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**ÇAĞ UNIVERSITY**  
**INSTITUTE OF SOCIAL SCIENCES**  
**DEPARTMENT OF ENGLISH LANGUAGE EDUCATION**

**INVESTIGATING THE RELATIONSHIP BETWEEN TURKISH EFL  
TEACHERS' SUBJECTIVE WELL-BEING AND THEIR OCCUPATIONAL  
RESILIENCE IN UNIVERSITY CONTEXTS**

**THESIS BY**  
**POLEN BOYACI**

**Supervisor: Dr. Senem ZAIMOĞLU**

**Supervisor: Dr. Seden ERALDEMİR TUYAN**

**Supervisor: Dr. Seda SIVACI (Hasan Kalyoncu University)**

**MASTER'S THESIS**

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**APPROVAL**  
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We **certify** that thesis under the title of “...Investigating The Relationship Between Turkish Efl Teachers’ Subjective Well-Being And Their Occupational Resilience in University Contexts” which was prepared by our student Polen BOYACI with number 202000800 is satisfactory **consensus/by majority of votes** for the award of the degree of **Master of Arts** in the Department of English **Language Education**.

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

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

**Dr. Senem Zaimođlu**

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

Univ. Inside - permanent member:

**Dr. Seden Eraldemir Tuyan**

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

Univ. Outside - permanent member:

**Dr. Seda SIVACI** (Hasan Kalyoncu University)

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**DEDICATION**

*To the unforgettable and loving memory of my uncle, Süleyman BOYACI*

*and*

*To my beloved mom, dad, and sister*

## ETHICS DECLARATION

Student's Name& Surname: Polen BOYACI  
Number: 2020008007  
Department: English Language Education  
Program: Master Thesis  
Thesis Title: Investigating the Relationship between Turkish EFL Teachers' Subjective Well-being and Their Occupational Resilience in University Contexts

I hereby declare that;

I prepared this master thesis in accordance with Çağ University Institute of Social Sciences Thesis Writing Directive,

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

I presented all information, documents, evaluations, and findings in accordance with scientific ethical and moral principles,

I cited all sources to which I made reference in my thesis,

The work of art in this thesis is original,

I hereby acknowledge all possible loss of rights in case of a contrary circumstance. (In case of any circumstance contradicting with my declaration)

14/06/2022

Polen BOYACI

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**ABSTRACT****INVESTIGATING THE RELATIONSHIP BETWEEN TURKISH EFL TEACHERS'  
SUBJECTIVE WELL-BEING AND THEIR OCCUPATIONAL RESILIENCE IN  
UNIVERSITY CONTEXTS****Polen BOYACI****Master Thesis, Department of English Language Education****Supervisor: Dr. Senem ZAIMOĞLU****June 2022, 92 pages**

This research aims to identify the problems that Turkish EFL teachers' have by focusing on the subjects such as well-being of the teachers as well as their occupational will power to overcome challenges, they encounter in an educational manner. The study addresses to these issues by working around criteria based on their gender teaching experience and the kind of institution in which they are employed. Lastly the research aims to find a correlation between teachers' well-being and resilience. 120 teachers working at the five different language schools in Turkey were picked to participate in this research. Two different data collections tools employed which were the "Teacher Subjective Wellbeing Questionnaire (TSWQ)" and "Occupational Resilience Beliefs Scale for Teacher Candidates (ORBSTC)" alongside the information gathered from these two questionnaires demographic data on the participants was also included. The statistical tool known as SPSS was used to do the analysis on the data. Frequency, arithmetic mean, and standard deviation values were analyzed, and the independent samples t-test and one-way analysis of variance (ANOVA) were used to examine the data. In addition, Pearson-Moment Product Correlation and multiple regression analyses were undertaken. Through the research that is carried out it was proven that there was a strong, positive and statistically significant correlation between teachers' wellbeing and the occupational resilience.

**Key words:** subjective well-being, occupational resilience, teaching efficacy

## ÖZET

# TÜRK EFL ÖĞRETMENLERİNİN ÖZNEL İYİ OLUŞU İLE MESLEKİ DAYANIKLILIKLARI ARASINDAKİ İLİŞKİNİN ÜNİVERSİTE BAĞLAMINDA İNCELENMESİ

**Polen BOYACI**

**Yüksek Lisans Tezi, İngiliz Dili Eğitimi Anabilim Dalı**

**Tez Danışmanı: Dr. Öğretim Üyesi Senem ZAIMOĞLU**

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Bu çalışma Türk EFL öğretmenlerinin eğitimsel alanda karşılaştıkları zorluklara karşı öznel iyi olma hallerini ve mesleki iradelerini gibi konulara odaklanarak öğretmenlerin yaşadıkları sorunları konulara odaklanarak yaşadıkları sorunları belirlemeyi amaçlamaktadır. Çalışma araştırmaya katılanların cinsiyeti, öğretim deneyimleri ve çalıştıkları kurum türüne göre kriterleri ele alarak öğretmenlerin öznel iyi halleri ve yılmazlığı arasında bir ilişki bulmayı amaçlamaktadır. Araştırmaya katılmak üzere Türkiye'de beş farklı dil okulunda görev yapan 120 öğretmen seçilmiştir. "Öğretmen Öznel İyi Oluş Anketi (ÖÖİOA)" ve "Öğretmen Adayları için Mesleki Dayanıklılık Ölçeği (ÖAMDÖ)" isimli anketler bu araştırmada veri toplama aracı olarak kullanılmış ve bunun yanı sıra katılımcılara ilişkin demografik verilere de yer verilmiştir. Veriler üzerinde analiz yapmak için SPSS olarak bilinen istatistiksel araç kullanıldı. Analiz sırasında elde edilen verilerin frekansı, aritmetik ortalamaları ve standart sapma değerleri analiz edilmiş ve elde edilen verilerin incelenmesi sırasında bağımsız örnekler t-testi ve tek yönlü varyant analizi (ANOVA) kullanılmıştır. Bunun yanı sıra Pearson-Moment Çarpım Korelasyonu ve çoklu regresyon analizleri yapılmıştır. Yapılan araştırma yardımıyla öğretmenleri öznel iyi halleri ile mesleki yılmazlıkları arasında güçlü, pozitif ve istatistiksel olarak anlamlı bir ilişki olduğu kanıtlanmıştır.

**Anahtar kelimeler:** öznel iyi oluş, mesleki dayanıklılık, öğretim yeterliği

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## ABBREVIATIONS

<b>EFL</b>	: English as a Foreign Language
<b>PP</b>	: Positive Psychology
<b>SWB</b>	: Subjective well-being
<b>PWB</b>	: Psychological well-being
<b>ORBSTC</b>	: The Occupational Resilience Belief Scale for Teacher Candidates
<b>SCS</b>	: School Connectedness Scale
<b>TES</b>	: Teaching Efficacy Scale

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## 1. INTRODUCTION

The primary focus of this chapter is to illustrate the major points in the study. Firstly, the background of the study that was conducted as well as study's statement problem were presented. Following that aim of the study and questions that were asked in the study were showcased. Then the importance of this study was presented in a way which highlights the contributes of this study to the other studies which are currently available. Lastly, literature review of the previous studies was presented.

### **Background of The Study**

Teaching profession can be one of the most demanding and stressful jobs for teachers thus teachers may face with the problems such as having high levels of stress, burnout syndrome, and health issues due to having low levels of well-being (Benevene et al., 2020; Mercer, 2020). Teachers experience many changes in their personal, social, and professional lives. They try to spend the most appropriate period of adaptation to their profession by using their personality traits and skills. They carry out many tasks and activities such as conducting education and training activities, being aware of their responsibilities, fulfilling other duties assigned by the government, and overcoming the problems they encounter (Çetin, 2017). However, teachers may experience difficulties while performing these activities, arising from their interactions with school management, parents, and students. Moreover, linguistic, intercultural, and pedagogical difficulties are added to the difficulties teachers face when teaching foreign languages (Gkonou & Miller, 2017; King & Ng, 2018; Nayernia & Babayan, 2019). For this reason, teachers are considered as the most precious, costly, and crucial members of academia (Khani & Mirzaee, 2015; Pishghadam et al., 2021), whose interests and needs have been explored in various research studies (Maslach & Leiter, 1999; Pishghadam et al., 2019; Mercer, 2020).

However, most of these studies have focused on factors such as exhaustion, fatigue, and stress contributing to teachers' inefficiency (Fleming et al., 2013; Benevene et al., 2020; Jin et al., 2020). Nevertheless, developments on the psychology field led to the foundation of positive psychology, which inverted the focus on the negative sides of teaching to the positive traits such as exploring and expressing emotions, taking teachers in a careful approach by considering their well-being as well as the teachers' credibility. (Jin et al., 2020; Pishghadamet

al., 2021). With the help of these positive aspects of teaching, teachers are cultivated a sense of positive feeling or concept about the teaching profession, which brings central concepts such as “resilience” and “subjective well-being” into the forefront in education life. Teachers benefit greatly from these concepts because they have positive effects such as improved teaching and learning quality, more teacher-efficacy, and more job satisfaction (Day & Gu 2014; Schleicher 2018).

Despite the fact that teaching is often associated with stressful conditions and low well-being (Johnson et al., 2005; Kidger et al., 2016), teachers with a greater extent of well-being are more impactful. They help students to reach success (Klusmann et al., 2008; Kunter et al., 2013; Roffey, 2012). In other words, teacher well-being contributes not only to teachers but also to students (Mercer,2020). According to Maslach and Leiter (1999, p. 303), the most precious component of an education system is teachers. Preserving their well-being and their contribution to the education should be a top priority. Therefore, the welfare of educators must be at the top of the research and policy agenda on all topics around the world. As they put more emphasis on this issue, the probability of teachers’ success in their profession becomes higher. Apart from the well-being of educators, their level of resilience is another important issue to be discussed. According to Leahy (2012), teachers should develop and sustain resilience in order to support their educational development, particularly in terms of developing skills and competencies for teaching and learning. According to Bobek (2002), if teachers are capable of adapting to various situations and develop their own competency against difficult situations, they become more successful.

Moreover, in the resilience process, teachers' well-being should be taken into account since a higher level of well-being influences how instructors understand and react to adversity (Mansfield et al. 2016). In light of this, the purpose of this research was to analyze the relationship between the above-mentioned teacher well-being and resilience variables.

### **Statement of the Problem**

Teachers may experience various challenges in their teaching life, particularly in foreign language teaching. English teachers encounter a range of obstacles and undesirable experiences, including a severe workload, poor income, high level of stress, a lack of gratitude from administrators, and low self-efficacy views (Ozkanal, 1996; Brouwers, & Tomic, 2002; Cephe, 2010; Oztürk, 2015; Evers, Jacobs, & Riedel, 2016). These negative experiences have a great impact on teachers’ professional life and their relationships with the students. When

teachers have these negative experiences, they may not fully focus on the lesson, lack the motivation to prepare required material, or not have a clear state of mind during evaluation. At this point, the subjective well-being of teachers must be high in order to overcome these negative experiences. From this perspective, many researchers highlighted the importance of the subjective well-being of teachers in their studies (Faltis, 2012; Milfont, et al., 2005). These studies have generally dealt with the subjective well-being of university students (Cenkseven Önder, & Mukba, 2017; Çelik, & Serter, 2017; Demirci, & Şar, 2017; Gündoğdu, & Yavuzer, 2012; Osmanoğlu, & Kaya, 2013; Sarı, & Çakır, 2016; Solmaz, 2014; Dost, 2010; Türkmen, 2012) or with the subjective well-being of high school students (Eryılmaz, 2010; Eryılmaz, & Aypay, 2011; Eryılmaz, & Öğilmiş, 2010; Öztürk, 2015; Sarı, & Özkan, 2016; Söner, & Yılmaz, 2018). However, there are limited numbers of studies in the realm of teachers' subjective well-being such as teachers' life goals (Öztürk, 2015), subjective well-being, and occupational contentedness (Aykaç, 2016). While the first studies were carried out on subjective well-being based on the causes of, the adverse aspects of stress the effects of burnout, recent studies were based on the effects of subjective well-being and its positive relationship working environment, self-efficacy (Diener & Ryan, 2009; Renshaw, Long & Cook, 2015).

Apart from subjective well-being, teachers' occupational resilience is another issue that should be considered because, in many parts of the world, teachers have difficulties to deal with the challenges they encounter in the occupation and, they experience a decline in their performance. As a result, they suffer from serious health problems (Tagay, & Demir, 2015), even they leave the job (Price, Mansfield, & McConney, 2012). Teachers must have high occupational resilience belief to deal with these challenges (Karakuş, & Ünsal, 2017). The high-level occupational resilience of teachers enhances their devotion to the occupation while reducing the predisposition to leave the occupation (Sezgin, 2012). Besides, it provides teachers to maintain positive relationships with their learners and enhances the quality of education for the students (Öztürk, 2015). In addition to defining the concepts, it is crucial to determine the subjective well-being and occupational resilience levels of teachers in order to enhance the quality of education and help them overcome the challenges they face in their teaching careers.



## **Purpose of the Study**

This research builds on previous studies by using a quantitative method to examine teachers' subjective well-being and occupational resilience in preparatory school settings within university contexts. It also attempts to indicate the relationship between the subjective well-being of Turkish EFL teachers and their occupational resilience.

Furthermore, it purposes to provide an in-depth analysis of the dynamics of teacher well-being in university contexts, which will be of interest to educators all around the world. In service of this objective, answers to the following main four questions and two sub-questions were sought:

1. What is the level of Turkish EFL teachers' subjective well-being in university contexts?
  - a. Are there any significant differences in Turkish EFL teachers' subjective well-being based upon their demographic info such as gender, teaching experience, type of institution they work?
2. What is the level of Turkish EFL teachers' occupational resilience beliefs in university contexts?
  - b. Are there any significant differences in Turkish EFL teachers' occupational resilience based upon their demographic info such as gender, teaching experience, type of institution they work?
3. Is there a significant relationship between Turkish EFL teachers' subjective well-being and their occupational resilience beliefs in university contexts?
4. Does Turkish EFL teachers' subjective well-being significantly predict their occupational resilience beliefs in university contexts?

## **Significance of the study**

This study has a significant impact on two essential areas: the field of English language teaching and psychology. Instead of focusing on negative situations in terms of subjective well-being, it focuses on positive psychological and professional situations of teachers. Therefore, it can fill a gap in previous studies about teachers' psychology by giving a deeper understanding. Analyzing the effects of language teachers' subjective well-being can provide insight into how their well-being emerges in the context of language teaching. Thus, this study

can facilitate understanding the relationship between subjective well-being and possible ways of how it manifests itself in the teaching atmosphere.

On the other hand, being resilient as a teacher leads to greater professional satisfaction, greater commitment to students, and value-based decision-making (Brunetti, 2006; Patterson et al., 2004). According to Pretsch, et al. (2012), resilience can be seen as substantial for the well-being of teachers. Occupational resilience has an important role in adapting to challenging conditions of teaching and coping with obstacles (Tagay & Demir, 2016). Thus, well-being and occupational resilience are essential in terms of professional development (Borg & Falzon, 1990). If teachers have low resistance and lack subjective well-being which is caused by challenging experiences and identifying strategies, they may develop negative consequences towards their teaching profession. To overcome these negative consequences, teachers need to enhance their resilience skills and give importance to their subjective well-being.

This research was conducted to determine the relationship between teachers' subjective well-being and occupational resilience and their ability to deal with any problem and develop resilience abilities. The study that was carried out aims to contribute to the education field by shedding light on the teacher's resilience as well as teacher's subjective well-being issue to the point.

