiriye, feedback'e, her şey en açık olduğunuz zamanda size feedback vermiyorlar. Çünkü PDU aktivitesine katılmıyorsunuz. Normalde mentoring programlarında full timelarda birileri gelip sizin dersinizi gözlemliyor. Ama siz birbirinizinizi gözlemliyorsunuz. Ya ben 1 yıllık hocayım, öteki 2 yıllık hoca. Biz birbirimize ne katacağuz yani? Katabiliriz tabii ki. Katmayız değil ama ben istiyorum ki farklı bir göz görsün. 15 yıllık hoca ne düşünüyor. Sistemi iyi bilen biri. Mentoring böyle olmaz mı? Ama yo sizin için öyle değil ki yapmış olmak için yapıldığında bu. Diyorsunuz ki 3 aylık hocayla 2 haftalık hoca birbirine mentoring yapın. Böyle mantıklı bir şey mi yani?**

Araştırmacı

Below the text area, a section titled 'Geri Çağrılan Bölümler' (Retrieved Sections) is visible, showing a list of sections related to the document.

F. METU ETHICS COMMITTEE APPROVAL

UYGULAMALI ETİK ARASTIRMA MERKEZİ
APPLIED ETHICS RESEARCH CENTER



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07 NİSAN 2023

Konu: Değerlendirme Sonucu

Gönderen: ODTÜ İnsan Araştırmaları Etik Kurulu (İAEK)

İlgi: İnsan Araştırmaları Etik Kurulu Başvurusu

Sayın Prof. Dr. Ayşegül Daloğlu

Danışmanlığını yürüttüğünüz Çisem ARDA “Yarı-zamanlı İngilizce Öğretim Görevlilerinin İyi Oluş Durumları: Türkiye’de Bir Vaka Çalışması” başlıklı araştırmanız İnsan Araştırmaları Etik Kurulu tarafından uygun görülerek 0165-ODTÜİAEK-2023 protokol numarası ile onaylanmıştır.

Bilgilerinize saygılarımla sunarım.

Prof. Dr. Ş. Halil TURAN
Başkan

Prof.Dr. İ.Semih AKÇOMAK
Üye

Doç. Dr. Ali Emre Turgut
Üye

Doç.Dr. Şerife SEVINÇ
Üye

Dr. Öğretim Üyesi Murat Perit ÇAKIR
Üye

Dr. Öğretim Üyesi Süreyya ÖZCAN KABASAKAL
Üye

Dr. Öğretim Üyesi Müge GÜNDÜZ
Üye

G. CONSENT FORM

This research study is carried out as a master's thesis under the supervision of Prof. Dr. Ayşegül DALOĞLU [REDACTED] and conducted by Çisem ARDA, who is currently pursuing an M.A. degree at the Department of Foreign Language Education, METU. This form has been prepared to inform you about the given research.

Title of the study: Part-time English Language Instructors' Well-being: A Case Study in Türkiye

The purpose of the study: This case study aims to explore how part-time English language instructors employed at a private university in Türkiye experience their well-being and what part-time English language instructors perceive as the factors that affect their well-being. Furthermore, the study seeks to discover the strategies developed by part-time English language instructors that enhance their well-being.

What you will be asked to do: If you consent to take part in the study, you will be asked to participate in a semi-structured interview, which is expected to be one or two hours long. The interview session will be audio recorded to analyze the data thoroughly. You will also be asked to fill out a short survey for demographic purposes.

How the data collected from you will be utilized: Your participation in this research study needs be entirely voluntary. You will not be asked for identity or institution identifying information by any means. Your responses will be kept completely confidential and will be evaluated only by the researcher and the thesis advisor. The data obtained from the participants will only be used for scientific purposes.

Possible benefits of this study: When the existing literature is examined, it is possible to observe that there are not any studies that directly address the well-being of part-time English language instructors working on temporary contracts at the tertiary level at private universities in Turkey. Thus, the findings of the study may make a substantial contribution to the literature. Additionally, having a detailed grasp of how these instructors manage the difficulties of being a part-time instructor might be helpful for stakeholders in education to improve the circumstances of part-time instructors.

Risks of participating in this study: There are no anticipated risks associated with taking part in this study. However, if at any point during the interview session you feel uncomfortable for any reason, you are free to withdraw. It will be sufficient to inform the researcher conducting the study in such a situation.

Payment: You will not have any payment for participating in the study.

Confidentiality: The data collected during the study will be kept confidential. All research data will be coded and guarded using password-protected computers, and research records will be retained in a locked file. In any article I may publish, I will not include any details that might be used to identify you. Only the researcher conducting this study will have access to the audio recordings of the interviews.

Right to Refuse or Withdraw: Participation in this study is entirely voluntary. You can choose not to participate in the study at any moment without worrying to indicate reason(s) for your decision. You have the right to refuse to answer any questions, to stop the interview altogether at any time, and to ask that the investigators not use any of the information you provided during the interview.

If you have any questions or concerns: Before, during, or after the research, you always have the right to ask questions regarding this study. I would like to indicate my sincere appreciation to you in advance for taking part in this research. Please feel free to contact me at any time if you have any more questions about the study at [REDACTED]. Lastly, if you wish to request a summary of the study's findings to be delivered to you, I will gladly share it with you.

I have read the information above and voluntarily agreed to participate in this study. I am aware that I have the right to withdraw at any time, and I agree that the information I supply may be used for scientific reasons. (After filling out and signing this form, please return it to the researcher.)