## **Literature Review**

This chapter provides a comprehensive review of the associated main ideas that were included in the research and includes an outline of those concepts as well. As the aim of this study is to investigate the relationship between subjective well-being and occupational resilience of teachers in university contexts, the concepts discussed are positive psychology, well-being, teachers' well-being, subjective well-being, teachers' subjective well-being, resilience, occupational resilience, and teachers' occupational resilience. Along with the definitions of these concepts and the discussion of their relevance within the realm of EFL, a few relevant studies were also examined in this section.

### **Positive psychology**

Positive Psychology (PP) is an innovative research area within Psychology. There are a variety of ways in which positive psychology has been defined. Peterson (2009) defines PP as the scientific study of what makes life worthwhile. Research in positive psychology, which shifted the focus of psychological study from human deficiencies such as mental disorders to

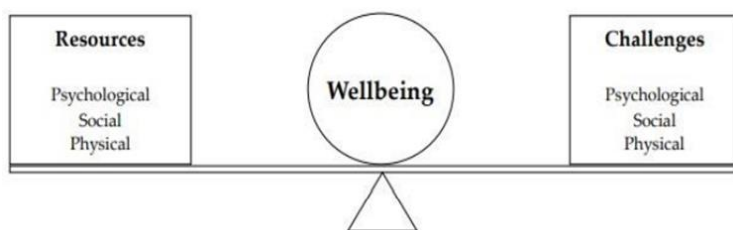
human assets and strengths, reveals that individuals may be able to control approximately forty percent of their own levels of happiness. Seligman and Csikszentmihalyi (2000) stated that unlike wishful thinking, faith, trickery, or fads, positive psychology utilizes the best scientific method to understand human behavior. In fact, PP focuses primarily on "personality traits, positivity, satisfaction with life, pleasure, well-being, appreciation, compassion (including self-compassion), self-esteem and self-confidence, hope, and elevation" (p. 9). Apart from these, it has been observed that positive psychology interventions dramatically contribute to well-being (Seligman et al., 2005; Sin and Lyubomirsky, 2009). By providing theories and scientific evidence, positive psychology has greatly influenced education. Positive emotions have several advantages, such as enhanced curiosity, creativity, wellbeing, fitness, social skills, persistence, self-acceptance, purpose, and meaning in life (Biswas-Diener, 2010; Cohen et al., 2003). The study of positive psychology focuses on psychological well-being, subjective well-being, hope, authenticity, proactivity, determination, success orientations, gratitude, forgiveness, emotional expression, and resilience. Many scholars working on this topic have also engaged in optimism. As psychology is such a large field and not easily segmented, this study focused on subjective well-being and resilience.

### **Well-being**

Well-being has been accepted as one of the most important concepts in education (Prescott, 2010). It has been discussed by many philosophers and researchers for many years (Linley, Maltby, Wood, Osborne, & Hurling, 2009) related to its various definitions in the literature (Ryan & Deci, 2011; Tov & Diener, 2009). For instance, concepts such as happiness, life satisfaction, and quality of life have all been used interchangeably as synonyms for well-being. However, in its most general definition, well-being is the state of being healthy and happy not only psychologically but also physically. It is accepted that well-being is more than the lack of negative conditions in one's life (Schulte & Vainio, 2010). It is considered a field of positive psychology as well. A further definition of well-being that was proposed by Dodge et al. (2012) is the balance that exists between an individual's resource pool and the problems that they are confronted with at any given time, as shown in Figure 1.

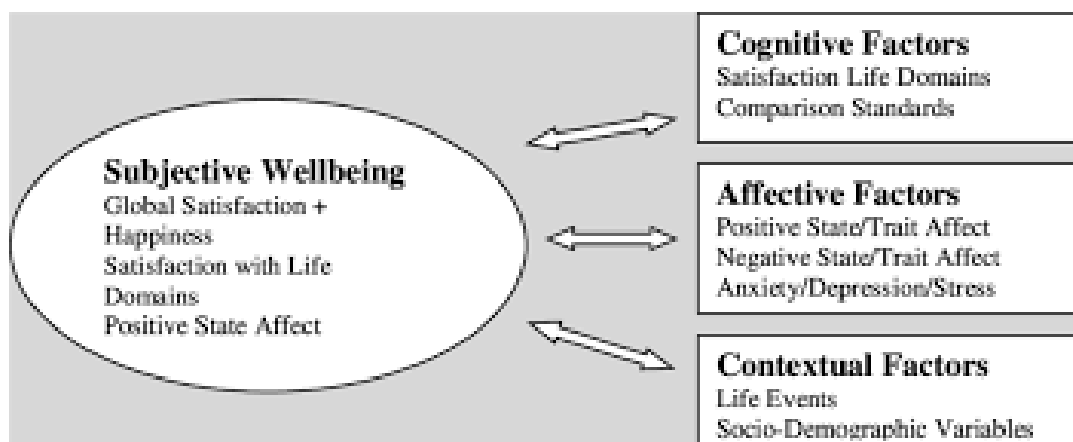
## Figure 1

### *Definition of Well-Being*



Note: Dodge et al. in 2012

As shown in Figure 1, they conceptualize well-being as “...stable well-being If individuals have the psychological, social, and physical resources they need to cope with a particular psychological, social, and/or physical challenge.” (Dodge et al., 2012, p. 230). As individuals encounter more challenges than resources, the seesaw falls with their well-being, and vice versa (Dodge et al., 2012, p. 230). In other words, when a person has the psychological, social, and physical resources to meet the psychological, social, and/or physical challenge they are confronting, they achieve well-being. Moreover, Deci and Ryan (2001) underlined the two general perspectives of well-being; hedonic and eudaimonic ways of being (Kahneman et al., 1999; Ryff & Singer, 2008; and Waterman et al., 2010). The hedonic method describes well-being as focusing on happiness, identifying prosperity regarding pleasure and pain abstention (Kahneman et al., 1999). Therefore, the hedonic method can be considered as subjective well-being (SWB, Kahneman, et al., 1999) comprised of life satisfaction and not only positive emotions but also negative emotions. Galinha and Pais-Ribeiro (2011) categorized the relative factors of SWB under the title of intrapersonal (cognitive & affective) and contextual (see Figure 2).

**Figure 2***Subjective Well-being*

Note: Galinha & Pais-Ribeiro in 2011

On the other hand, the eudemonic approach deals with self-fulfillment and meaning. In other words, individuals can use their personal resources and powers in ways that add meaning to their lives and provide them an opportunity to improve. In more specific terms, it refers to psychological well-being (PWB, Ryff & Singer, 2008). While such approaches acknowledge that people can fulfill their desires, they may not necessarily result in permanent prosperity (Ryan & Deci, 2001). According to Jayawickreme et al., (2012, s. 328) the criteria for eudemonic prosperity evaluate the extent of the individuals (instead of just "feeling good") that they are "good". PERMA model is an illustration of a eudemonic model. (See Figure 3) suggested by Seligman (2011), which has been used in many research regarding teachers (e.g. Goodman et al., 2018; Kern et al. 2015; MacIntyre et al., 2019).

**Figure 3***Elements of the PERMA model*

Note. Seligman in 2011

According to Seligman (2011), the PERMA model comprises of more than happiness and positive feelings. Positive feelings are essential; however, they are not sufficient to develop a comprehensive sense of well-being that includes participation, meaning, achievement, and positive relationships with others. PERMA stands for five aspects of well-being:

P – Positive feelings: Searching of positive feelings alone is not enough to improve your well-being. However, having positive feelings is still a significant factor.

E – Engagement: We focus on the moment and engage in what we are doing while doing the things we truly enjoy and care about. In order to have an enhanced sense of well-being, you need to be truly engaged in what you are doing.

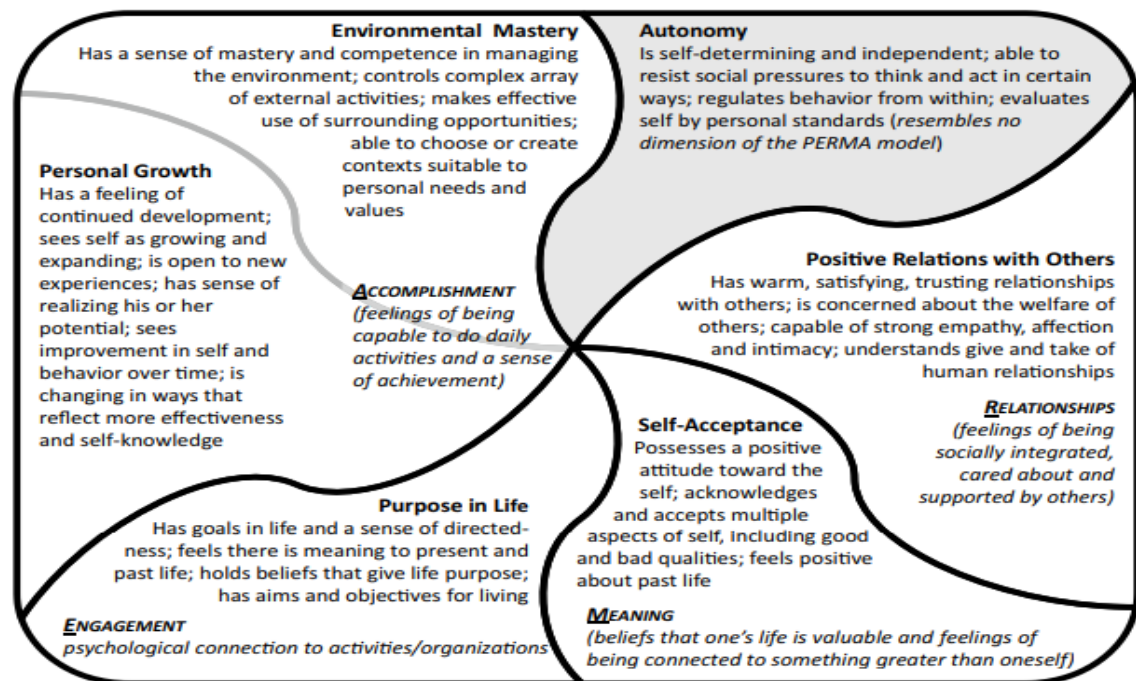
R – Relationships: We develop our well-being by having strong and meaningful relationships with people around us.

M – Meaning: When people devote themselves to a purpose, or when they know something greater than themselves, they have a sense of meaning that does not replace anything else.

A – Accomplishment: As we succeed, achieve our goals, and improve ourselves, we all evolve. To accomplish authentic well-being, we need to have the urge to succeed and succeed. (Seligman, 2011) (“An Introduction to PERMA Model”, para. 56).

F. Schultze-Lutter et al. (1989) also stressed the components of psychological well-being with short explanations of high scorers on each of these characteristics, based on Ryff's (2014) research (see Figure 4).

Figure 4

*Core dimensions of psychological well-being*

Note. F. Schultze-Lutter et al., ,2016

As it is clearly seen, the PERMA model is composed of positive feelings, i.e., hedonic feelings of contentment that correlate with affective well-being along with four dimensions related to psychological wellbeing; Relationships, Engagement, Accomplishment, and Meaning. Both dimensions are integrated into the experiences of positive emotion and the feeling of being better at life in a wider sense in the progress of time (e.g., Compton et al., 1996; Jayawickreme et al., 2012). Furthermore, well-being is mentioned as the concept of happiness in the literature, but it is not only limited to the concept of happiness, also it is used in many fields such as personal well-being, psychological well-being, spiritual well-being, emotional well-being, and life satisfaction. Although these concepts do not have the same meaning, they are related to each other as they target the happiness of individuals (Dost, 2005) particularly teachers. It has been known that teaching is a demanding job and it requires the vision of what the better teaching is. Therefore, teachers need to be motivated, satisfied with their jobs, and have positive attitudes towards teaching. More importantly, they must cope with the social, psychological, and physical challenges they face in their teaching journey, which are related to their well-being.

## Teachers' Well-Being

Teaching is a challenging profession due to its nature and numerous demands. Researchers have studied the effects of teaching work on teachers for several decades, with some of these findings being quite concerning. According to Johnson et al., (2005), teachers are experiencing more severe occupational stress than average, as well as high burnout and attrition rates (Borman & Dowling, 2008; Hong, 2010). In addition, there are increasing numbers of stressors specific to foreign language teaching (Hiver & Dörnyei, 2015; Wieczorek, 2016) as well as higher education (Tytherleigh, Webb, Cooper, & Ricketts, 2005). A study by Piechurska-Kuciel (2011) argued that the risk of burnout is higher for language teachers due to a number of factors such as language anxiety (Horwitz, 1996), frequent job instability, and insecure working conditions (Mercer, Oberdorfer, & Saleem, 2016; Wieczorek, 2016). Furthermore, teachers, especially English as a foreign language teachers, may experience significant psychological distress and loss of identity and self-esteem if they live and work in a foreign country (Cowie, 2011). In this regard, as Hiver & Dörnyei (2015) stated, it has been defined that the teaching of languages is a profession in crisis. Therefore, obtaining insight into the nature of language teachers' well-being, how they manage professional demands, and which factors might play a role in mediating these relationships is crucial. In order to better understand these processes, and therefore to promote the well-being of language educators. Overall, the profession must take informed steps to assist them in their efforts, both for their benefit and on behalf of the students they teach.

Furthermore, language teachers often have to cope with a high degree of intercultural demands (King & Ng, 2018; Mercer et al., 2016) and may lack the level of linguistic self-efficacy necessary to effectively interact with students (Horwitz, 1996; Mousavi, 2007). For instance, Nayernia and Babayan (2019) investigate the association between self-perceived linguistic competence and emotional exhaustion among language teachers, thus implying the importance of enhancing the linguistic capital of language teachers. Based on King and Ng's (2018) argument that language and self are deeply intertwined that language teaching may require greater emotional engagement than teaching other subjects (MacIntyre et al., 2019).

After all, studies indicate that teacher well-being is a significant factor in teacher efficacy, teacher retention, and the well-being of their students (Day, 2008; Day & Kington, 2008). Studies also emphasize that teacher well-being is crucial aspect for individuals' subjective well-being (Prilleltensky, 2014).



## Teachers' Subjective Well-Being

Developing a better understanding of the emotional demands and stressors of language teaching has led us to the notion of subjective well-being (Talbot & Mercer, 2018). In recent studies in the field of psychology, it has been observed that the tendency towards positive emotions rather than negative emotions has increased (Gable & Haidt, 2005; Van Hoorn, 2008). The concept of subjective well-being is also one of the subjects emphasized in the field of positive psychology. This concept is defined as experiencing positive emotions more frequently than negative emotions and being satisfied with life (Diener, 1984). The definition of Subjective well-being is based on internal experiences (Diener, Suh, & Oishi, 1997). Since "Subjective Well-Being" is an individual's self-evaluation in the research, it has been used as an umbrella concept that includes other concepts (Aykaç, 2016; Türkmen, 2012). Diener (2000) argued that subjective well-being is people's broader judgments about their life completely. On the other hand, Sasmoko et al. (2017) defined people's evaluations of their lives as cognitive and affective. When it comes to different interpretations of the term Subjective well-being, Myers and Diener (1995), stated that subjective well-being focuses on the presence of positive emotions rather than negative ones. Diener, who is a prominent scientist in SWB research, states that subjective well-being is "a person who believes that life is meaningful, no matter how others perceive it". This explanation emphasizes the affective and cognitive dimensions of the subjective well-being:

Positive emotion leads to a higher SWB due to its superiority over negative emotion (EMO).

SWB is influenced by the cognitive dimension (EVA), in which individuals' overwhelmingly positive experiences tend to high SWB.

**Table 1***Representation of the subjective well-being structure*

	Dimensions	Constructs	Variables/Measures
<b>Subjective well-being</b>	Cognitive	Satisfaction with life	Global satisfaction with life Satisfaction with life domains
	Affective	Positive affect	Global happiness Specific positive emotions
		Negative affect	Specific negative emotions

Note. Galinha, J.Ribeiro, 2008

Researchers examined subjective well-being in two stages as stated in Table 1 above. The cognitive and affective dimensions are related to each other (Diener 2000; Diener and Biswas-Diener 2000). Furthermore, life satisfaction appears in the cognitive dimension of SWB because it connects to the assessment of realizations in life concerning a certain standard while the happiness variable takes part in the affective dimension (Galinha & Pais-Ribeiro 2008). The cognitive dimension of subjective well-being is associated with life satisfaction, and the affective dimension of subjective well-being is associated with positive and negative affect (Diener, 1984; Türkmen, 2012). Evaluation of an individual's life is called life satisfaction (Lucas, & Diener, 2004). As for the affective dimension it is just related to the positive and negative effects of emotions. A positive effect means that an individual who has a positive mood has positive relations with people (Diener, 2006). Positive affect consists of feelings that create happiness such as pleasure, cheerfulness, while negative affect consists of feelings that cause unhappiness such as tension anxiety (Doğan, 2013). Since the negative effect perceives the life of individuals as bad, it also affects the individual's subjective well-being negatively (Diener, 2006). It is a fact that people with more positive emotions also have higher subjective well-being (Diener, 2000). It is also mentioning the variables that affect subjective well-being (Türkmen, 2012). Some of them are marriage status, personality, age, gender, and health (Aykaç, 2016). It can be understood that the SWB of individuals is distinctive and varies according to several factors such as their cultures, geographies, and societies (Şeker, 2009).

Moreover, being an individual with high subjective well-being has benefits for both individual and social life. It offers benefits such as productivity, positive organizations, business, especially health (Diener, & Ryan, 2009). Teachers with high levels of well-being are also believed to be more effective educators. It has been found that teacher well-being can have

a positive effect on the academic achievement of students (Barber & Mourshed, 2007; Caprara, et al., & Malone, 2006), and the effectiveness of teaching in the classroom (Briner & Dewberry, 2007; Caprara et al., 2006). There is no doubt that improving the subjective well-being of language teachers is an important research objective in and of itself (Holmes, 2005), but enhancing the positive feelings and well-being of teachers also has positive effects on students' emotions as well. According to the 2013 University and College Union report, teachers with higher levels of satisfaction reported less work-related stress and felt more satisfied with their work-life balance (Kinman & Wray, 2013). Therefore, not only will teachers benefit from high well-being, but their students will also be likely to, as well.

Although SWB is significant for both students and teachers, most of the subjective well-being studies conducted are related to university students (Cenkseven Önder, & Mukba, 2017). In addition to university students, surveys were carried out on the subjective well-being of high school students and workers working in the private sector (Çetin, 2019). On the other hand, well-being of teachers who teach foreign languages has received a comparably low priority (Mercer et al., 2016). According to Collie (2014), there is a notable gap of studies focusing on teacher well-being in the literature. Positive psychology theories have recently been adjusted to second language acquisition studies (MacIntyre, 2016). The positive psychology of the teacher is important for the subjective well-being of both students and teachers. For this reason, more studies are needed to investigate the subjective well-being levels of teachers.

## **Resilience**

Resilience is the transformation of individuals' perceptions of stressful events into less stressful terms by using optimistic cognitive assessments and adaptive coping strategies (Crowley & Hobdy, 2003). Moreover Maston (2001), suggests that one can gain strength by resisting towards the negative sides of life, development as well as survival against the stressors. Crowley and Hobd (2003) also add that resilience is the strength to cope with challenging experiences such as stressful situations, traumatic events, or events that affect people negatively while remaining calm, strong, and adapting optimistically. Positive outcomes are achieved as a result of the interaction between protective and risk factors, and it comprises of adaptation to changing conditions in challenging circumstances (Kararmak, 2006). As it is clear that resilience has a great impact on people's life. When they have low resilience, they experience situations such as feeling lonely, focusing on external control instead of controlling their own lives, and withstanding change (Klag & Bradley, 2004; Maddi

& Khoshaba, 1994). It is believed that people who are psychologically resilient share common personality traits. These traits include having effective problem-solving skills, building strong relationships with the environment, accepting the challenges of life and actively seeking solutions to those challenges, and having the ability to handle their problems (Thompson, Arnkoff, & Carol, 2011). From this perspective, highly resilient people take control of their lives and accept unexpected changes as a chance for improvement. At this point, it is important to mention the dimensions of resilience that affect this improvement which are *commitment, control, and challenge*. Maddi (1986), states that commitment is awareness of purposes and self-understanding developed by an individual, who is fully involved in activities rather than being isolated. Instead of isolating themselves during times of stress, individuals with a high level of commitment find it intriguing and meaningful to remain engaged with the people and activities around them. On the other hand, control makes individuals feel that they have the power to turn an unfavorable situation into an advantage. Individuals with a strong sense of control feel that if they strive and attempt, they may be able to change the results that are occurring; thus, submitting to helplessness and inaction appears futile. The challenge dimension is that people think of change as a natural and developmental factor rather than a factor. People who are resilient in the face of adversity do not feel they are entitled to simple comfort and security. They see change not only as inevitable but also as a chance to continue maturing as a result of the lessons that may be gleaned from both happy and unpleasant situations. (Maddi et. al., 2006). As can be seen, occupational resilience has a very important role in teachers' life.

Dönmez, et al., (2018) state the existence of psychological resilience apart from these dimensions. Psychological resilience is the capacity and process of effectively adjusting to dangerous, difficult, and demanding conditions (Yates, Egeland, & Sroufe, 2003). The positive psychological adaptation process occurs over time when individuals are exposed to sustained adversity or potentially traumatic events (Sisto et al., 2019).

### **Teachers' Occupational Resilience**

The importance of occupational resilience in the lives of language teachers makes it one of the most important concepts that must be addressed. According to Tagay and Demir (2015), teachers' occupational resilience is the belief that teachers can adapt their professional resilience to the challenging conditions and that they can overcome difficulties while maintaining their commitment to the profession (p. 1606). The resilience of teachers has been

accepted as vital in the education system because the first five years of teaching are considered critical years. Gallant and Riley (2014) states that half of the teachers quit their jobs during five years of their career. Therefore, resistance plays a pivotal role in keeping early career teachers (ECT) in the profession (Beltman, Mansfield & Price, 2011; Doney, 2013; Hong, 2012; Price, Mansfield & McConney, 2012).

According to teachers' occupational resilience belief, teachers should be able to adapt to being a teacher. They must overcome challenges and maintain their dedication to the profession (Tagay & Demir, 2016). Teachers' occupational resilience beliefs are influenced by two categories of factors: positive factors and negative factors. Negative ones include such as stress, previous experiences instructors have had, a lack of communication in the school setting, feelings of isolation and burnout, and a perception of low job satisfaction (Sezgin, 2012). On the other hand, Positive aspects encompass guidance from coworkers and management as well as encouragement from family, good relationships between students and teachers, a sense of meaning, self-efficacy, professional growth, and ways to reduce stress (Major & Savin-Baden, 2011).

Moreover, language teachers need to become resilient when they face any challenge (Parsi, 2019). According to Hong (2012), enhancing EFL teachers' resiliency decreases the job quitting rate of teachers. Positive psychology sheds light on how teachers can be happier thanks to teacher resilience (MacIntyre et al., 2019). It encourages teachers to focus on positivity such as optimism, resilience, and enjoyment in order to prevent negative stressors from taking over. Based on this conceptualization, a resilient teacher is a competent teacher who can cope with challenging moments, has a sense of pride and achievement (Howard & Johnson, 2004). Teachers become resilient as they overcome risks, thanks to their inner and external protectors (Beltman, Mansfield, & Price, 2011). Teachers' inner and external protectors are to have the ability to communicate, be motivated, deal with emotions, improve humor, and be successful (Price, Mansfield, & McConney, 2012) in this way, teachers can feel happy, have good relations with colleagues, take part in social activities (Ülker Tümlü, & Receptoğlu, 2013). It is of great importance for the quality of education to investigate the level of the relationship between internal and external protectors in terms of professional durability and to carry out improvement studies in this direction.

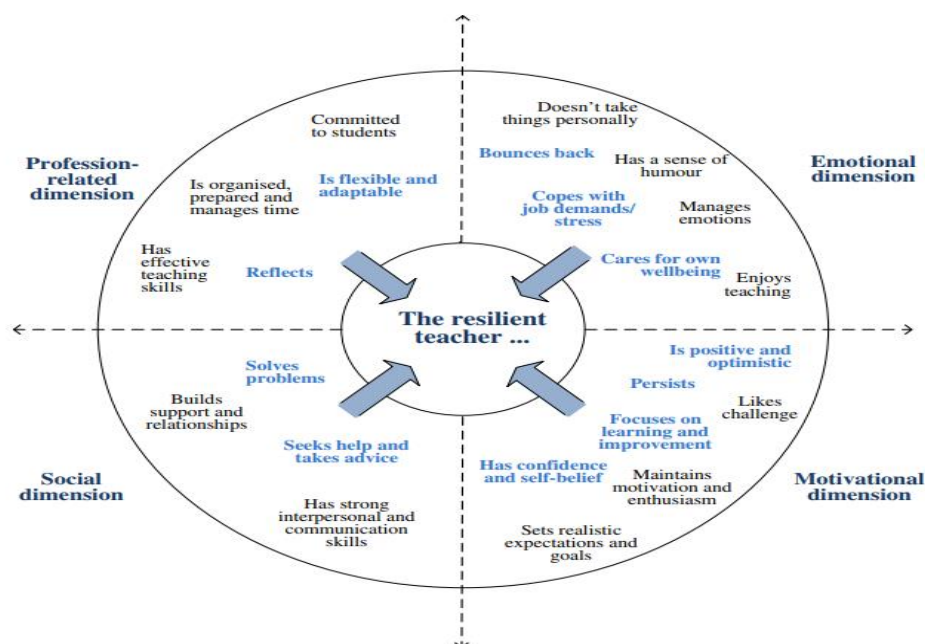
When the relevant literature on teachers' professional resilience is examined, it indicated that family and colleague support, personal achievement (Chan, 2003), and

satisfaction with life (Ülker Tümlü, & Receptoğlu, 2013) have a positive role in enhancing occupational resilience (Karakuş, & Ünsal, 2017). However, there is a negative role in professional burnout (Azeem, 2010). Sezgin (2012) claimed that the resilience levels of teachers did not show a significant difference according to their genders and branches. Similarly, Ülker Tümlü and Receptolu (2013) discovered that gender, age, marital status, and years of service did not significantly influence the teachers' levels of resilience.

Apart from these, Mansfield, et al. (2012) focused on the protective factors that increase teacher endurance and asked 200 teachers the following question: “What makes a resilient teacher?” The findings emphasized the four dimensions of the protective factors: Especially those related to the profession (for example, self-sufficiency beliefs, pedagogical competencies,), emotional directions (e.g., positive emotions and emotional management), social aspects (e.g., supporting relationships with students and colleagues) and motivational aspects (e.g., internal motivation, perseverance, expectations, and goals). Figure 5 indicates four dimensions of resilience. As seen in the figure the personal abilities and capacities were represented in the first three dimensions. The social dimension not only includes personal capacities, but also includes aspects such as building relationships.

**Figure 5**

*The four-dimensional framework of teacher resilience*



Note. Mansfield, et al., in 2012

### *Profession related dimension*

The occupational dimension includes aspects related to teaching practice. It includes skills such as the use of “actively working effective teaching strategies” and “the ability to use effective classroom behavior techniques”. It was also stated to be a “well-prepared teacher” and “to be able to multitask like a champion”.

### *Emotional Dimension*

"A resilient teacher is the one who doesn't worry about little things. You need to be able to go beyond your feelings of incompetence and believe in yourself." They also deal with demands related to teaching and knowing how to manage stress. Resilient teachers can laugh at bad/stressful events that come up and try their best to start their day happily.

### *Motivational dimension*

Resilient teachers are those who can “maintain high levels of motivation and enthusiasm for work despite their difficulties” and who “enjoy the challenges of the teaching profession”. Resilient teachers are “persistent and persevering in the face of problems or situations” and are “relentless when tackling challenges in the classroom/school”. They do not give up on improving themselves and their applications. They have confidence in their abilities and knowledge.

### *Social dimension*

Resilient teachers have a solid relationship with their colleagues and can talk about their feelings with each other. To solve problems, discuss issues, problems, concerns, stresses, they must have a large support network such as other teachers, university support staff, etc. thus, they can cope with problems (Mansfield et al.,2012).

As described in the diagram, the four dimensions are quite effective in teacher resilience. In fact, not only teacher resilience but also what the language teachers go through and how they cope with difficulties are of great importance for language teachers' resilience.

## **The relationship between Language Teachers' Subjective Well-being and their Occupational Resilience**

Teaching is a demanding profession with a variety of influences, dynamic sources of innovation, in-class education and extracurricular activities (Mercer, 2020). For example, unlike

many other professions, the role of foreign language instructors extends beyond the classroom, since they must assign homework, provide feedback, and evaluate their pupils (Zhang, 2021). In addition to these things, teachers bring into the classroom their own perceptions, attitudes, mindsets, and habits, all of which can be subtly deeply embedded in their students (Haseli Songhori et al., 2018; Derakhshan et al., 2020). At this point, being aware of teachers' emotions is of great importance. Teachers' emotions and needs must be rigorously defined and examined for learning to occur, as teachers' productivity is based on the respect and care they receive within an institution (Derakhshan et al., 2019). Based on this, several studies have given importance to teacher self-efficacy, commitment, job satisfaction and particularly teachers' well-being, resilience, and their effect on teaching and learning quality (Day & Gu 2014; Schleicher 2018). According to education psychologists, well-being and resilience are central to the professional lives of educators as they prevent burnout (Grayson & Alvarez, 2008; Morris & Feldman, 1996). According to multiple studies, teacher subjective well-being and teacher resilience are similar constructs (Schultze-Lutter et al., 2016). Teachers' subjective well-being and resilience have been used interchangeably when they have been referred to as important issues for teachers (Gibbs & Miller, 2014) or when they have been associated with the same outcomes (Larson et al., 2018). For instance, occupational resilience becomes low if teachers do not have a high level of subjective well-being. A lack of subjective well-being and occupational resilience will also lead them to give up easily and have a negative attitude towards their work. The low subjective well-being and professional resilience of teachers affect not only the students but also their colleagues and their families. In other words, it reflects on those around them, in such a case, teachers do not have good relations with those around them, and their language teaching quality decreases.

It becomes clear that teacher's well-being is essential to their the process of resilience, which is important for language teachers since a state of well-being determines how they understand and react to obstacles (Mansfield et al., 2016). Teachers with a state of positive well-being and high occupational resilience are more likely to remain engaged in the profession while reducing their tendency to leave the profession, as well as coping with the stress encountered through their profession (Sezgin, 2012). According to Turner and Thielking (2019), students whose language teachers have a greater level of well-being and occupational resilience have better academic performance. This perception is supported by the fact that these teachers are accepted as better teachers (Day & Qing, 2009).



## **2. METHODOLOGY**

### **Introduction**

Firstly, in this section the research design was explained in a detailed way. Following that the participants of the study were introduced, and their demographic information were presented in a conducive manner. Next, instruments of the research that were hired in the analysis were given in which includes detailed information about the study's questionnaire including the piloting details of the questionnaire. The data collection methods and data analysis tools were presented alongside with that proved the reliability of the data that was acquired during the study.