Your name

Signature

Date

H. TURKISH SUMMARY / TRKE ZET

YARI ZAMANLI İNGİLİZCE RETİM GREVLİLERİNİN İYİ OLUŞ DURUMLARI: TRKİYE’DE BİR VAKA ÇALIŞMASI

GİRİŞ

retmenler genellikle rencilerin hayatlarında bir fark yarattıklarını ve toplumun ilerlemesine katkıda bulunduklarını dşnerek (Bakar vd., 2014) kendilerini tatmin olmuş ve mutlu hissederler (Schutz, 2014). Dolayısıyla, retmenlerin olumlu deneyimlerinin hi şphesiz ki iş memnuniyetlerini ve mesleki refahlarını arttırdığını iddia etmek yanlış olmaz. Ancak, farklı bir açıdan bakıldığında, retmenlik mesleği aşırı iş stresi, tkenmişlik ve yıpranma ile tanımlanmaktadır (Mercer, 2020). Çoklu eğitim paydaşlarının artan talepleri, retmenlerin tkenmişlik yaşamasına ve meslekten ayrılmasına neden olmakta, bu da sundukları eğitimin kalitesini dşrmekte ve uzun vadede lkelerin refahına zarar verebilmektedir nk retmenlerin refahı yalnızca retmenleri bireysel olarak etkilememekte, aynı zamanda toplumu da bir btn olarak etkilemektedir (Lipińska-Grobelny ve Narska, 2021).

Ne yazık ki, stresin nedenleri farklı lkelerde farklı olsa da, retmen tkenmişliği ve yıpranma oranları kresel apta ykselmektedir (Kinay vd., 2021; Gregersen vd., 2020; Herman vd., 2018; Borman ve Dowling, 2008; Montgomery ve Rupp, 2005; Kariková, 2010). Bu bağlamda, Kariková (2010) retmenleri strese sokan etmenleri şöyle sıralamaktadır: dşk maaş ve sosyal stat, yetersiz ve istikrarsız çalışma koşulları, eğitim deęerleri açısından tutarsızlık ve eğitimin geleneksel deęerine ilişkin şpheler. retmenlerin aşırı iş yk (Shernoff vd., 2011) ve net olmayan sorumluluklar, yksek performans beklentisi, alışılan kurumun kltryle ilgili sorunlar, renenlerin gereki olmayan talepleri, motivasyonsuz renciler

(Skaalvik ve Skaalvik, 2017) ve test merkezli eğitim (Lever vd., 2017) gibi karşılaştıkları sorunlar, iyi olma hallerine tehdit oluşturmaktadır. Bu nedenle, öğretmenlerin iyi olma haline ilişkin anlayışımızı genişletmenin ve eğitim sistemindeki tüm paydaşların yararına olacak şekilde öğretmenlerin iyi olma halini artırmanın yollarını bulmanın tam zamanıdır; aksi takdirde, tükenmişlikle öğretmeye devam eden öğretmenlerin ders içi performanslarında düşüş olacak (Brouwers ve Tomic, 2000) ve bu da eğitimin kalitesini olumsuz yönde etkileyecektir.

İyi olma hali, iş verimliliğini doğrudan etkilediği için her meslekle ilişkilendirilebilir. Ancak, öğretmenlik mesleği bu tez çalışmasının odak noktası olduğundan, öğretmenlerin iyi olma halinin tanımı ve bileşenlerinin sunulması gerekmektedir. Fox (2021) öğretmen refahını dört bileşen üzerinden tanımlamaktadır: öğretmen yeterliliği (yani öğretmenlerin öğretim becerilerine ilişkin varsayımları), öğretmen eğilimi (yani öğretmenlerin nitelikleri ve kişilik özellikleri), okula bağlılık (yani öğretmenlerin kurumdaki diğer kişilerle etkileşimleri) ve işe özgü stres (yani mesleğin doğasıyla ilgili durumlar). Araştırmanın ortaya koyduğu üzere, öğretmenlerin iyi olma halini tanımlamak için hedonik ve eudaimonik yaklaşımlar da kullanılmaktadır. Öğretmenlerin iyi olma hali açısından hedonik yaklaşım, eğitimcilerin duygusal deneyimlerine odaklanmaktadır (Day ve Gu, 2010; Frenzel, 2014; Schutz ve Zembylas, 2009). Öğretmen refahında eudaimonik perspektif ise işin sosyal boyutlarına odaklanır. Bireysel sağlamlığın yanı sıra, iş arkadaşlarıyla etkileşimler, kurum kültürünün bir parçası olmak gibi işyerindeki sosyal faktörleri de içerir (Cameron ve Spreitzer, 2012; Mercer, 2020).

Dil öğretmeni olmanın kendine has özellikleri olduğundan, dil öğretmenlerinin iyi olma halleri de özellikle vurgulanmalıdır. Dil öğretmenlerinin dil öğrenimi konusunda kaygı duyma (Horwitz, 1996), mesleğin kültürlerarası gereklilikleriyle başa çıkma (King ve Ng, 2018; Mercer vd., 2016), iş güvencesinin olmaması (Vatansever ve Gezici-Yalçın, 2015) ve aşırı iş yükü (Wieczorek, 2016) ya da yöneticilerden, öğrencilerden ve velilerden gerçekçi olmayan beklentiler gibi dil öğretmenliğine özgü stres unsurları vardır. Dil öğretmenlerinin iyi olma halinin kaynaklarına gelince, öğretmen öz yeterliliği (Day, 2009) ve öğretmen özerkliği (Pearson ve Moomaw, 2005) iyi olma halinin bireysel kaynakları olarak kabul

edilebilir. Bununla birlikte, iyi oluşun bir diğer boyutu, onu öznel ve bireysel olmaktan çıkarıp nesnel ve toplumsal hale getiren sosyal kaynaklarla ilgilidir. Sosyal yönüyle, "sistemler, kültürler, bağlamlar ve politikalar bireysel iyi oluşu etkileyebilir" (Mercer, 2020, s.3). Dahası, Borg'un (2006) da belirttiği gibi, dil öğretmenlerinden öğrenenler arasında etkileşimi teşvik etmek için iletişimsel görevler üretmeleri istenir ve bu da ekstra çaba, yaratıcılık ve enerji gerektirir. Dolayısıyla, bir dili öğretmenin, o alanda çalışan öğretmenlerin duygularını ve esenliklerini etkileyecek farklı boyutları olabilir.