### **Research Design**

The purpose of this research was to evaluate the relationship between the subjective well-being of Turkish EFL teachers and their occupational resilience in university contexts. Within this scope, the research sought to investigate the relationship between the two variables by identifying the level of teachers' subjective well-being and the level of their occupational resilience belief regarding their demographic information. In this study, quantitative research was utilized to collect data that can be stated statistically, generalized, and demonstrates correlations. In quantitative research methodologies, numerical data is gathered to understand a phenomena or situation (Aliaga & Gunderson 2002). Descriptive and correlational research methodologies were applied in this study to evaluate the relationship between teachers' subjective well-being and their belief in occupational resilience. The quantitative research method enables to the generalization of study data. The phrase "collection of information from a sample of persons through their responses to questions" best describes the process of survey research (Check & Schutt, 2012, p. 160). Two different questionnaires were utilized to collect the data. The first questionnaire "Teacher Subjective Well-being Questionnaire" (TSWQ), Long, and Cook (2015) was used to find out the well-being of teachers and "The Occupational Resilience Belief Scale for Teacher Candidates" (ORBSTC), Tagay and Demir (2016) was used to find out the resilience belief of teachers. The quantitative method was used in this study, as the measurement is implicit, applicable, and generalizable in its explicit estimation of cause and effect (Cassell & Symon, 1994).

## Participants

In order to carry out the study, 120 English as a Foreign Language (EFL) Turkish teachers that were working in five different School of Foreign Languages schools within Turkey were involved in the research. Several universities are involved in this research, which is being undertaken in an effort to gather data from a diverse range of data. The collecting data process was undertaken online to prevent any detrimental impacts of the deadly COVID-19 epidemic on the teachers that were participated in the study. As a result, 120 teachers from the School of Foreign Languages at five universities in five distinct Turkish provinces took part within the study.

**Table 2**

*Demographic information of the participants*

	F	%
<b>Gender</b>		
Male	30	24,2
Female	90	75,8
<b>Years of Teaching Experience</b>		
0-5 years	53	44,2
6-10 years	19	15,8
11-15 years	17	14,2
16-20 years	15	12,5
20+ years	16	13,3
<b>The institution that teachers are teaching</b>		
State university	76	63,3
Foundation university	44	36,7

Table 2 presents that between the 120 teacher participants 75,8% of the teachers are female teachers (n=91) and 24,2% of participants were male teachers. Numbers show that 44,2% of the teachers have been teaching to the learners between 0-5 years old, 15,8% of them were teaching to age group between 6-10 years, 14,2% of them were between 11-15 years,

12,5% of them were aged between 16-20 years and lastly 13,3% of the teachers had 20 years of experience.. The participants were asked the institutes they work at. 63,3% of the teachers have been teaching English at the state universities and 36,7% of them have been teaching at the foundation universities.

### **Instruments**

In this study quantitative instruments were utilized to identify the relationship between Turkish EFL teachers' subjective well-being and their occupational resilience belief in university contexts. Both subjective well-being and occupational resilience surveys were used to collect data from the School of Foreign Languages teachers. Instead of having the teachers fill out the two surveys separately, two questionnaires were combined in a Google Forms link and presented to teachers.

The first questionnaire is the "Teacher Subjective Well-being Scale (TSWBQ) " (see Appendix 3) was developed by Renshaw, Long, and Cook (2015) and was adapted by Ergün and Nartgün (2017). The scale consists of 2 parts including "School Connectedness" and "Teaching Efficacy" with 8 items. The adapted version of the scale was utilized in the study. The four-point Likert type response scale was used, and it was ranked as almost always (4), sometimes (3), rarely (2), almost never (1). The Cronbach alpha levels were found to be for the Teaching Efficacy scale .789, for the school connectedness .810, and the whole scale .824.

The second questionnaire is the "The Occupational Resilience Belief Scale for Teacher Candidates (ORBSTC)" (see Appendix 4) which was developed by Tagay and Demir (2016). The 5-point Likert scale measured responses from "strongly disagree" to "strongly agree" was designed. This questionnaire consists of 26 items. The Cronbach alpha internal consistency coefficient of the scale was found to be .93. The internal consistency coefficient was recalculated for the present study and determined to be .896 for the whole scale. Through e-mail correspondence with the researchers, permission to use both scales was obtained. (see Appendix 5).

### **Piloting the Questionnaire**

A pilot study is an essential way for evaluating the usefulness and viability of data gathering methods, and it allows researchers to address any significant issues prior to undertaking the full study (Mackey & Gass, 2005). For this reason, the pilot implementation phase was conducted in order to reveal unexpected problems and solve them before

implementing the actual study. In light of this information, a pre-test was conducted to assess the reliability and validity of the study and determine the dependability of the surveys. The surveys were distributed to 20 teachers at one of the universities where the study would be conducted. Out of the 20 to whom the questionnaires were sent, 20 completed the questionnaires. The Statistical Package for the Social Sciences (SPSS) was used to evaluate the data collected during the piloting process. The Cronbach Alpha coefficient was used to evaluate the items' internal consistency and reliability (see Table 3). It allows researchers to assess internal consistency of items (Cohen et al., 2018). The Cronbach's alpha level is a value that varies from 0 to +1 but can be negative in some circumstances due to factors such as small samples or items that assess various constructs within a construct (Dörnyei, 2007). According to Field (2009), the standard critical value for dependability analysis is 0.70; consequently, results of 0.70 and above are regarded acceptable.

As a result of the Cronbach's Alpha reliability test, both scales were found to be highly reliable exceeding 0.70 (Nunnally 1978). Cronbach's Alpha value for the teacher well-being scale was .80, with 8 items and for the occupational resilience belief scale was .96, with 26 items.

**Table 3**

*Cronbach Alpha Coefficients for Teacher Subjective Well-being and Occupational Resilience in the Pilot Study*

Scales	Cronbach's Alpha
Teacher Subjective Well-being scale	.80
Occupational Resilience Beliefs scale	.96

### **Reliability Analysis of the Actual Study**

After the pilot study, the actual study was carried out with 120 participants and Cronbach's Alpha coefficient values of the scales were calculated separately. The findings of the study item reliability analysis indicated that the Cronbach Alpha value for the occupational resilience belief scale was ( $\alpha = .912$ ;  $N = 25$ ). In Occupational resilience scale, item 17 has been removed because factor load is lower than 0.40. For the school connectedness scale ( $\alpha = .819$ ;  $N = 4$ ), and for the teaching efficacy scale ( $\alpha = .842$ ;  $N = 4$ ) which show that the questionnaires

were highly reliable. The Cronbach Alpha Coefficients of the TSWBS for the actual survey were demonstrated in Table 4.

**Table 4**

*Cronbach Alpha Coefficients of the Teacher Subjective Well-being scale's subdimensions*

	Number of Items	Cronbach's Alpha
School Connectedness scale	4	.81
Teaching Efficacy scale	4	.84

### **Data Collection Procedures**

This research examined the subjective well-being and occupational resilience belief levels of English teachers using quantitative data collected from university preparatory school teachers. First, the Social Sciences Institute of Çağ University obtained approval from the university's ethical council to conduct this study in December 2021 (see Appendix 1). After that, the permissions to conduct the survey were confirmed by the applied universities. Each university's responsible instructors were contacted and informed in order to distribute the online survey link. The teachers and vice-principals sent the survey link over the internet via emails and WhatsApp groups for teachers, and they collected the data. Before taking part in the survey, participants were informed that participation was voluntary and that the collected data would only be used for scientific purposes. During the first phase of the survey, demographic information was collected about the participants, such as their gender, years of teaching experience, and the institution where they teach. The second phase contained a subjective well-being scale which was divided into two sub-categories: "The School Connectedness Scale" and "The Teaching Efficacy Scale". The last phase was based on "The Occupational Resilience Belief Scale". The answers provided by the EFL teachers were compiled using Google Forms, an online survey tool that was employed for the purpose of this study.

### **Data Analysis**

In the data analysis part, Google Forms were used to store the answers of the study participants to the questionnaire. Afterward, the responses were transferred to Microsoft Excel.

The data which was obtained from the ‘‘Teacher Subjective Well-being Questionnaire (TSWQ),’’ and ‘‘The Occupational Resilience Belief Scale for Teacher Candidates (ORBSTC)’’ processed with the Statistical Package for the Social Sciences (SPSS).

To assess teachers' subjective well-being and perceptions of occupational resilience, frequency, mean, and standard deviation statistics were generated. In addition, t-test, ANOVA, and multiple linear regression analyses were conducted to find out if the subjective well-being of teachers was associated with occupational resilience. The statistical technique known as regression analysis is used in the investigation of the relationships that exist between variables, as well as the investigation of the influence that one variable has as a cause for another variable (Sykes, 1993). The independent variable of the study is teachers' subjective well-being, and the dependent variable is their occupational resilience.

### 3. RESULTS

#### Introduction

This study aimed to analyze if there was a connection between preparatory school teachers' subjective well-being and their occupational resilience by analyzing the levels of occupational resilience and subjective well-being shown by teachers. In this regard, this chapter the attained data was investigated to find out answers to the questions of the study. The first step in this process was to apply for permission from the administrations to conduct two surveys. Turkish EFL teachers who teach English in preparatory schools in various universities participated in surveys. Then, the obtained Google Forms data was then imported to SPSS. Finally, the obtained data were analyzed using the descriptive, regression, t-test, and ANOVA. The data were interpreted and demonstrated in tables.

#### Descriptive Statistics for Research Question 1:

The first research question ‘‘*What is the level of Turkish EFL teachers’ subjective well-being in university contexts?*’’, addresses the subjective well-being of the participants. According to Ergün and Nartgün (2015), who developed the questionnaire, the concept of the questionnaire is formed of two sub-components: *School Connectedness* (items no. 1, 2, 3, 4) and *Teaching Efficacy* (items no. 5,6,7,8), abbreviated as SCS and TES. Participants in this study were asked to answer to statements in the questionnaire by determining how true each item was about them. The questionnaire comprised of four-point Likert scale, with a score of ‘1’ indicating that the statement was almost never true about the participants and a score of ‘4’ indicating that it is almost always true about the participants. To obtain a deeper insight into teachers’ subjective well-being level, descriptive statistics such as mean, frequency, percentage, and median values were analyzed. Findings were given in tables below.

**Table 5**

*Descriptive statistics related to Turkish EFL teachers' level of subjective well-being and sub-domains of SWB*

	<b>N</b>	<b>Mean</b>	<b>SD</b>
School Connectedness	120	2.98	.65
Teaching Efficacy	120	3.43	.48
Overall Teacher Subjective Well-being	120	3.20	.45

As can be seen from the Table 5, Turkish EFL teachers' level of subjective well-being is high ( $M=3.20$ ,  $SD=.45$ ). When Turkish EFL teachers' level of sub-domain of SWB are investigated, it is clear that teachers are committed to Teaching Efficacy scale most, hence their level of Teaching Efficacy is the highest ( $M=3.43$ ,  $SD=0.48$ ). This finding can show that teachers are aware of their teaching efficacy. They can assess themselves in terms of their teaching competency. When compared with the TES, Turkish EFL teachers' level of school connectedness has the lower values ( $M=2.98$ ,  $SD=.65$ ) which shows that their school connection level is less when compared with the teaching efficacy scale. It can be inferred that teachers do not feel that the school they work for cares about them thus this may decrease teachers' dedication to school.



**Table 6**

*Descriptive statistics for Turkish EFL teachers' level of school connectedness sub-domain*

ITEMS	N	Almost never		Sometimes		Often		Almost Always		Mean	SD
		F	P	F	P	F	P	F	P		
1. I feel like I belong at this school	120	3	2.5	35	29.2	44	36.7	38	31.7	2.98	0.84
2. I can really be myself at this school.	120	4	3.3	29	24.2	54	45	33	27.5	2.97	0.80
3. I feel like people at this school care about me.	120	7	5.8	38	31.7	46	38.3	29	24.2	2.81	0.87
4. I am treated with respect at this school.	120	2	1.7	17	14.2	58	48.3	43	35.8	3.18	0.73

Note: F= frequency, P= percentage.

The first sub-domain of Subjective Well-being scale is regarded, school connectedness, is analyzed in a detailed way. School connectedness scale is related to teachers' feeling of commitment to a school. In Table 6, mean, standard deviation, frequencies, percentages were presented.

Most of the teachers agreed with item 4 ( $M=3.18$ ,  $SD= 0.73$ ), which states that they are treated with respect at the school. Furthermore, the experiences of feeling belonging to school with item 1 ( $M=2.98$   $SD= 0.84$ ) and being themselves at school with item 2 ( $M=2.97$   $SD= 0.80$ ) yielded similar results. Finally, compared to the other 3 items, lower results were attained in the item 3 ( $M=2.81$   $SD= 0.87$ ). This indicates that teachers feel less cared at their school.

**Table 7**

*Descriptive statistics for Turkish EFL teachers' level of teaching efficacy sub-domain*

ITEMS	N	Almost never		Sometimes		Often		Almost Always		Mean	SD
		F	P	F	P	F	P	F	P		
1. I am a successful teacher.	120			6	5.0	64	53.3	50	41,7	3.37	0.57
2. I am good at helping students learn new things.	120	-	-	2	1.7	41	34.2	77	64,2	3.63	0.52
3. I have accomplished a lot as a teacher.	120	1	.8	11	9.2	63	52.5	45	37,5	3.27	0.65
4. I feel like my teaching is effective and helpful.	120	-	-	5	4.2	53	44.2	62	51.7	3.48	0.57

TES is related to teachers' assessment of their teaching. In other words, teachers evaluate their teaching efficacy. In Table 7, mean, standard deviation, frequencies, percentages results were presented. Among all items in the whole questionnaire, item 2 has the highest mean score (M=3.63 SD= 0.52), which shows that teachers have confidence that they are effective while teaching their students. Furthermore, the teachers think that their teaching is effective and helpful with item 4 (M=3.48 SD= 0.57) and they regard themselves as a successful teacher with item 1 (M=3.37 SD= 0.57). When item 3 is considered, lower results were attained (M=3.27 SD= 0.65). This indicates that teachers still want to do a lot in their profession.

**Table 8**

*Independent samples t-test results for the effect of gender on Turkish EFL teachers' Subjective well-being*

		Group Statistics			t-test		
	Gender	N	Mean	SD	t	Df	P
School Connectedness	Female	90	2.95	.67	-.96	118	.335
	Male	30	3.08	.61			
Teaching Efficacy	Female	90	3.45	.48	-1.009	118	.308
	Male	30	3.35	.46			

Independent samples t-test was conducted to find out if there was a statistically meaningful difference among Turkish EFL teachers' gender regarding their subjective well-being. According to Independent samples t-test results shown in Table 8, there was no statistically significant

difference between female and male teachers in terms of school connectedness ( $t(118) = -.96, p=.335 > .05$ ), Teaching efficacy ( $t(118) = -1.009, p=.308 > .05$ ). These findings revealed that male and female teachers view school connectedness and teaching efficacy from a similar perspective. When mean values of t-test results were considered, male teachers had a mean score of ( $M=3.08$   $SD=.61$ ), female teachers had a mean score of ( $M=2.95$   $SD=.67$ ) for the school connectedness. For the teaching efficacy, female teachers had a mean score of ( $M=3.45$   $SD=.48$ ), male teachers had a mean score of ( $M=3.35$   $SD=.46$ ). According to the results, the difference between the two genders was not statistically significant. However, regarding the teaching efficacy female teachers had a higher mean score compared to the male teachers.

**Table 9**

*One-way ANOVA results for the effect of type of teaching experience on Turkish EFL teachers' subjective well-being*

Group statistics						
	Teaching experience	N	Mean	SD	F	P
School Connectedness	0-5	53	3.02	.62	2.103	.085
	6-10	19	2.63	.66		
	11-15	17	3.13	.71		
	16-20	15	2.90	.64		
	21-24	16	3.17	.61		
	0-5	53	3.43	.44		

Teaching Efficacy	6-10	19	3.30	.55	.529	.715
	11-15	17	3.44	.43		
	16-20	15	3.51	.60		
	21-24	16	3.50	.45		

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In addition to independent samples t-test results, One-way ANOVA was carried out in order to find out if there were any statistically significant differences among Turkish EFL teachers with different years of teaching experience considering their Subjective well-being. The results of ANOVA analysis are given in Table 9. According to results, there was not a statistically significant difference among the teachers in terms of school connectedness ( $F= 2,103$ ;  $p=.085>.05$ ) and teaching efficacy ( $F= .529$ ;  $p=.715>.05$ ). These findings show that teaching experience does not play a significant role in Turkish EFL teachers' subjective well-being.

Moreover, for perceptions of School connectedness, teachers with 21-24 years of experience had a mean score of ( $M=3.17$ ,  $SD=.61$ ); however, the teachers with 0-5 years, 6-10 years, 11-15 years, and 16-20 years of teaching experience had mean scores of ( $M=3.02$ ,  $SD=.62$ ), ( $M=2.63$ ,  $SD=.66$ ), ( $M=3.13$ ,  $SD=.71$ ) respectively.

For their perceptions on Teaching efficacy, teachers with 16-20 years of experience had a mean score of ( $M=3.51$ ,  $SD=.60$ ), the teachers with 0-5 years, 6-10 years, 11-15 years, 21-24 years of experience had mean scores of ( $M= 3.43$ ,  $SD=.44$ ), ( $M=3.30$ ,  $SD=.55$ ), ( $M= 3.44$ ,  $SD=.43$ ), ( $M= 3.50$ ,  $SD=.45$ ) respectively.

**Table 10**

*Independent samples t-test results for the effect of type of institution on Turkish EFL teachers' subjective well-being*

Group statistics							
	University type	N	Mean	SD	T	df	P
School connectedness	Foundation	44	2.96	.70	-.220	118	.826
	State	76	2.99	.63			
Teaching Efficacy	Foundation	44	3.46	.51	.561	118	.576
	State	76	3.41	.46			

Independent samples t-test was carried out to find out effect of type of institution on EFL teachers' subjective well-being. According to Independent samples t-test results shown in Table 10, there was no statistically significant difference between foundation and state university teachers in terms of School connectedness ( $t(118) = -.220, p=.826 > .05$ ) and Teaching efficacy ( $t(118) = .561, p=.576 > .05$ ). These findings revealed that male and female teachers view school connectedness and teaching efficacy from a similar perspective. The mean values of t-test results were regarded and for the school connectedness, teachers working in a state university had a higher mean score of ( $M= 2.99, SD=.63$ ), than working in a foundation university ( $M= 2.96, SD=.70$ ). For the teaching efficacy teachers working in a foundation university had a higher mean score of ( $M= 3.46, SD=.51$ ) than the teachers working in a state university ( $M= 3.41, SD=.46$ ).

### Descriptive Statistics for Research Question 2:

The second question of the research is related to occupational resilience beliefs of university teachers. In order to answer second research question ‘‘*What is the level of Turkish EFL teachers’ occupational resilience beliefs in university contexts?*’’, occupational resilience belief scale was utilized in the study. Descriptive analysis was performed to measure the level of occupational resilience beliefs, as in the subjective wellbeing analysis. Descriptive statistics such as mean, frequency, percentage, and median values were analyzed. Findings were given in Table 11 below.

**Table 11**

*Descriptive statistics for Turkish EFL teachers’ level of resilience*

Items	N	Strongly Disagree		Disagree		Neither agree nor disagree		Agree		Strongly agree		Mean	Standard deviation
		F	P	F	P	F	P	F	P	F	P		
1. When I look at a situation or event, I can see different aspects of it.	120	1	.8	-	-	11	9.2	72	60	36	30	4.18	.66

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2. I know from my experiences that I can cope with occupational difficulties.	-	-	-	-	17	14.2	76	63.3	27	22.5	4.08	.60
3.I tend to improve myself in matters that I feel lack in my profession.	-	-	4	3.3	8	6.7	62	51.7	46	38.3	4.25	.72
4.I can see the fun side of events at school.	-	-	5	4.2	17	14.2	65	54.2	33	27.5	4.05	.76
5.When I get into a difficult situation at school, I eventually find a solution.	-	-	1	.8	11	9.2	70	58.3	38	31.7	4.21	.63
6. I believe that I can solve the negativities that may occur at school.	-	-	1	.8	14	11.7	76	63.3	29	24.2	4.11	.61



7. I believe that I will achieve remarkable success in my profession.	-	-	2	1.7	8	6.7	71	59.2	39	32.5	4.22	.64
8. I am not afraid to express my views to other people at school.	1	.8	7	5.8	26	21.7	58	48.3	28	23,3	3.88	.86
9. I can seek the opinions of my colleagues when required.	-	-	-	-	6	5	68	56.7	46	38.3	4.33	.57
10. I express my criticism clearly in the school environment.	2	1.7	12	10	34	28.3	54	45	18	15	3.62	.91
11. When necessary, I share the negativities that I may experience in the school environment.	-	-	6	5	26	21.7	68	56.7	20	16.7	3.85	.75

12. When I think about what I have done so far, I say that I have done good things for my profession.	-	-	-	-	12	10	61	50.8	47	39.2	4.29	.64
13. I am proud of my achievements in my profession.	-	-	-	-	14	11.7	53	44.2	53	44.2	4.33	.67
14. In difficult times, I do not lose faith in myself.	2	1.7	5	4.2	20	16.7	62	51.7	31	25.8	3.96	.86
15. My students trust me when it comes to an important topic.	-	-	-	-	3	2.5	62	51.7	55	45.8	4.43	.54
16. With a little effort, I can overcome difficulties.	-	-	2	1.7	25	20.8	66	55	27	22.5	3.98	.71
17. I am a person at peace with myself.	2	1.7	2	1.7	12	10	60	50	44	36.7	4.18	.80

18.I can do multiple tasks at the same time.	1	.8	7	5.8	19	15.8	54	45	39	32.5	4.03	.89
19. I am a determined person about my job.	-	-	-	-	13	10.8	58	48.3	49	40.8	4.30	.65
20. I am confident about my job.	-	-	1	.8	5	4.2	62	51.7	52	43.3	4.38	.60
21. I can handle difficult students.	-	-	1	.8	18	15	71	59.2	30	25	4.8	.65
22. I do not hesitate to ask for help in solving my students' problems.	1	.8	1	.8	9	7.5	55	45.8	54	45	4.33	.72
23. I do not give up trying to reach my problematic and misfit students.	-	-	2	1.7	14	11.7	63	52.5	41	34.2	4.19	.70



The results of the descriptive analysis of occupational resilience belief scale are shown in Table 11. According to the table, Item 15 ( $M=4.43$   $SD=0.54$ ), had the highest mean score compared to other items in the subscale. Participants of the study think that they are reliable teachers since their students depend on them. The second highest mean score is item 20 ( $M=4.38$   $SD=.60$ ). This showed that teachers have high confidence. Item 25 ( $M=4.35$   $SD=.72$ ) which is among the items with a high mean score indicated that Turkish EFL teachers think they have an influence on their students' lives.

Items 9, 13, and 22 have the same mean score which is ( $M=4.33$ ). Items 9 ( $M=4.33$   $SD=.57$ ) and 22 ( $M=4.33$   $SD=.72$ ) results showed that teachers ask for help when they need it. For the item 13 ( $M=4.33$   $SD=.67$ ), it can be said that they are self-confident due to their achievements in their fields. Item 24 is one of those with the highest mean score ( $M=4.26$   $SD=.62$ ). The majority of respondents believe they address their students' needs and assist them in problem-solving. Item 3 ( $M=4.25$   $SD=.72$ ), and 7 ( $M=4.22$   $SD=.64$ ), indicated that teachers give importance to professional development. According to the results of Item 1 ( $M=4.18$   $SD=.66$ ), and 4 ( $M=4.05$   $SD=.76$ ), the teachers examine the events from a different perspective. Items 2 ( $M=4.08$   $SD=.60$ ), 5 ( $M=4.21$   $SD=.63$ ), 6 ( $M=4.11$   $SD=.61$ ), 14 ( $M=3.96$   $SD=.86$ ), and 16 ( $M=3.98$   $SD=.71$ ), are quite similar to each other. According to results, participants claim that they have enough confidence to cope with a difficult situation. They believe they are professionally successful as they agreed items 12 ( $M=4.29$   $SD=.64$ ), and 13 ( $M=4.33$   $SD=.67$ ). Considering the answers given to items 21 ( $M=4.8$   $SD=.65$ ), and 23 ( $M=4.19$   $SD=.70$ ), the participants are not indifferent about problem students, but also prefer to deal with those students. This shows that teachers do not ignore problematic students.

As can be seen from the table above, Item 10 ( $M=3.62$   $SD=.91$ ), had the lowest mean score compared to other items in the subscale. Moreover, Item 8 ( $M=3.88$   $SD=.86$ ), and Item 11 ( $M=3.85$   $SD=.75$ ), had lower mean scores compared to others. The common feature of these 3 items is expressing views without hesitation. These results show that teachers do not feel comfortable enough to express their thoughts at school. They do not have confidence to express negative comments especially.

Finally, Skewness and Kurtosis values were analyzed for normality test. For the TSWB scale, Skewness values ranged from  $-0.885$  to  $-0.155$  and Kurtosis values ranged from  $-1.008$  to  $0.138$ . For the ORBSTC scale, Skewness values ranged from  $-1.315$  to  $-0.034$  and Kurtosis values ranged from  $-0.756$  to  $1.5$ . Kurtosis and Skewness values between  $-1.5$  and  $+1.5$  are considered

normal variance (Tabachnick & Fidell, 2007). Since the values of TSWB were between -1.5 and +1.5, it can be said that there was normal variance.

**Table 12**

*Independent samples t-test results for the effect of gender on Turkish EFL teachers' Occupational Resilience*

Group Statistics				t-test			
Gender	N	Mean	SD	t	df	P	
Occupational Resilience	Female	90	2.97	.29	.641	118	.522
	Male	30	2.93	.29			

Independent samples t-test was conducted to find out if there was a statistically meaningful difference among Turkish EFL teachers' gender regarding their occupational resilience. Based on the Independent samples t-test results presented in Table 12, there was no statistically significant difference between male and female teachers concerning occupational resilience ( $t(118) = .641, p = .522 > .05$ ). These findings revealed that male and female teachers view school connectedness, teaching efficacy, and occupational resilience from a similar perspective. When mean values of t-test results were considered, male teachers had a mean score. Female teachers had a mean score of ( $M = 2.97, SD = .29$ ), male teachers had a mean score of ( $M = 2.93, SD = .29$ ). According to the data, there was no statistically significant difference among genders. However, female teachers had a higher mean score compared to the male teachers.

**Table 13**

*One-way ANOVA results for the effect of type of teaching experience on Turkish EFL teachers' Occupational Resilience*

Group statistics						
	Teaching experience	N	Mean	SD	F	P
Occupational Resilience	0-5	53	3.01	.32	1.790	.136
	6-10	19	2.81	.22		
	11-15	17	2.92	.25		
	16-20	15	2.99	.28		
	21-24	16	2.97	.25		

In addition to the findings of the independent samples t-test, one-way ANOVA was conducted to determine whether there were statistically significant differences between Turkish EFL instructors with varying years of teaching experience in terms of their occupational resilience. The results of ANOVA analysis are given in Table 13. According to results, there was not a statistically significant difference among the teachers in terms of occupational resilience ( $F= 1,790$ ;  $p=.136>.05$ ). These findings show that teaching experience does not play a significant role in Turkish EFL teachers' subjective well-being and occupational resilience.

For their perception of occupational resilience teachers with 0-5 years of experience had a mean score of ( $M= 3.01$ ,  $SD=.32$ ), teachers with 6-10 years, 11-15 years, and 16-20 years, 21-24 years of experience had mean scores of ( $M= 2.81$ ,  $SD=.22$ ), ( $M=2.92$ ,  $SD=.25$ ), ( $M= 2.99$ ,  $SD=.28$ ), ( $M= 2.97$ ,  $SD=.25$ ) respectively.

**Table 14**

*Independent samples t-test results for the effect of type of institution on Turkish EFL teachers' occupational resilience*

Group statistics							
	University type	N	Mean	SD	t	df	P
Occupational Resilience	Foundation	44	3,	.30	-.088	118	.930
			.02				
	State	76	2.96	.28			

Independent samples t-test was carried out to find out effect of type of institution on Turkish EFL teachers' occupational resilience. The results of an independent samples t-test, presented in Table 14, revealed that there was no statistically significant difference between male and female teachers in terms of occupational resilience  $t(118) = -.088, p = .930 > .05$ . These findings revealed that male and female teachers view occupational resilience from a similar perspective. The mean values of t-test results were regarded and both foundation and state university teachers had the same mean score which was  $M = 2.96$ .

### **Research Question 3:**

The third research question of the study '*Is there a significant relationship between Turkish EFL teachers' subjective well-being and their occupational resilience beliefs in university contexts?*', aims to analyze the relationship between subjective well-being and occupational resilience. First, a Pearson r correlation was conducted to determine the relationship between the sub-domains of subjective well-being and occupational resilience. Table 15 below displays the findings of the correlation analysis.



**Table 15**

*Correlational results for Turkish EFL Teachers' subjective well-being and occupational resilience*

		School connectedness	Teaching efficacy	Subjective Well-being	Occupational resilience
School Connectedness	Pearson Correlation	1	.228*	.853**	.379**
	Sig(2-tailed)		.012	.000	.000
	N	120	120	120	120
Teaching Efficacy	Pearson Correlation	.228*	1	.703**	.570**
	Sig(2-tailed)	.012		.000	.000
	N	120	120	120	120
Subjective Well-being	Pearson Correlation	.853**	.703**	1	.582
	Sig(2-tailed)	.000	.012		.000
	N	120	120	120	120
Occupational Resilience	Pearson Correlation	.379**	.570**	.582**	1
	Sig(2-tailed)	.000	.000	.000	
	N	120	120	120	120

Note: \*\*p<.01

According to the Pearson correlation analysis given in the Table 15, it indicated that there was a statistically meaningful relationship between teachers' school Connectedness and occupational resilience. According to Cohen (1992), correlation coefficients may be categorized as follows: small correlation, ( $.10 \leq r < .30$ ), medium correlation, ( $.30 \leq r < .50$ ), and strong correlation ( $.50 \leq r < 1.00$ ). There is a statistically significant, medium correlation between school connectedness and occupational resilience ( $r = .379$ ;  $p < .01$ ).

As seen from the results, there is a higher correlation between Teaching Efficacy and occupational resilience. According to the Pearson correlation analysis given in the Table 15, it

showed that there was a statistically meaningful relationship between teachers' teaching efficacy and occupational resilience. A statistically positive strong relationship exists between teaching efficacy and occupational resilience ( $r = .570^{**}$ ;  $p < .01$ ).

Lastly, statistically meaningful relationship was found between overall subjective well-being and occupational resilience ( $r = .582^{**}$ ;  $p < .01$ ). It can be said that there was a strong correlation between overall SWB and occupational resilience. This means that teachers' subjective well-being and occupational resilience belief scales are useful. Results demonstrated that an increase in the subjective well-being of the will teachers increase their occupational resilience beliefs.

#### **Research Question 4:**

For answering fourth research question "*Does Turkish EFL teachers' subjective well-being significantly predict their occupational resilience beliefs in university contexts?*" regression analysis carried out and results were displayed in Table 16.