Özel sektörü de şekillendiren mevcut neoliberal ideolojiler, bireysel rekabet ve yüksek performansın takdir edilmesi öğretmenlerin refahı üzerinde olumsuz bir role sahiptir (Angus, 2012; Apple, 2006; Ball, 2003; Hursh ve Henderson, 2001). Neoliberal politikalar güvencesiz çalışma koşullarının önünü açmış ve prekaryat olarak adlandırılan yeni bir sosyal sınıfın inşasında rol oynamıştır. Standing'e (2015) göre, prekaryalar iyi eğitilmiş olsalar bile sabit ve düzenli iş koşullarında çalışmamaktadır. Ne yazık ki, üniversite ortamında da güvencesiz koşullar gözlemlenebilmektedir. Neoliberal perspektiften bakıldığında eğitim, bireylerin kendi iyilikleri için satın alacakları bir meta olarak görülmektedir (Bruno vd., 2010; Davies vd., 2006; Saunders, 2008) ve üniversiteler giderek birer şirket gibi davranmaktadır (Slaughter ve Rhoades, 2000). Eğitim bir sektör haline geldiğinden üniversitelerdeki öğrenci sayısı arttıkça akademisyenlere duyulan ihtiyaç da artmıştır. Ancak, finansman yapısı ve kaynakları nedeniyle, yükseköğretimde düşük ücretli, geçici pozisyonlarda istihdam etme eğilimi nedeniyle kalıcı akademik pozisyonlar düşmüştür. Bu bağlamda, Türkiye'de de üniversitelerde tam zamanlı İngilizce Öğretim Görevlisi olmayı hedefleyen İngilizce öğretmenlerini yüksek lisans diplomalarını alana kadar yarı zamanlı Öğretim Görevlisi pozisyonlarında çalışmayı seçtikleri takdirde zorlayıcı bir süreç beklemektedir.

Türkiye'de 2018 yılında yürürlüğe giren yasa, bir üniversitenin yabancı diller bölümünde (hazırlık okulları) dil eğitmeni olmayı hedefleyen İngilizce mezunlarının hayatlarını etkilemiştir. Bu yasaya göre, dil öğretmenleri, yüksek lisans derecesine sahip değillerse, hazırlık okullarında veya üniversitelerde dil eğitmeni olarak kalıcı pozisyonlarda işe alınamamaktadırlar. Bu mevzuat, üniversitelerin hazırlık

okullarının yüksek lisans derecesine sahip olmayan yarı zamanlı İngilizce Öğretim Görevlileri istihdam etmesine izin verdiği için üniversite ortamında güvencesizliğe yol açmıştır. Bu nedenle, bölümün ihtiyaçlarını karşılamak için yarı zamanlı okutmanlar, tam zamanlı okutmanlara destek olarak kullanılmaktadır. 'Yedek' öğretmen olarak görüldükleri için yarı zamanlı eğitimciler, tam zamanlı dil eğitimcilerine kıyasla güvencesiz çalışma koşulları altında istihdam edilmektedirler. Dolayısıyla, bu çalışma, özel bir üniversitede yarı zamanlı İngilizce okutmanı olma durumunu ele alarak katılımcıların iyi oluş deneyimlerini incelemeyi amaçlamaktadır. İyi olma hali Sosyal Psikoloji alanında yaygın olarak çalışılsa da, özellikle öğretmenlerin iyi olma haline odaklanan çalışmalar son zamanlarda oldukça ilgi görmektedir. Ancak, Türkiye'de özel bir üniversitede yükseköğretim düzeyinde çalışan yarı zamanlı İngilizce Öğretim Görevlileri'nin iyi oluş halleri yeterince araştırılmamış bir alan olarak karşımıza çıkmaktadır. Dolayısıyla, çalışmanın bulguları literatüre önemli bir katkı sağlayabilir. Ayrıca, yarı zamanlı Öğretim Görevlisi olmanın zorluklarıyla nasıl başa çıktıklarına dair ayrıntılı bir kavrayışa sahip olmak, yarı zamanlı eğitimcilerin koşullarını iyileştirmek için eğitimdeki paydaşlara yardımcı olabilir. Bu bağlamda, yukarıda belirtilen amaçlara dayalı olarak, mevcut çalışmada aşağıdaki araştırma soruları ele alınmaktadır:

- 1) Türkiye'de özel bir üniversitede yarı zamanlı pozisyonda çalışan İngilizce Öğretim Görevlileri iyi olma hallerini nasıl deneyimlemektedir?
- 2) Yarı zamanlı İngilizce Öğretim Görevlileri hangi faktörlerin iyi olma hallerini etkilediğini düşünmektedir?
- 3) Yarı zamanlı İngilizce Öğretim Görevlileri refahlarını arttırmak için hangi stratejileri geliştirmektedirler?