**Table 16**

*Regression Analysis Results Regarding Whether Teachers' Subjective Well-being Levels Predict Their Occupational Resilience Levels*

Variables	B	S. E	B	t	P
Stable	1.565	.163		9.584	.000
School Connectedness	.116	.033	.262	3.536	.000
Teaching Efficacy	.307	.045	.510	6.870	.000
(R=.624    R <sup>2</sup> =.390    Adjusted R <sup>2</sup> =.379    F=37,340    p=.000)					

Regression analysis was performed to predict the occupational resilience variable by using the School Connectedness and Teaching Efficacy variables. As a result of the analysis, a significant regression model explained  $F(2,117) = 37.34$ ,  $p < .001$  and 38% of the variance in the dependent variable. (R<sup>2</sup> adjusted=.37) was found to be explained by the independent

variables. Accordingly, School Connectedness predicts occupational resilience positively and significantly.  $\beta=.26$ ,  $t(117) = 3.53$   $p < .001$ ,  $pr^2 = .06$ . Teaching Efficacy predicts occupational resilience positively and significantly.  $\beta=.51$ ,  $t(117) = 6.87$   $p < .001$ ,  $pr^2 = .28$  Table 16 suggests that teaching efficacy and school connectedness variables explained approximately 38 % of the total variance of the teachers' occupational resilience score ( $R = .624$   $R^2 = .390$   $P < .05$ ). According to the multiple regression coefficient ( $\beta$ ), teaching efficacy (.510) became much more prominent in terms of the relative significance of predictive variables on occupational resilience, while school connectedness (.262) became less significant. According to the standard coefficients, one unit increase in the subjective well-being variable is expected to cause an increase of 38 units in the teachers' occupational resilience. According to the findings of the t-test on the significance of the regression coefficients, both teaching efficacy and school connectedness were significant predictors of occupational resilience. As a result of the regression analysis, a regression equation (mathematical model) for predicting teachers' occupational resilience is presented.

$$\text{Occupational Resilience} = .624 + .116 \text{ School Connectedness} + .307 \text{ Teaching Efficacy}$$

## 4. DISCUSSION AND CONCLUSION

### Introduction

The objective of this research was to examine the subjective well-being and occupational resilience of Turkish EFL teachers. In addition, the research designed to examine if there was a significant difference in the subjective well-being and occupational resilience of Turkish EFL instructors based on gender, type of institution they work for, and years of experience. The final objective of the research was to analyze the relationship between teachers' subjective well-being and occupational resilience. Thus, in this section, the results of the quantitative data were discussed in consideration of the research questions to make a general conclusion.

### Discussion of the First Research Question

The first research question and its sub-question were answered the use of descriptive statistics, a one-way analysis of variance (ANOVA), and independent t-tests in this section of the study. The first study question was to determine the subjective well-being of Turkish EFL instructors. Concerning the overall level of subjective well-being, the mean level was in the “high” category ( $M=3.20$ ,  $SD=.45$ ). These findings revealed that Turkish EFL teachers in the Turkish context experience positive emotions more than negative emotions. If teachers' subjective well-being is high, it means that they are competent and role models for their learners (Gündoğdu, & Yavuzer, 2012). They can be more beneficial for their learners as they have high subjective well-being. According to Wright and Cropanzano (2000), teachers become more productive when they have positive feelings. From this point, it can be claimed that as the subjective well-being of the teachers increases, their behaviors towards their students also change in a positive way. The high level of subjective well-being among teachers indicates that their basic needs are being met, positive emotions are usually experienced, and negative emotions are rarely experienced, which means their teaching ability is high and they are able to be role models for their students (Gündoğdu & Yavuzer, 2012). Having high levels of subjective well-being has significant benefits for teachers and their interpersonal relationships. There are a number of contributions that comprise the good health and longevity, work and income, productivity, positive organization and social behaviors (Diener, & Ryan, 2009). Diener and Scollon (2014) recognized subjective well-

being as an integral aspect of health and social relationships. Teachers with high levels of subjective well-being will have a positive impact on their teaching style as well as their relationships with their students (Öztürk, 2015). Additionally, high levels of subjective well-being have been found to influence schools positively in regard to various aspects (Yurcu, & Atay, 2015). In a study conducted by Centkseven-Onder and Sarı (2009) with 161 participants, a relationship was found between teachers' subjective well-being and schools that participants work. Therefore, the level of subjective well-being, which includes positive thoughts and feelings about life, cannot be distinguished from perceptions about the school environment which plays an essential role in teachers' lives.

When the sub-question of the first research question was investigated, it was found out that there were not any statistically significant differences among Turkish EFL teachers in terms of their gender, teaching experience, and type of institution they work in. Consistent with previous studies (e.g., Aelterman, Engels, Van Petegem, & Verhaeghe, 2007; Kaur & Singh, 2019), the results showed that there was not a statistically significant difference in terms of gender among teachers. In light of these findings, it can be said that whether the teachers were female or male, their gender was no determining influence on the teachers' subjective well-being. Similarly, Ergün and Dewaele (2021) found that teachers' gender was no significant effect on Italian EFL teachers. On the contrary, Tang (2018) found that female teachers have significantly higher levels of subjective well-being when compared to male teachers.

However, when the mean scores were taken into account, male teachers had a higher mean score than females in the "school connectedness" subdomain, which means that male teachers feel themselves more accepted, valued, and encouraged by others at schools than female teachers. On the other side, female teachers had a higher mean score for the teaching efficacy sub-domain. It is clear from this finding that female teachers trust their capabilities to motivate their students even if students have difficulty understanding the subjects at school. These findings support those of Woolfolk et al. (1990), who also found that instructors with a high level of self-efficacy use creative and student-centered strategies to overcome students' learning issues. This result also aligns with the findings of Al Rawahi and Yousef (2021), who concluded that female teachers in Oman and Kuwait possessed a higher level of teaching efficacy than male teachers.

Considering teaching experience, it was concluded that whether a lecturer had 0-5 years of experience or 20 years or more of experience, it did not affect their subjective well-being. This indicated that the teachers' school connectedness or their teaching efficacy does

not change with a big difference over time. When the results were analyzed in detail, the mean scores showed that teachers with 21-24 years of experience had a higher mean score for the school connectedness among the others. As people get older, their sense of belonging increases. This finding is consistent with that of Goldan et al. (2022) Teachers with different teaching years indicated no significant differences in SWB levels, however, tests revealed that teachers with 3 or fewer years of teaching experience had significantly lower scores than teachers with more than 10 years of teaching experience In the teaching efficacy subscale, the mean scores are above 3.30 and close to each other high, which means that teachers generally believe their abilities to effectively handle the challenges that they face in their teaching profession.

As regards the type of institution, it was concluded that neither foundation nor the state university had an impact on the subjective well-being of the teachers. This might result from the facilities that universities provide for their academic staff. Beukes (2017) found in her study that instructors in state and private schools have similar levels of subjective well-being, yet state instructors are more satisfied with their lives than instructors in private schools. When the mean scores were considered, it was found that teachers working in a state university had a higher mean score for school connectedness, which shows that teachers working at the state universities do not want to leave their teaching environment or get used to new situations in different universities. For the teaching efficacy subscale, it is observed that the teachers at the foundation university try to do their best to improve themselves for their students compared to teachers at the state university.

### **Discussion of the Second Research Question**

In this section, similar to what was done for the first question, descriptive statistics, a one-way analysis of variance, and independent t-tests were carried out in order to answer the second research question and its sub-questions. While the first question aimed to measure the subjective well-being levels of the teachers, the second question aimed to measure the occupational resilience belief levels.

According to the results, the overall level of occupational resilience belief was categorized as "high" ( $M=4.18$ ,  $SD=.66$ ) which means that teachers have the ability to deal with the challenges that their profession brings. When teachers have high levels of resilience, they can deal with stressful situations (Gu & Day, 2013). From this point of, it can be alleged that if teachers have high resilience, they can cope with challenges and become more successful in their work life. Teachers who have high levels of occupational resilience can

perform their jobs efficiently (Karakuş, & Ünsal, 2017; Maddi et al., 2006). The research indicates that teachers with high levels of resilience will be more successful in their careers due to their ability to become self-sufficient, hopeful, and optimistic about the future, thus causing less stress (Crossman & Haris, 2006). In this respect, teachers who are more content with their jobs and are self-confident will be more resilient because their stress levels will be reduced.

The purpose of this sub-question was to determine if there were statistically significant differences amongst Turkish EFL teachers in terms of their demographic characteristics, such as gender, teaching experience, and type of institution at which they work. The results revealed that there was no statistically significant difference between the genders of teachers, which means that both female and male teachers use appropriate strategies to maintain their commitment when they face difficulties in their teaching journey. Similarly, Polat and Iskender (2018) found out that that the level of resilience was no significant difference, between male and female teachers in regard to gender.

However, when the mean scores were considered, female teachers had a higher mean score than males, which shows that female teachers are more capable of coping with adversities and recovering in their teaching context.

As regards teaching experience, the study concluded that no matter how much experience a lecturer has, it does not affect his or her occupational resilience. This finding demonstrated that teachers' teaching experience does not determine their resilience levels. Similarly, the findings of previous research also showed that experience does not affect the level of resilience (Harrisson et al., 2002, Chan, 2003, Maddi et al., 2006, Sezgin 2009). However, Bozgeyikli and Şat (2014) found out that the mean scores of candidates for the teaching profession were considerably lower than the mean scores of instructors with 6-10 years of experience and 15 years of experience respectively. In a similar vein, [Entesari et al. \(2020\)](#) came up with the result that the resilience of experienced teachers was greater than that of new teachers.

When mean scores were considered, more experienced teachers were expected to have the highest mean score in this study. Contrary to expectations, 0-5 years of experienced teachers had the highest mean scores. It is possible that the scale or the demographic characteristics of teachers played a role in the difference between the results of this study and the two studies mentioned above. Also, this surprising result may be related to their relationship with experienced teachers. Because early career teachers may have the willingness to develop relationships with experienced teachers thus, they approach problems

with a more positive attitude and make more efforts to solve them. The current study's findings are consistent with those of Hannah and Morrissey (1986), who found that resilience decreases with age. Bobek (2002) also found that inexperienced teachers build resilience by establishing positive relationships with teachers who are familiar with the challenges of teaching, which may facilitate their adaptability teaching conditions. On the contrary, Gallant and Riley (2014), found that early career teachers in many countries are vulnerable during the first five years of their careers thus 40-50% leave the profession during this period. Teacher stress and burnout have been identified as reasons for teacher attrition in studies on why teachers leave (Kyriacou, 2011; Schlichte, Yssel, & Merbler, 2005). Considering these differences, it can be inferred that the environment in which teachers work, stress management, and their relationship with their colleagues may have an impact on their resilience.

Finally, with respect to the type of institution, neither the state nor the foundation universities had a significant impact on the occupational resilience of the teachers. The study conducted by Gülnar (2012), states that the teachers working in foundation universities have a medium level of job satisfaction, whereas teachers working in public universities have a low level of job satisfaction. Due to the limited research in university contexts regarding institution type, this sub-question could not be compared with those of other universities except for one university research. However, this study contributes to the field by addressing the resilience of teachers in both public and foundation universities. Also, Çetin (2019) who carried out a study with primary, secondary, and high schools' teachers found out that teachers working in state schools have high levels of resilience. Based upon this finding, it can be concluded that teachers working in state schools have higher level of resilience than private school teachers due to the fact that state school teachers do not have to deal with these issues thus, they feel less stressed.

Regarding the mean scores, teachers working in a state university had a higher mean score which indicates that teachers working in a foundation university are more stressful because they encounter more problems and challenges than those working in a state university. To be more precise, Teaching in a foundation university may cause teachers to feel under pressure because of the highly competitive environment. As a result, teachers may become more stressed and less resilient to problems as working in the private sector is more demanding.



### **Discussion of the Third Research Question**

The third research question aims to identify the relationship between teachers' subjective well-being and their occupational resilience. The results revealed statistically significant and strong relationships between overall subjective well-being and occupational resiliency. The results confirm that association between subjective well-being and occupational resilience. In light of this, it may be wise to emphasize that as teachers' subjective well-being enhances, their occupational resilience level will enhance in the same direction.

Considering the relationship among the subdomains, it was revealed that there was a statistically significant positive and medium correlational relationship between occupational resilience and school connectedness sub-domain ( $r=.379$ ;  $p<.01$ ). As a consequence, it can be acknowledged that as teachers' occupational resilience enhance, their teaching efficacy enhances in the same direction. Their commitment to their work enables them to adapt to obstacles instead of giving up, which increases their resilience.

There was a statistically significant positive strong relationship between occupational resilience and teaching efficacy sub-domain ( $r=.570$ ;  $p<.01$ ). In accordance with the findings, it can be stated that teachers' persistence in the face of challenging situations improves their teaching efficacy and leads to have a high level of resilience. Daniilidou et al. (2020) found a significant correlation between self-efficacy and resilience and discovered that self-efficacy predicts teachers' resilience. Mansfield et al. (2012) view self-efficacy as a protective factor for teacher resilience, as well as a component of an individual's repertoire of psychological strengths that enable them to successfully adapt to change.

Taking all these factors into account, it can be said that teachers' subjective well-being, commitment to school, and proficiency in teaching affect their overall professional resilience, and are closely related. The more teachers develop their subjective well-being, the more resilient and healthier they are in their profession. As a result, when they encounter an unexpected problem in their teaching and social lives, they continue to struggle instead of giving up easily. Additionally, they use coping strategies (Sharplin et al.,2011), which would help them become more effective teachers. They can thus develop critical analysis skills in their profession by examining the situation and coming up with a solution.

### **Discussion of the Fourth Research Question**

In the fourth question, the relationship between subjective well-being and occupational resilience was examined. According to the findings of a multiple regression analysis, there was a positive relationship between teachers' resilience and their overall subjective well-being, as well as with two characteristics of teachers' subjective well-being, namely teaching efficacy and school connectedness, to a lesser or higher level respectively. However, based on correlation analysis, the total score of variance was found 38% it can be said that the effect size of these correlations is low but close to moderate. It was demonstrated that, 38% of the variability in occupational resilience could be explained by the variables of subjective well-being. This finding confirms that there is a correlation between occupational resilience and subjective well-being. In a similar vein, researchers have previously established a direct and rather close relationship between resilience indicators and well-being indicators (Svence & Majors, 2015). Mguni and her colleagues (2012) observed that resilience and well-being are intertwined in two categories: how we feel about our lives now impacts how we manage the future, and resilience affects how pleased we are with our lives.

On the other hand, the correlations between occupational resilience and teaching efficacy sub-domain showed a higher percentage of variance (52%) than school connectedness sub-domain. The stronger effect of teaching efficacy than of school connectedness on resilience suggests that having a belief to handle with difficulties is more influential on teachers' resilience. These results reflect those of Caprara et al. (2003) who also found that teachers with high levels of self-efficacy have more satisfaction about their job and less stress while coping with challenges. Gu and Day (2006), who stated that teachers' efficacy is a complex process that as well as being influential, contributes significantly to teachers' resilience. Brouskeli et al., (2018), conducted a study to investigate the relationship between subjective well-being and resilience of Greek teachers. According to their findings, it was found there was a low correlation between the two concepts as found in this study. It seems that resilience and well-being are both affected by some factors that need to be further investigated, in order to determine their exact relationship.

### **Implications of the Study**

The result demonstrates that the subjective well-being and occupational resilience of English teachers are of obvious significance, but that subjective well-being is the predictor of

their occupational resilience, even after surviving unusual circumstances like as the Covid-19 epidemic. This is exactly the reason why English teachers should be more supported in their profession. In light of this study, it can be concluded that subjective well-being and resilience have impact on Turkish EFL teachers. This is because teachers' well-being and resilience affect their professional lives to be more efficient for their students. Therefore, it is essential to obtain a greater understanding of this connection. It has been seen in the present study that there is a strong relationship between occupational resilience and subjective well-being. These findings draw our attention to the importance of considering these two concepts in educational programs. Because these notions have significant implications for classroom instruction, student learning, curriculum development, and the work of policymakers and researchers. Therefore, it is highly crucial to integrate courses that promote the well-being of pre-service teachers into teacher education programs. Integration into their job may help people begin their professions with a feeling of optimism and motivation, which may enhance their well-being and enable them to overcome the problems they face in their field. (İnözü & Şahinkarakaş,2016).

Moreover, the findings of the study demonstrated significant educational implications for administrators. This is because educators need to be supported to perform their job without feeling insufficient and vulnerable in their working environment. Working conditions may affect teachers thus they can be ineffective while performing their job. Occupational resilience and subjective well-being benefit teachers in many aspects. When teachers have high subjective well-being and occupational resilience, they are likely to become more motivated, satisfied, and resilient in their personal and professional lives. Considering these benefits, the best thing to do may be to increase English teachers' subjective well-being and professional resilience.

Furthermore, the outcomes obtained in this study particularly helped me, and my colleagues to be aware of the importance of subjective well-being and resilience in our profession. These findings may help us to prioritize our mental health, feelings, and emotions. Additionally, it is expected that this would contribute both the teachers who participated in the study as well as other teachers assess their resilience and subjective well-being. Thus, results can enable teachers to increase their awareness and ability to deal with problems and difficulties in teaching.

Finally, although the concepts of subjective well-being and occupational resilience are relatively new concepts in language teaching, acknowledging their importance will provide new perspectives that will be beneficial for both the teachers and their students.

## **Limitations and Suggestions for Further Studies**

In this research, which aimed to determine the subjective well-being and resilience of 120 Turkish EFL teachers, the sample comprised of 120 Turkish EFL teachers. More comprehensive results could be obtained with larger sample size. As this research was a quantitative study, questionnaires were the only tool used to collect data from the participants. Interviews might be used to acquire more comprehensive and detailed data. The combination of quantitative and qualitative data enables researchers to produce more elaborative results, and thus leads to more precise conclusions for further research.

Lastly, this study was conducted with Turkish EFL teachers in Turkey. For generalizability of the results by more data from different parts of the world may provide more different findings and pedagogical inferences for EFL.

## **Conclusion**

As stated earlier, teaching profession is highly demanding and challenging thus, teachers need to cope with these difficulties to maintain their commitment to teaching. For this reason, their subjective well-being and resilience should be noticed and taken into consideration. This study set out to investigate EFL teachers' subjective well-being and occupational resilience levels. In addition, the study sought to examine the relationship between the subjective well-being of EFL teachers and their occupational resilience. The findings revealed a positive relationship between subjective well-being and occupational resilience. It was determined that demographic characteristics such as gender, teaching experience, and institution type did not influence teachers' subjective well-being and occupational resilience. Various factors, including marital status, and income might be analyzed in future research.

According to this study's results, it is acceptable to conclude that the subjective well-being of Turkish EFL teachers predicted their occupational resilience. This study is predicted to contribute to the limited number of studies that have investigated the levels of occupational resilience and well-being among teachers in respect to their demographic features. Additionally, it is believed that this study will contribute to the studies that investigate the relationship between occupational resilience and well-being among teachers.

Due to the fact that resilience is not a consistent characteristic, education programs focused at improving resilience might be implemented to assist instructors in coping with

adversity and suffering. In addition, it is necessary to conduct programs that are designed to improve teachers' senses of self-efficacy and their capacities for coping with adversity, such as problem-solving, dealing with a crisis, and maintaining an optimistic view.

Finally, in order to enhance teachers' retention and effectiveness as well as quality of education, it is essential to have an awareness of the significance of the teachers' ability to bounce back from adversity and maintain their own mental health.

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## APPENDICES

## Appendix 1: Approval of Ethics Committee

T.C	
ÇAĞ ÜNİVERSİTESİ	
SOSYAL BİLİMLER ENSTİTÜSÜ	
TEZ / ARAŞTIRMA / ANKET / ÇALIŞMA İZİNİ / ETİK KURULU İZİNİ TALEP FORMU VE ONAY TUTANAK FORMU	
ÖĞRENCİ BİLGİLERİ	
T.C. NOSU	
ADI VE SOYADI	Polen BOYACI
ÖĞRENCİ NO	2020008007
TEL. NO.	
E - MAİL ADRESLERİ	
ANA BİLİM DALI	İngiliz Dili Eğitimi
HANGİ AŞAMADA OLDUĞU (DERS / TEZ)	TEZ
İSTEKDE BULUNDUĞU DÖNEME AİT DÖNEMLIK KAYDININ YAPILIP- YAPILMADIĞI	2021/2022- Güz Dönemi kaydını yeniledim.
ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ BİLGİLER	
TEZİN KONUSU	İngilizce öğretmenlerinin öznel iyi oluşları ile mesleki dayanıklılıkları arasındaki ilişkinin üniversite bağlamında incelenmesi
TEZİN AMACI	Bu çalışmada, İngilizceyi yabancı dil olarak öğrenen üniversitede çalışan öğretmenlerin öznel iyi oluşlarının ve mesleki dayanıklılık dirençlerinin birbirleriyle nasıl ilişkili olduğunu ortaya çıkarmayı amaçlamaktadır.
TEZİN TÜRKÇE ÖZETİ	Bu çalışmada, öğretmenler için mesleki dayanıklılık inancı ölçeği ve öğretmen öznel iyi oluş ölçeği (Teacher Subjective Well-being Questionnaire -TSWQ) kullanılacaktır. Ölçeklerin araştırma verileri üniversitelerin Yabancı Diller Yüksekokulu'nda çalışmakta olan 120 öğretim görevlisinden elde edilecektir. Bu çalışmada regresyon yapılacaktır.
ARAŞTIRMA YAPILACAK OLAN SEKTÖRLER/ KURUMLARIN ADLARI	1-Çağ Üniversitesi 2-Adana Alparslan Türkeş Bilim ve Teknoloji Üniversitesi 3-Erciyes Üniversitesi 4-Hasan Kalyoncu Üniversitesi 5-Yozgat Bozok Üniversitesi 6-Atatürk Üniversitesi
İZİN ALINACAK OLAN KURUMA AİT BİLGİLER (KURUMUN ADI- ŞUBESİ MÜDÜRLÜĞÜ - İLİ - İLÇESİ)	1-Çağ Üniversitesi YENİCE/MERSİN 2-Adana Alparslan Türkeş Bilim ve Teknoloji Üniversitesi SARIÇAM/ADANA 3-Erciyes Üniversitesi MELİKGAZI/KAYSERİ 4-Hasan Kalyoncu Üniversitesi ŞAHİNBEY/GAZİANTEP 5-Atatürk Üniversitesi YAKUTİYE/ERZURUM 6-Yozgat Bozok Üniversitesi AZIZLI/YOZGAT
YAPILMAK İSTENEN ÇALIŞMANIN İZİN ALINMAK İSTENEN KURUMUN HANGİ İLÇELERİNE/ HANGİ KURUMUNA/ HANGİ BÖLÜMÜNDE/ HANGİ ALANINA/ HANGİ KONULARDA/ HANGİ GRUBA/ KİMLERE/ NE UYGULANACAĞI GİBİ AYRINTILI BİLGİLER	Bu çalışma Çağ Üniversitesi Yenice, Bilim ve Teknoloji Üniversitesi Sarıçam, Erciyes Üniversitesi Melikgazi, Hasan Kalyoncu Üniversitesi Şahinbey, Atatürk Üniversitesi Yakutiye ve Yozgat Bozok Üniversitesi Azizli ilçelerinin Yabancı Diller Yüksekokulu bünyesinde İngilizce dersi veren öğretim görevlilerinin katılımıyla yürütülecektir. İngilizceyi yabancı dil olarak öğrenen öğretim görevlilerine Mesleki Dayanıklılık İnancı ve Öğretmen Öznel İyi Oluş Ölçekleri uygulanacaktır.

UYGULANACAK OLAN ÇALIŞMAYA AIT ANKETLERİN ÖLÇEKLERİN BAŞLIKLARI HANGİ ANKETLERİN - ÖLÇEKLERİN UYGULANACAĞI		1-Mesleki Dayanıklılık İnanç Ölçeği 2 - Öğretmen Öznel İyi Oluş Ölçeği				
EKLER (ANKETLER, ÖLÇEKLER, FORMLAR ... V.B. GİBİ EVRAKLARIN İSİMLERİYLE BİRLİKTE KAÇ ADET/SAYFA OLDUKLARINA AIT BİLGİLER İLE AYRINTILI YAZILACAKTIR)		1) .....1..... (.....bir.....) Sayfa .....Mesleki Dayanıklılık İnanç (occupational resilience belief) Ölçeği. 2) .....1..... (.....bir.....) Sayfa ...Öğretmen Öznel İyi Oluş Ölçeği (Teacher Subjective Well-being) Ölçeği				
Polen BOYACI		ÖĞRENCİNİN İMZASI: Enstitü müdürlüğünde evrak aslı imzalıdır. TARİH: 26 / 10/ 2021				
<b>TEZ/ ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ DEĞERLENDİRME SONUCU</b>						
1. Seçilen konu Bilim ve İş Dünyasına katkı sağlayabilecektir.						
2. Anılan konu İngiliz Dili Eğitimi faaliyet alanı içerisine girmektedir.						
<b>1.TEZ DANIŞMANININ ONAYI</b>	<b>2.TEZ DANIŞMANININ ONAYI (VARSA)</b>	<b>ANA BİLİM DALI BAŞKANININ ONAYI</b>	<b>SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRÜNÜN ONAYI</b>			
Adı - Soyadı: Senem ZALIMOĞLU	Adı - Soyadı: .....	Adı - Soyadı: Şehnaz ŞAHİNKARAKAŞ	Adı - Soyadı: Murat KOÇ			
Unvanı: Dr.Öğretim Üyesi	Unvanı: .....	Unvanı: Prof.Dr.	Unvanı: Doç.Dr.			
İmzası: Enstitü müdürlüğünde evrak aslı imzalıdır.	İmzası: .....	İmzası: Evrak onayı e-posta ile alınmıştır.	İmzası: Enstitü müdürlüğünde evrak aslı imzalıdır.			
27.10.2021	..... / ..... / 20.....	..... / ..... / 20.....	..... / ..... / 20.....			
<b>ETİK KURULU ASIL ÜYELERİNE AIT BİLGİLER</b>						
Adı - Soyadı: Şehnaz ŞAHİNKARAKAŞ	Adı - Soyadı: Yücel ERTEKİN	Adı - Soyadı: Deniz Aynur GÜLER	Adı - Soyadı: Mustafa BAŞARAN	Adı - Soyadı: Mustafa Tevfik ODMAN	Adı - Soyadı: Hüseyin Mahir FİSUNOĞLU	Adı - Soyadı: Jülide İNOZU
Unvanı : Prof. Dr.	Unvanı : Prof. Dr.	Unvanı: Prof. Dr.	Unvanı : Prof. Dr.	Unvanı: Prof. Dr.	Unvanı : Prof. Dr.	Unvanı : Prof. Dr.
İmzası :Enstitü müdürlüğünde evrak aslı imzalıdır.	İmzası : Enstitü müdürlüğünde evrak aslı imzalıdır.	İmzası : Enstitü müdürlüğünde evrak aslı imzalıdır.	İmzası : Enstitü müdürlüğünde evrak aslı imzalıdır.	İmzası : Enstitü müdürlüğünde evrak aslı imzalıdır.	İmzası : Enstitü müdürlüğünde evrak aslı imzalıdır.	İmzası : Enstitü müdürlüğünde evrak aslı imzalıdır.
..... / ..... / 20.....	..... / ..... / 20.....	..... / ..... / 20.....	..... / ..... / 20.....	..... / ..... / 20.....	..... / ..... / 20.....	..... / ..... / 20.....
Etik Kurulu Jüri Başkanı - Asıl Üye	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi
ÖY BİRLİĞİ İLE	<input checked="" type="radio"/>					
ÖY ÇOKLUĞU İLE	<input type="radio"/>	Çalışma yapılacak olan tez için uygulayacak olduğu Anketleri/Formları/Ölçekleri Çağ Üniversitesi Etik Kurulu Asıl Jüri Üyelerince İncelenmiş olup, ..... / ..... / 20..... - ..... / ..... / 20..... tarihleri arasında uygulanmak üzere gerekli izin verilmesi tarafımızca uygundur.				
AÇIKLAMA: BU FORM ÖĞRENCİLER TARAFINDAN HAZIRLANDIKTAN SONRA ENSTİTÜ MÜDÜRLÜĞÜ SEKRETERLİĞİNE ONAYLAR ALINMAK ÜZERE TESLİM EDİLECEKTİR. AYRICA FORMDAKI YAZI ON İKİ PUNTO OLACAK ŞEKİLDE YAZILACAKTIR.						
YAPILMAK İSTENEN ÇALIŞMANIN İZİN ALINMAK İSTENEN KURUMUN HANGİ İLÇELERİNE/ HANGİ KURUMUNA/ HANGİ BÖLÜMÜNDE/ HANGİ ALANINA/ HANGİ KONULARDA/ HANGİ GRUBA/ KİMLERE/ NE UYGULANACAĞI GİBİ AYRINTILI BİLGİLER		Bu çalışma Çağ Üniversitesi Yenice, Bilim ve Teknoloji Üniversitesi Sarıçam, Erciyes Üniversitesi Melikgazi, Hasan Kalyoncu Üniversitesi Şahinbey, Atatürk Üniversitesi Yakutiye ve Yozgat Bozok Üniversitesi Azizli ilçelerinin Yabancı Diller Yüksekokulu bünyesinde İngilizce dersi veren öğretim görevlilerinin katılımıyla yürütülecektir. İngilizceyi yabancı dil olarak öğreten öğretim görevlilerine Mesleki Dayanıklılık İnanç ve Öğretmen Öznel İyi Oluş Ölçekleri uygulanacaktır.				



## Appendix 2: Çağ University Consent Form

Tarih: 27.10.2021

**ÇAĞ ÜNİVERSİTESİ  
SOSYAL BİLİMLER ENSTİTÜSÜ  
ETİK KURULU**

**BİLGİLENDİRİLMİŞ ONAM FORMU**

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

Bukapsamda " İngilizce öğretmenlerinin öznel iyi oluşları ile mesleki dayanıklılıkları arasındaki ilişkinin üniversite bağlamında incelenmesi" başlıklı araştırma "Polen BOYACI" tarafından **gönüllü katılımcılarla** yürütülmektedir. Araştırma sırasında sizden alınacak bilgiler gizli tutulacak ve sadece araştırma amaçlı kullanılacaktır. Araştırma sürecinde konu ile ilgili her türlü soru ve görüşleriniz için aşağıda iletişim bilgisi bulunan araştırmacıyla görüşebilirsiniz. Bu araştırmaya **katılmama** hakkınız bulunmaktadır. Aynı zamanda çalışmaya katıldıktan sonra çalışmadan **çıkabilirsiniz**. Bu formu onaylamanız, **araştırmaya katılım için onam verdiğinizin** anlamına gelecektir.

**Araştırmayla İlgili Bilgiler:**

**Araştırmanın Amacı:** Bu çalışma, İngilizceyi yabancı dil olarak öğreten üniversitede çalışan öğretmenlerin öznel iyi oluşlarının ve mesleki dayanıklılık dirençlerinin birbiriyle nasıl ilişkili olduğunu ortaya çıkarmayı amaçlamaktadır

**Araştırmanın Nedeni:** Bu çalışma ile İngilizceyi yabancı dil olarak öğreten üniversitede çalışan öğretim görevlilerinin öznel iyi oluşlarının ve mesleki dayanıklılık dirençlerinin birbiriyle olan ilişkisini anlamak için gerçekleştirilecektir.