YÖNTEM

Bu vaka çalışma özel bir üniversitede çalışan yarı zamanlı İngilizce okutmanlarının iyi oluş hallerini keşfetmeyi amaçlamaktadır. Bu amaca yönelik olarak, karmaşık, bağlamsallaştırılmış ve derinlemesine yorumlar lehine nicelleştirmeyi veya eleştirel olmayan genellemeleri reddeden Nitel Araştırma veya Nitel Sorgulama paradigması kullanılmıştır (Creswell, 2013). Bu çalışma, Türkiye'deki özel bir üniversitenin Yabancı Diller Bölümü'nde (YDYO) gerçekleştirilmiştir. Üniversitede Yabancı

Diller Bölümü'nün (diğer bir deyişle Hazırlık Okulu) yanı sıra altı fakülte ve üç enstitü bulunmaktadır. Üniversitenin web sitesinde paylaşılan istatistiklere göre, şu anda üniversitenin sunduğu programlara yaklaşık altı bin öğrenci kayıtlıdır. Her yıl çoğunluğu üst ve orta sınıf kökenli olmak üzere burslu ya da burssuz şekilde yaklaşık bin öğrenci üniversiteye kayıt yaptırmaktadır.

Yabancı Diller Bölümü'nde, 2022 yılı güz döneminde, İngilizce öğretmek üzere 57 tam zamanlı ve 23 yarı zamanlı İngilizce Öğretim Görevlisi aktif rol almıştır. Dolayısıyla, rakamlar yarı zamanlı eğitmenlerin sayıca az olmadığını göstermektedir; bu da daha çok tam zamanlı eğitmen istihdam etmek yerine bölümün ihtiyaçlarının daha fazla yarı zamanlı eğitmen istihdam edilerek karşılandığını göstermektedir. Ancak hazırlık programındaki öğrenci sayısı bahar ve yaz dönemlerinde azaldığı için yarı zamanlı öğretim elemanı ihtiyacı da azalmaktadır. Bahar döneminde, başlangıçta 58 tam zamanlı öğretim görevlisi ve 19 yarı zamanlı öğretim görevlisi hem hazırlık hem de lisans öğrencilerine İngilizce öğretmiştir. Fakat zorunlu yaz dönemi için yayınlanan ders çizelgesi göstermiştir ki kurum yaz döneminde yarı zamanlı İngilizce Öğretim Görevlileriyle çalışmayacaktır. Bu bağlamda, bir anda değişen iş yükü dağılımları yarı zamanlı okutmanları güvencesiz ve iş garantisi olmayan çalışma koşullarında çalışmaya sevk etmektedir; bu durum da iyi oluş hallerini etkileme potansiyeline sahiptir. Dolayısıyla, bu tez çalışması İngilizce Öğretim Görevlileri'nin geçici iş sözleşmeleriyle çalışmalarının iyi oluş hallerine etkilerini araştırmayı hedeflemiştir.

Örnekleme stratejisi olarak, katılımcıları seçmek için ölçüt örnekleme kullanılmıştır (Creswell, 2013). Katılımcıları seçmek için kullanılan ölçütler şöyledir: a) seçilen özel üniversitede yarı zamanlı İngilizce Öğretim Görevlisi olarak ders vermek veya vermiş olmak, b) seçilen kurumda yarı zamanlı İngilizce okutmanı olarak bir dönemden fazla ders verme deneyimine sahip olmak. Bölüm belgelerine göre, görüşmelerin yapıldığı dönemin başında kurumda aktif olarak çalışan 19 yarı zamanlı eğitmen vardı. Dolayısıyla, tüm yarı zamanlı eğitmenler, seçilen kurumda en az bir dönem ders verme deneyimine sahip oldukları için ölçüt örnekleme kriterlerini karşılamıştır. Pilot çalışmaya 1, ana çalışmaya ise 14 yarı zamanlı İngilizce Öğretim Görevlisi (9 kadın, 4 erkek, 1 cinsiyetini belirtmek istemeyen) katılmıştır.

Katılımcıların araştırmanın geçtiği üniversitede yarı zamanlı eğitmen olarak ders verme deneyimleri 8 ay ile 4 yıl arasında değişmektedir. Katılımcılar, 2018’de Resmi Gazete’de ilan edilen öğretim görevlileri ve akademisyenlerin atanmasına ilişkin en son yönetmeliğe göre, İngilizce okutmanlarının üniversitelerde tam zamanlı pozisyonlarda çalışabilmeleri için yüksek lisanlarını bitirmiş olmaları gerekmektedir. Katılımcıların yarı zamanlı pozisyonda çalışmalarının sebebi henüz yüksek lisans diplomasına sahip olmamalarıdır. Dolayısıyla lisans derecesinden yeni mezun olmuş tam zamanlı Öğretim Görevlisi olmayı hedefleyen İngilizce öğretmenleri bir yandan yüksek lisans programlarına devam ederken aynı zamanda yarı zamanlı Öğretim Görevlisi olarak çalışmaktadırlar. Prestij ve deneyim açısından değerli buldukları işlerini icra ederken bir yandan da geçici pozisyonda çalışmanın getirdiği sorunlarla mücadele etmektedirler.

Bu bağlamda, Creswell (2013), “tüm bireylerin yaşadıkları deneyimler hakkında anlatacak hikayeleri olması gerektiğini” öne sürmektedir (s. 155). Dolayısıyla, çalışmanın her bir katılımcısının, geçici bir pozisyonda çalışarak iyi olma hallerine ilişkin benzersiz yaşam deneyimleri hakkında anlatacak hikayeleri vardır ve değerli deneyimleri bu tez sayesinde daha geniş bir kitle tarafından bilinme potansiyeline sahiptir. Katılımcıların deneyimleri özellikle eğitim politikaları alanındaki yetkililer için üniversite seviyesindeki İngilizce dil eğitiminin geliştirmesi açısından anlamlı olabilir.

Çalışmanın verisi 2022-2023 Bahar Dönemi’nde biyografik bilgi anketi, yarı yapılandırılmış derinlemesine gözlemler ve aynı kurumda çalışan araştırmacının tuttuğu etnografik notlardan oluşmaktadır. Katılımcılarla toplam 905 dakikalık görüşme yapılmıştır. Veri görüşmelerin yazıya dökülmesi ve etnografik gözlem notları da dahil yaklaşık 280 sayfadan oluşmaktadır. Veriler, Holmes'un (2005) iyi oluş çerçevesi, Seligman'ın (2011) PERMA Modeli ve Creswell (2013) ile Braun & Clarke'nin (2006) tematik analiz metotları kullanılarak çok katmanlı bir analitik yöntemle MAXQDA yazılımı yardımıyla incelenmiştir.

BULGULAR, TARTIŞMA VE SONUÇ

Bu nitel araştırma çalışması, Türkiye'de özel bir üniversitenin Yabancı Diller Bölümü'nde yarı zamanlı olarak çalışan İngilizce okutmanlarının iyi olma hallerini incelemek amacıyla gerçekleştirilmiştir. Bu nedenle, ilk araştırma sorusu katılımcıların iyi olma hallerini nasıl deneyimlediklerini keşfetmeye odaklanmıştır. İkinci araştırma sorusu, katılımcıların iyi olma hallerini artıran ya da azaltan faktörler olarak neleri algıladıklarını keşfetmeyi amaçlamıştır. Son araştırma sorusunun amacı ise katılımcıların iyi olma hallerini artırmak için ürettikleri stratejileri ortaya çıkarmaktır.

Veri analizi katılımcıların iyi oluş hallerini derinden etkileyen beş tema ortaya çıkarmıştır. İlk tema çalışma ortamının katılımların iyi oluşlarını etkilemesi üzerinedir. Katılımcılar ilk etapta PERMA'nın başarı ayağının da işaret ettiği gibi, böylesine başarılı bir kurumda çalışarak mesleki açıdan gelişebileceklerini düşünmüşlerdir. Bu nedenle, öğretmenlik kariyerlerine kendileri için prestijli görünen yükseköğretim düzeyinde başarılı bir kurumda başlamak için oldukça motive olmuşlardır. Ancak, çoğunlukla herkesin saygılı ve yardımsever olduğu olumlu bir çalışma ortamından memnun olsalar da, genel olarak, yetersiz haklar ve iş güvencesi olmadan geçici pozisyonlarda çalışmanın neden olduğu koşullardan muzdaripler. Dolayısıyla, olumlu bir çalışma ortamı bireyleri ve kuruluşları gelişmeye teşvik etme potansiyeline sahip olsa da (Davis, 2013), bu tez çalışması olumlu bir ortamın yeterli olmadığını, mesleki gelişim fırsatları, tatmin edici gelir, iş istikrarı, iş başarısının takdir edilmesi gibi faktörlerin refahı artırmak için gerekli diğer hayati unsurlar olduğunu ortaya koymuştur.

İkinci temaya göre ise maddi sorunlar katılımcıların refahını büyük ölçüde azaltan en büyük faktördür. Geçici bir iş sözleşmesiyle çalışmaları ve sadece verdikleri dersler için ücret almaları, ki verdikleri ders saatleri her an değişebilir, katılımcıları mali açıdan zor durumda bırakmaktadır. Alt temalarda da görüldüğü üzere, katılımcıların finansal sorunları kabaca beş nedene dayanmaktadır: yetersiz ve gecikmeli maaş, öğretmenlik dışındaki görevler için ödeme yapılmaması (örneğin sınav kağıdı

okumak), tatillerde veya hastalıkta gelir elde edilememesi ve uygun sigorta veya iş güvencesine sahip olunmaması.

Katılımcıların yaşadıkları çeşitli belirsizlik sorunları ise çalışmanın üçüncü temasını oluşturmaktadır. Bulgular, katılımcıların iyi olma halini etkileyen dört ana belirsizlik türünü ortaya çıkarmıştır. Ders yükü, görevler, kurumsal uygulamalardaki belirsizlikler ve bu belirsizlikler nedeniyle geleceklerini kurgulayamamak yarı zamanlı öğretim elemanlarının iyi olma halini azaltmaktadır. Ali, bölümün ihtiyaçları doğrultusunda geçici bir pozisyonda çalıştıkları durumlarını puzzle parçalarına benzetmektedir. Yeni puzzle tasarlanana ve tam zamanlı bir eğitmen işe alınana kadar yarı zamanlı okutmanlar kurum için önemli bir parçadırlar ama yeni bir tam zamanlı okutman istihdam edilmesi yarı zamanlı eğitmenlere artık ihtiyaç olmayacağı için ve puzzleden ilk ayrılan parça olacaklardır. Benzer şekilde Luna da içinde bulundukları durumu, ne zaman ve nerede ihtiyaç duyulursa emeği sömürülen joker üye sembolünü kullanarak açıklamaktadır. Dolayısıyla, katılımcılar her dönem kaç saat ders vereceklerini bilmemektedirler. Dahası, tahsis edilen ders yükü bile çeşitli nedenlerle değişebilir, örneğin yeni tam zamanlı eğitmenler işe alınabilir ve bu da yarı zamanlı eğitmenlerin iş yükünün azalmasına yol açabilir. Bunun tam tersi bir durum da mümkündür. Dolayısıyla, katılımcılar bölüm yöneticilerini sadece kurumsal olarak belirlenmiş düzenlemeleri takip ettikleri için suçlamasalar da, ne zaman maaş alacaklarını, kaç saat ders vereceklerini ve verdikleri ders sayısının azalıp azalmayacağını bilemedikleri için kendilerini stres altında hissetmektedirler.