**Araştırmanın Yürütüleceği Yer:** 1-Çağ Üniversitesi 2-Bilim ve Teknoloji Üniversitesi 3-Erciyes Üniversitesi 4-Hasan Kalyoncu Üniversitesi 5-Yozgat Bozok Üniversitesi 6-Atatürk Üniversitesi

**Çalışmaya Katılım Onayı:**

Araştırmanın amacını, nedenini, yürütüleceği yer ile ilgili bilgileri okudum ve gönüllü olarak üzerime düşen sorumlulukları anladım. Araştırma ile ilgili ayrıntılı açıklamalar yazılı ve sözlü olarak tarafıma sunuldu. Bu araştırma ile ilgili faydalar ve riskler ile ilgili bilgilendirildim.

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

**Katılımcının (Islak imzası ile<sup>\*\*\*</sup>)**

Adı-Soyadı:  
İmzası:

**Araştırmacının**

Adı-Soyadı: Polen BOYACI  
e-posta:  
İmzası:

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

### Appendix 3: Demographic Information Scale

**This scale will be used to collect data to investigate EFL lecturers' levels of subjective well-being and occupational resilience and to find out whether there is a significant difference in EFL lecturers' levels of subjective well-being and occupational resilience according to gender, years of experience and type of institution**

<b>DEMOGRAPHIC INFORMATION</b> (Please choose the best option suits you most)	
Gender:	Female ( )
	Male ( )
Years of Teaching Experience:	0-5 ( ) 6-10 ( ) 11-15 ( ) 16-20 ( )
Type of institution:	Foundation ( ) State ( )

I accept participating in the study and complete this questionnaire voluntarily. ( )

Thank you for participating in the study.

## Appendix 4: Teacher Subjective Well-being Questionnaire

### Teacher Subjective Wellbeing Questionnaire

Below are some questions about your experiences as a teacher. Read each sentence and choose the one response that best describes how you felt in the past month.

	Almost Never	Some- times	Often	Almost Always
1. I feel like I belong at this school.	1	2	3	4
2. I am a successful teacher.	1	2	3	4
3. I can really be myself at this school.	1	2	3	4
4. I am good at helping students learn new things.	1	2	3	4
5. I feel like people at this school care about me.	1	2	3	4
6. I have accomplished a lot as a teacher.	1	2	3	4
7. I am treated with respect at this school.	1	2	3	4
8. I feel like my teaching is effective and helpful.	1	2	3	4

## Appendix 5: Occupational Resilience Belief Scale for Teachers

### OCCUPATIONAL RESILIENCE BELIEF SCALE FOR TEACHERS

This inventory contains statements about your professional life. Read these statements one by one and decide how appropriate the statement is to you. Type of rating "strongly agree" (5); "mostly agree" (4); "moderately agree" (3); "somewhat agree" (2); "I strongly disagree" (1) is added. Please put an (X) in that numbered space, whichever is appropriate for you. Please answer all statements without leaving blanks.

N.		1	2	3	4	5
1	When I look at a situation or event, I can see different aspects of it.					
2	I know from my experiences that I can cope with professional difficulties.					
3	I tend to improve myself in matters that I feel lacking in my profession.					
4	I can see the fun side of events at school.					
5	When I get into a difficult situation at school, I eventually find a way out.					
6	I believe that I can solve the negativities that may occur at school.					
7	I believe that I will achieve remarkable success in my profession.					
8	I am not afraid to express my views to other people at school.					
9	I can seek the opinions of my colleagues when necessary.					
10	I express my criticism clearly in the school environment.					
11	When necessary, I share the negativities that I may experience in the school environment.					
12	When I think about what I have done so far, I say that I have done good things for my profession.					
13	I am proud of my achievements in my profession.					
14	I don't lose faith in myself in difficult times					
15	My students trust me when it comes to an important topic.					
16	With a little effort, I can overcome difficulties.					
17	I am a person at peace with myself.					
18	I can do multiple tasks at the same time.					
19	I am a determined person about my job.					
20	I am confident about my job					
21	I can handle difficult students					
22	I do not hesitate to ask for help in solving my students' problems.					
23	I don't give up trying to reach my problematic and mismatched students					
24	I am good at helping my students solve their problems					
25	I am aware that I have an impact on the lives of my students.					
26	I can control behaviors that negatively affect activities in the classroom.					

**THE SCALE IS ONE DIMENSIONAL AND THERE IS NO REVERSE ITEM. HIGH SCORE FROM THE SCALE MEANS HIGHER BELIEF OCCUPATIONAL RESILIENCE. THE LOWEST SCORE THAT CAN BE TAKEN FROM THE SCALE IS 26 AND THE HIGHEST SCORE IS 130.**

Tagay, Ö. ve Demir, K. (2016). Öğretmen adayları için mesleki dayanıklılık inancı ölçeğinin geliştirilmesi. *Kastamonu Eğitim Dergisi*, 24 (4), 1603-1620.

**Appendix 6: Consent Form for Conducting Questionnaire**

T.C.  
ÇAĞ ÜNİVERSİTESİ  
Sosyal Bilimler Enstitüsü

Sayı : E-23867972-050.01.04-2100008956 -46  
Konu : Bilimsel Araştırma ve Yayın Etiği  
Kurulu Kararı Alınması Hakkında

28.10.2021

**REKTÖRLÜK MAKAMINA**

**İlgi:** 09.03.2021 tarih ve E-81570533-050.01.01-2100001828 sayılı Bilimsel Araştırma ve Yayın Etiği Kurulu konulu yazınız.  
İlgi tarihli yazınız kapsamında Üniversitemiz Sosyal Bilimler Enstitüsü bünyesindeki Lisansüstü Programlarda halen tez aşamasında kayıtlı olan **Polen BOYACI** isimli öğrencimize ait tez evraklarının "Üniversitemiz Bilimsel Araştırma ve Yayın Etiği Kurulu Onayları" alınmak üzere Ek'te sunulmuş olduğunu arz ederim.

Doç. Dr. Murat KOÇ  
Sosyal Bilimler Enstitüsü Müdürü

Enstitü Müdürlüğünde evrak aslı imzalıdır.

Ek : 1 Adet öğrenciye ait tez evrakları listesi.

## Appendix 7: Çağ University Rectorate's Thesis Ethic Permission Request Letter



T.C.  
ÇAĞ ÜNİVERSİTESİ  
Rektörlük

Sayı : E-81570533-044-2100008681  
Konu : Bilimsel Araştırma ve Yayın Etiği  
Kurul İzni Hk.

02.12.2021

### SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRLÜĞÜNE

- İlgi : a) 24.11.2021 tarih ve 23867972/65 sayılı yazınız.  
b) 24.11.2021 tarih ve 23867972/66 sayılı yazınız.  
c) 16.11.2021 tarih ve 23867972/57 sayılı yazınız.  
ç) 26.10.2021 tarih ve E-23867972-050.01.04-2100008866-44 sayılı yazınız.  
d) 25.10.2021 tarih ve E-23867972-050.01.04-2100008827-45 sayılı yazınız.  
e) 28.10.2021 tarih ve E-23867972-050.01.04-2100008956-46 sayılı yazınız.  
f) 12.11.2021 tarih ve 23867972/48 sayılı yazınız.  
g) 12.11.2021 tarih ve 23867972/47 sayılı yazınız.  
ğ) 26.11.2021 tarih ve 23867972/76 sayılı yazınız.

İlgi yazılarda söz konusu edilen Can Toraman, Meltem Bulut Korkmaz, Duygu Üvey, İlayda Boru, Yasemin Ertürk, Fatma Kayıklık, İlmittin Taşdemir, Yakup Başak, Polen Boyacı, Bahar Aksoy Göğüs, Hilal İçen, Esra Çetinkaya, Ayşe Duman ve Merih Özbayrak isimli öğrencilerimizin tez evrakları Bilimsel Araştırma ve Yayın Etik Kurulunda incelenerek uygun görülmüştür.

Bilgilerinizi ve gereğini rica ederim.

Prof. Dr. Ünal AY  
Rektör

## Appendix 8: Çağ University Rectorate's Thesis Questionnaire Ethic Permission Letter



T.C.  
ÇAĞ ÜNİVERSİTESİ  
Yabancı Diller Yüksekokulu

Sayı : E-12345678-000-2100010139  
Konu : Tez Anket İzni Hak.

10.12.2021

REKTÖRLÜK MAKAMINA

İlgi : 06.12.2021 tarihli ve E-23867972-044-2100009917 sayılı belge.

Sosyal Bilimler Enstitüsü İngiliz Dili Eğitimi Bölümü Yüksek Lisans öğrencisi Polen BOYACI'nın uygulamak istediği anket uygulaması uygun görülmüş olup Hazırlık Birimi Koordinatör Yardımcısı Betül ÇOKBİLEN nezaretinde yürütülecektir.

Saygılarımla arz ederim.

Prof. Dr. Jülide İNÖZÜ  
Yabancı Diller Yüksek Okulu Müdürü

## Appendix 9: Çağ University Thesis Questionnaire Application and Permission Request Letter



T.C.  
ÇAĞ ÜNİVERSİTESİ  
Sosyal Bilimler Enstitüsü

Sayı : E-23867972-044-2100009918  
Konu : Polen Boyacı'ya Ait Tez Anket İzni  
Hk.

06.12.2021

### DAĞITIM YERLERİNE

İngiliz Dili Eğitimi Tezli Yüksek Lisans Programında kayıtlı Polen Boyacı isimli öğrencimiz, "İngilizce öğretmenlerinin öznel iyi oluşları ile mesleki dayanıklılıkları arasındaki ilişkinin üniversite bağlamında incelenmesi" konulu tez çalışmasını Üniversitemiz öğretim üyesi Dr. Öğr. Üyesi Senem Zaimoğlu danışmanlığında halen yürütmektedir. Adı geçen öğrenci tez çalışmasında Üniversitemiz bünyesindeki tüm programlarda İngilizce dersi veren öğretim görevlilerini kapsamak üzere kopyası Ek'lerde sunulan anket uygulamasını yapmayı planlamaktadır. Üniversitemiz Etik Kurulunda yer alan üyelerin onayları alınmış olup, gerekli iznin verilmesi hususunu bilgilerinize sunarım.

Prof. Dr. Ünal AY  
Rektör

Ek : Tez Anket İzni Onay Dosyası.

Dağıtım:

Gereği:

Adana Alparslan Türkeş Bilim ve Teknoloji Üniversitesi Rektörlüğüne  
Atatürk Üniversitesi Rektörlüğüne  
Erciyes Üniversitesi Rektörlüğüne  
Hasan Kalyoncu Üniversitesi Rektörlüğüne  
Yozgat Bozok Üniversitesi Rektörlüğüne



## Appendix 10: Thesis Questionnaire Permissions Forms of Universities

### Questionnaire Permission Form of Erciyes University Rectorate



T.C.  
ERCIYES ÜNİVERSİTESİ REKTÖRLÜĞÜ  
Personel Daire Başkanlığı

Sayı : E-62637355-044-165173 21.12.2021  
Konu : Polen BOYACI'ya Ait Tez Anket İzni  
Hk.

ÇAĞ ÜNİVERSİTESİ REKTÖRLÜĞÜNE  
Adana-Mersin Karayolu Üzeri PK:33800 Yenice-Tarsus/MERSİN

İlgi : 06.12.2021 tarihli ve E-23867972-044-2100009918 sayılı yazınız.

Üniversitemiz Sosyal Bilimler Enstitüsü İngiliz Dili Eğitimi Tezli Yüksek Lisans Programında kayıtlı Polen BOYACI isimli öğrencinin "İngilizce öğretmenlerinin öznel iyi oluşları ile mesleki dayanıklılıkları arasındaki ilişkinin üniversite bağlamında incelenmesi" konulu tez çalışması kapsamında Üniversitemiz bünyesindeki tüm programlarda İngilizce dersi veren öğretim görevlilerini kapsamak üzere anket uygulamasını yapmayı planlandığı ve gerekli izin verilmesi ilgi yazınızla istenilmektedir.

Adı geçen söz konusu anket çalışmasını Üniversitemiz Edebiyat Fakültesi ve Yabancı Diller Yüksekokulu öğretim elemanlarına yapması Rektörlüğümüzce uygun görülmüştür.  
Bilgilerinizi arz ederim.

Prof.Dr. Mustafa ÇALIŞ  
Rektör

## Questionnaire Permission Form of Ataturk University Rectorate



T.C.  
ATATÜRK ÜNİVERSİTESİ REKTÖRLÜĞÜ  
Öğrenci İşleri Daire Başkanlığı



Sayı : E-88179374-302.08.01-2200005246  
Konu : Uygulama İzni (Polen BOYACI)

06.01.2022

ÇAĞ ÜNİVERSİTESİ REKTÖRLÜĞÜNE  
(Sosyal Bilimler Enstitüsü)

İlgi : 27.12.2021 tarihli ve E-23867972-044-2100009918 sayılı belge.

Üniversiteniz Sosyal Bilimler Enstitüsü İngiliz Dili Eğitimi Tezli Yüksek Lisans Programı öğrencisi Polen BOYACI tarafından yapılan tez çalışmasının uygulaması ile ilgili Üniversitemiz Yabancı Diller Yüksekokulu Müdürlüğünden alınan 05.01.2022 tarih ve E-61570131-000-2200003690 sayılı yazı ve ekleri ilişikte gönderilmiştir.

Bilgilerinizi ve gereğini arz ederim.

Prof.Dr. Ömer ÇOMAKLI  
Rektör

Ek : 5.1.2022 tarihli E-61570131-000-2200003690 sayılı belge

Questionnaire Permission Form of Adana Alparslan Türkeş Science and Technology  
University Rectorate



T.C.  
ADANA ALPARSLAN TÜRKEŞ BİLİM VE TEKNOLOJİ ÜNİVERSİTESİ  
Personel Daire Başkanlığı

Sayı : E-12204634-903.99-28412  
Konu : Anket İzni

11.02.2022

ÇAĞ ÜNİVERSİTESİ REKTÖRLÜĞÜNE

İlgi : 06/12/2021 tarih ve 2100009918 sayılı yazınız.

Üniversitemiz İngiliz Dili Eğitimi Tezli Yüksek Lisans Programında kayıtlı Polen BOYACT'ın Dr. Öğr. Üyesi Senem ZAIMOĞLU danışmanlığında yürüttüğü "İngilizce öğretmenlerinin öznel iyi oluşları ile mesleki dayanıklılıkları arasındaki ilişkinin üniversite bağlamında incelenmesi" konulu tez çalışması hakkında Üniversitemiz Bilimsel Araştırma ve Yayın Etiği Kurulundan alınan 31/01/2022 tarih ve 27125 sayılı yazı ile kurul kararı ilişikte sunulmuştur. Bilgilerinize arz ederim.

Prof. Dr. Mehmet TUMAY  
Rektör

Ek:  
1- Yazı  
2- Kurul Kararı

## Questionnaire Permission Form of Yozgat Bozok University Rectorate



T.C.  
YOZGAT BOZOK ÜNİVERSİTESİ REKTÖRLÜĞÜ  
Genel Sekreterlik

Sayı : E-99219772-044-49236  
Konu : Anket İzni

13.12.2021

ÇAĞ ÜNİVERSİTESİ REKTÖRLÜĞÜNE  
(Sosyal Bilimler Enstitüsü)

İlgi : 06.12.2021 tarihli ve E-23867972-044-2100009918 sayılı yazınız.

Üniversiteniz Sosyal Bilimler Enstitüsü İngiliz Dili Tezli Yüksek Lisans Programı öğrencisi Polen BOYACI'nın "*İngilizce Öğretmenlerinin Öznel İyi Oluşları İle Mesleki Dayanıklılıkları Arasındaki İlişkinin Üniversite Bağlamında İncelenmesi*" konulu anket çalışmasının Üniversitemizde uygulanması talebi uygun bulunmuş olup, ilgili birimlerimize duyurusu yapılmıştır.  
Bulgelerimize arz ederim.

Prof. Dr. Ahmet KARADAĞ  
Rektör