Dördüncü tema olan görünmezlik sorunları, bir önceki ve bir sonraki tema ile ilişkilidir. Katılımcıların Türkiye'nin prestijli kurumlarından mezun olmalarına rağmen, henüz yüksek lisans derecesine sahip olmamaları nedeniyle geçici bir pozisyonda çalışıyor olmaları çeşitli sorunlar doğurmaktadır; bunlardan biri de kadrolu eğitmenlerin gözünde geçici ve görünmez olmalarıdır. Bulgular, yarı zamanlı eğitmenlerin sadece görev açısından kuruma destek olacak eğitmenler olarak değerlendirildiğini ortaya koymaktadır. Bu nedenle sınav değerlendirme ya da sınav gözetmenliği gibi görevler okutmanlara verilirken emek gücü olarak görülmekte, sosyal etkinlikler ya da mesleki gelişim eğitimleri söz konusu olduğunda unutulmakta ya da dışlanmaktadırlar. Ashforth ve diğerleri (2008) örgütsel

özdeşleşmenin kuruma aidiyet duygusunu teşvik ettiğini ve insanların kendi değerlerini fark etmelerine yardımcı olduğunu, bunun da öğretmenlerin refahına katkıda bulunduğunu öne sürmektedir. Ancak, yarı zamanlı eğitimler söz konusu olduğunda, belirli mesleki gelişim faaliyetlerinden veya toplantılarından dışlanmak, kuruma aidiyet duygusu geliştiremedikleri için iyi olma hallerini engellemektedir.

Bazı katılımcılar durumlarını hayaletlere benzetiyor. Kadrolu öğretmenler her şekilde var olurken, kurum yarı zamanlı eğitimlere web sitesinde yer vermiyor ya da ofis kapılarında isimleri yazılmıyor. Öğrencilerin kendilerini bulmakta zorlandıklarını ifade ederek, bu tür ayrımcı düzenlemelere maruz kalmak, onların refahını ve çalışma yerlerine olan bağlılıklarını azaltmaktadır. Ayrıca, ofislerinin değişme ihtimali de motivasyonlarını düşürmektedir çünkü geçici bir pozisyonda olduklarının ve her an işsiz kalabileceklerinin bilincinde oldukları için aidiyet duygusu geliştirememektedirler. Buna ek olarak, sınırlı sayıdaki ofisler nedeniyle, bazı yarı zamanlı eğitimlere uygun ofisler bile sağlanmamakta, bu da kendilerini izole edilmiş ve göz ardı edilmiş hissetmelerine neden olmaktadır.

Araştırma sonuçlarının beşinci teması katılımcıların iş yerindeki ilişkileriyle ilişkilidir. Bulgular, katılımcıların iyi olma halini artıran en güçlü faktörün öğrencileriyle olan olumlu ilişkileri olduğunu ortaya koymuştur. Öğrencilerin hayatlarına dokunmak, onlardan bir şeyler öğrenmek ve çabalarının öğrenciler tarafından takdir edildiğini görmek katılımcıları her şeyden daha fazla motive etmektedir. Böylece, iş ve yaşamlarında çeşitli sorunları olsa da, sınıfa girdiklerinde sıkıntılarını unutup kendilerini derse kaptırabilmektedirler. Bu açıdan, PERMA Modeline göre, sınıfta öğrencilerle kurdukları olumlu ilişkiler, öğretmenlerin kendilerini öğretmeye adanmalarına, mesleklerinde anlam yaratmalarına ve kendilerini başarılı hissetmelerine yol açarak iyi olma hallerini artırmaktadır. Türkiye'deki deprem nedeniyle çevrimiçi eğitim, öğrencilerle olan etkileşimlerini sekteye uğratsa ve bazen motivasyonsuz veya saygısız öğrencilerle karşı karşıya kalsalar da, yine de motive olmuş ve İngilizce öğrenmeye ilgi duyan öğrenciler onları daha verimli bir şekilde öğretmeye teşvik etmektedir. Katılımcılar, güvencesiz koşullar zorlayıcı ve motivasyon kırıcı olduğundan, öğrencilerden gelen olumlu geri

bildirimlerin ve meslektaşlarıyla olumlu ilişkilerin tükenmişlik yaşamalarını ve mesleği bırakmalarını engellediğini belirtmektedir.

Seligman'a göre esenliğin hayati bir bileşeni olumlu deneyimler yaşamaktır çünkü ilişkiler topluluk duygusu, şefkat ve sosyal destek için temel ihtiyaçlarımızı sağlamaktadır (2011). Bu bağlamda, katılımcılar çalıştıkları bölümdeki her bir hocanın saygılı ve yardımsever olmasından memnundurlar. Birkaç küçük kalp kırıcı sorun dışında, meslektaşları ya da koordinatörleriyle ciddi sorunlar yaşamamışlardır. Bazı kadrolu öğretim görevlileri zaman zaman kendilerini tanımayıp öğrencilerle karıştırırsa da, genel olarak meslektaşlarıyla profesyonel ilişkilerden memnundurlar. Yöneticiler ve koordinatörler, öğretim elemanlarını yargılamadan öğretimle ilgili sorunları çözmeye özen göstermektedirler. Üzerlerinde herhangi bir otoriter baskı hissetmemeleri müfredata ve kurallara uyarak özgürce ders vermelerini sağlamaktadır. Güvenlik görevlisi de dahil olmak üzere bölümün tüm üyelerinin nazik davranışları iyi oluş hallerini olumlu etkilemektedir.

Departmanın hemen her üyesiyle olumlu ilişkilere sahip olmakla birlikte, çoğu katılımcı yarı zamanlı çalışan meslektaşlarıyla çok daha dostane ve güçlü bağlar geliştirdiklerini vurgulamaktadırlar. Aynı ofisleri ya da komşu ofisleri paylaştıkları ve benzer sorunlarla karşılaştıkları için birbirlerine daha fazla destek olmaktadır. Benzer geçmişlere, yaşlara, amaçlara ve zorluklara sahip olmak onları birleştiriyor ve iyi olma hallerini artıran bir dayanışma oluşturuyor (Ryan ve Deci, 2017). Yalnız olmadıklarını hissetmek ve birbirlerinden destek almak, sorunların üstesinden gelmelerine yardımcı olmaktadır. Yarı zamanlı öğretmenler arasındaki dayanışma bu tez çalışmasında da kendini göstermiştir. Kurumdaki yarı zamanlı öğretmenlerin neredeyse tamamı, beni mümkün olan her şekilde destekleyerek çalışmama gönüllü olarak katılmışlardır.

Son araştırma sorusu, katılımcıların iyi olma hallerini artırmak ve güvencesiz koşullarda hayatta kalmaya devam etmek için ürettikleri stratejileri keşfetmeyi amaçlamıştır. Öğretmenlerin iyi olma hali bağlamsal faktörlerden ve bireysel özellikler, motivasyonlar ve ilgi alanları gibi bireysel faktörlerden etkilenmektedir (Hobson ve Maxwell, 2017). Dolayısıyla, bazı katılımcıların iyi olma hali içinde

bulundukları kořullardan daha olumsuz etkilenirken, diğerklerinin iyi olma hali, iş yerinde ciddi sorunları olmadığına inandıkları için aşırı derecede etkilenmemektedir.

İyi olma hali deneyimleri onları daha çok maddi sorunlarına ve öğretimle ilgili sorunlarına yönelik çözümler üretmeye yöneltmektedir. Ancak ürettikleri çözümler, işyerindeki görünmezlik ve belirsizlik sorunları nedeniyle kendilerini geçici hissetmelerinin üstesinden gelmeye çalışmayı da kapsadığını göstermektedir. Maaşlarının yetersizliği ve gecikmesi, katılımcıları gelirlerini artırmak için birden fazla işte çalışmaya zorlamaktadır. Dolayısıyla, halihazırda bir kurumda çalışırken ve yüksek lisans yaparken, ek işlerde de çalışmak zorunda kalmaktadırlar; bu belki maddi sorunlarına bir çözüm olsa da aslında refahlarını azaltmaktadır çünkü tüm görev ve sorumluluklarını yönetmek için daha fazla çaba sarf etmeleri gerekmektedir. Dolayısıyla, profesyonel olarak gelişmek bir yana, dinlenmeye ayıracak boş zamanları bile olmamaktadır. Tüm belirsizliklerin arasında bütçelerini ve genel olarak hayatlarını yönetmek için sürekli stresli bir ruh hali içerisindeyler.

Birden fazla işte çalışmalarına rağmen yine de maddi zorluklar yaşamaktadırlar ve bu da onları ebeveynlerinden destek istemek zorunda bırakmaktadır. Ebeveynlerinden destek almak ise bağımsız bir yetişkin gibi hissetmediklerin katılımcıların refahına zarar vermektedir. Sıkı çalışmalarının karşılığını görememek ve ebeveynlerine bağımlı olmak, katılımcıların potansiyellerini küçümsemelerine yol açıyor; dolayısıyla kendilerini başarılı hissetmiyorlar. Dahası, akademik olarak başarılı oldukları için çoğu katılımcı yüksek lisans öğrencilerine özgü TÜBİTAK bursu almaktadırlar. Burs sayesinde ayda en azından sabit bir gelire sahip olsalar da bazen burs miktarından çok daha az kazandıkları için bu durumdan mutlu olmayı üzücü buluyorlar. Dolayısıyla maddi sorunlar özgüvenlerinin, potansiyellerinin, akademik isteklerinin ve geleceğe dair umutlarının azalmasına neden olmaktadır. İçinde bulundukları durum ve kurumdaki uygulamalar kendilerini henüz tam manasıyla bir eğitmen olarak görmemelerine yol açmaktadır; bu durum da refahlarını olumsuz etkilemektedir.

Öğretimle ilgili sorunlar konusunda katılımcılar meslektaşlarından, özellikle de ofis arkadaşlarından veya diğerk yarı zamanlı eğitmenlerden yardım almaktadırlar.

Derslerinin etkinliğini artırmak için meslektaşlarından aldıkları tavsiyeleri uygulamaya çalışmaktadırlar. Bireylerin genel refahı mesleki refahlarından doğrudan etkilense de (Prilleltensky, 2013), katılımcılar işleriyle ilgili stresten uzaklaşmak ve refahlarını artırmak için arkadaşlarıyla ve sevdikleriyle vakit geçirmek, film izlemek, müzik dinlemek, kitap okumak ve spor yapmak gibi stratejiler geliştirmişlerdir. İyi hissedişlerini yükseltebilecek ilgi alanları ve hobileri vardır, ancak maddi sorunları hobilerine yatırım yapmalarına veya sosyalleşmelerine pek izin vermemektedir. Dahası, refahlarını artırmak için yukarıda belirtilen tüm faaliyetleri yapmak isteseler de, çalışmalarından arta kalan boş zamanlarını yüksek lisans eğitimlerine yatırmaktadırlar.

Katılımcıların çoğu, İngilizce öğretme konusundaki yeterliliklerine güvenmektedirler; dolayısıyla dil refahları öğretmekten kaynaklı olumsuzluklardan aşırı ölçüde etkilenmemiştir (Pillay vd., 2005; Soini vd., 2010; Soodak vd., 1993). Aksine, potansiyellerinde bir düşüş gözlemlemişlerdir. Başka bir deyişle, mesleklerinde çok daha yetkin olabileceklerine inanmaktadırlar; ancak yarı zamanlı eğitmenlere yönelik mesleki gelişim programlarının eksikliği verebilecekleri nitelikli eğitimin kalitesini düşürmüştür.

Çalışmanın bulguları ışığında uygulamaya yönelik şu çıkarımlar önerilebilir. YÖK'ün 2018 yılında yaptığı düzenlemeye göre, İngilizce dil eğitmeni olarak daimi bir pozisyonda çalışmak için ilgili bir programda yüksek lisans diplomasına sahip olmak gerekmektedir. Bu uygulama, daha nitelikli ve sofistike eğitmenleri işe almayı hedefleyerek üniversitelerdeki İngilizce programlarının kalibresini artırmayı amaçlaması açısından oldukça değerlidir. Ancak, diğer bir yandan, üniversitelerin henüz yüksek lisans derecesine sahip olmayan yarı zamanlı eğitmenleri işe almalarına izin vermek, uzun vadede kadrolu eğitmen olmaya çalışan yarı zamanlı eğitmenlerin potansiyelini düşürebilir. Sadece mevcut öğretmen gücünü desteklemek için geçici olarak işe alındıklarından, mesleki gelişim programlarının dışında kalmaktadırlar. Mesleki niteliklerini ve üretkenliklerini artırmak için bir mentorluk programı ve profesyonel destek de sağlanması hem yarı zamanlı eğitmenlerin hem de kurumun verimini arttırabilir. Bu bağlamda YÖK, yarı zamanlı eğitmenlerin mesleki gelişimlerine yardımcı olmak üzere kurumları desteklemek için üniversiteleri

denetlemeli ve onlarla işbirliği içinde çalışmalıdır. Hedef nitelikli dil eğitiminin geliştirilmesi ise, ne üniversiteler ne de yarı zamanlı öğretmenler kendi sınırlı kaynaklarıyla baş başa bırakılmamalıdır. Bu nedenle YÖK, akademide güvencesiz iş gücünün varlığını kabul etmeli, yarı zamanlı öğretim elemanlarını görünmez kılmak yerine istatistiklerini paylaşmalı ve yarı zamanlı öğretim elemanlarının koşullarını iyileştirmek için paydaşlarla iş birliği yapması dil eğitimindeki kaliteyi üst seviyelere çıkarma potansiyeline sahiptir.

Her akademisyen gibi, yarı zamanlı öğretmenlerin ücretleri de sürekli mali sorunlarla boğuşmadan daha üretken olabilmeleri için iyileştirilmelidir. Ders verme görevlerinin dışında yaptıkları her türlü görev için de maddi olarak ödüllendirilmelidirler aksi takdirde ucuz işçi muamelesi gördüklerini hissetmektedirler ve bu da refahlarını ve verimliliklerini olumsuz etkilemektedir. Bunun yanı sıra, maaşları gecikme olmaksızın belirli bir tarihte düzenli olarak ödenmesi gerekir ki yaşam koşullarını gerektiği gibi düzenleyebilme olanaklarına sahip olabilsinler. Ayrıca YÖK, üniversitelerle birlikte yarı zamanlı öğretim elemanlarına iş istikrarı sağlayacak politikalar üretmelidir aksi takdirde iş istikrarı ve güvencesinin olmaması İngilizce Öğretim Görevlilerini strese sokmaktadır ve verimliliklerini etkilemektedir.

Yarı zamanlı öğretmenler, geçici olarak istihdam edilen destek öğretmenleri gibi görülmekten ziyade kurumun değerli bir parçası olarak görülmeleri iyi oluşlarını arttıracaktır. Aksi takdirde yeni mezunlar olarak, başarılı bir akademik kariyer inşa etme hevesiyle yükseköğretim düzeyinde çalışmaya başlayıp birkaç ay sonra geçici ve kadrolu öğretmenler arasındaki ayrımların farkına varmak motivasyonları düşürmektedir.

Son olarak, kurumun tüm üyelerinin refahını artırmak için, öğretmenlerin o hafta boyunca sınıf içinde ve dışında nelerin iyi gittiğini ve nelerin gitmediğini rahatça paylaşabilecekleri haftalık veya iki haftada bir gayri resmi toplantılar düzenlenebilir. Böylece sorunlarını paylaşmak ve sorunlara hep birlikte çözüm üretmek öğretmenlerin daha etkili ders vermesini sağlayabilir. Çoğu öğretmenin benzer sorunları paylaştığını görmek, onları öğretimle ilgili sorunları kişisel olarak ele almamaya teşvik edebilir.

Dahası, kurumun verimliliğini artırmak için birlikte projeler başlatabilirler. Dolayısıyla, sadece kısa ve resmi haftalık toplantılar yapmak yerine, daha az resmi ve samimi toplantılar düzenlemek, öğretim elemanları arasındaki olumlu ilişkileri artırabilir ki bu da bölümün ilerlemesini ve itibarını artırma konusunda büyük bir potansiyele sahiptir.



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